

**Replies to initial written 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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EDB314	0763	LAM Tai-fai	190	University Grants Committee
EDB315	0617	LEE Wai-king, Starry	190	University Grants Committee
EDB316	0654	LEE Wai-king, Starry	190	University Grants Committee
EDB317	0655	LEE Wai-king, Starry	190	University Grants Committee
EDB318	0656	LEE Wai-king, Starry	190	University Grants Committee
EDB319	0657	LEE Wai-king, Starry	190	University Grants Committee
EDB320	0658	LEE Wai-king, Starry	190	University Grants Committee
EDB321	3162	LEE Wai-king, Starry	190	University Grants Committee
EDB322	2501	LEUNG, Kenneth	190	University Grants Committee
EDB323	2464	MA Fung-kwok	190	University Grants Committee
EDB324	0675	NG Leung-sing	190	University Grants Committee
EDB325	0676	NG Leung-sing	190	University Grants Committee
EDB326	0684	NG Leung-sing	190	University Grants Committee
EDB327	0386	TAM Yiu-chung	190	University Grants Committee

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
EDB328	0388	TAM Yiu-chung	190	University Grants Committee
EDB329	0394	TAM Yiu-chung	190	University Grants Committee
EDB330	1805	TIEN Puk-sun, Michael	190	University Grants Committee
EDB331	1815	TIEN Puk-sun, Michael	190	University Grants Committee
EDB332	1817	TIEN Puk-sun, Michael	190	University Grants Committee
EDB333	0972	WONG Pik-wan, Helena	190	University Grants Committee
EDB334	0973	WONG Pik-wan, Helena	190	University Grants Committee
EDB335	0974	WONG Pik-wan, Helena	190	University Grants Committee
OGCIO				
EDB336	2778	CHAN Chi-chuen	47	IT in the Community
EDB337	2644	MOK, Charles Peter	47	IT in the Community
EDB338	2653	MOK, Charles Peter	47	IT in the Community
EDB339	0702	TONG Ka-wah, Ronny	47	IT in the Community
CWRF				
EDB340	3085	QUAT, Elizabeth	708	Capital Works Reserve Fund
EDB				
EDB341	3743	CHAN Hak-kan	156	Primary Education Secondary Education
EDB342	3305	CHAN Ka-lok, Kenneth	156	Special Education
EDB343	3308	CHAN Ka-lok, Kenneth	156	Special Education
EDB344	3309	CHAN Ka-lok, Kenneth	156	Special Education
EDB345	3310	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB346	3311	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB347	3312	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB348	3313	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB349	3316	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB350	3317	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB351	3318	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB352	3324	CHAN Ka-lok, Kenneth	156	Vocational Education
EDB353	3339	CHAN Ka-lok, Kenneth	156	
EDB354	3341	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB355	3363	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB356	3364	CHAN Ka-lok, Kenneth	156	Vocational Education
EDB357	3367	CHAN Ka-lok, Kenneth	156	Vocational Education

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EDB358	3373	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB359	3374	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB360	3376	CHAN Ka-lok, Kenneth	156	Vocational Education
EDB361	3395	CHAN Ka-lok, Kenneth	156	Special Education
EDB362	3396	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB363	3397	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education
EDB364	3419	CHAN Ka-lok, Kenneth	156	Director of Bureau's Office
EDB365	3420	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB366	3421	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB367	3423	CHAN Ka-lok, Kenneth	156	
EDB368	3460	CHAN Ka-lok, Kenneth	156	
EDB369	4194	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education
EDB370	4216	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB371	4217	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB372	4218	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB373	4219	CHAN Ka-lok, Kenneth	156	Special Education
EDB374	4220	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB375	4780	CHAN Ka-lok, Kenneth	156	Director of Bureau's Office
EDB376	4850	CHAN Ka-lok, Kenneth	156	Policy and Support
EDB377	4860	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
EDB378	5349	CHAN Ka-lok, Kenneth	156	
EDB379	5144	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB380	5145	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB381	5146	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB382	5148	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB383	5152	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB384	5153	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
EDB385	5154	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education Other Educational Services

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
				and Subsidies Policy and Support
EDB386	5155	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB387	5213	CHEUNG Chiu-hung, Fernando	156	Vocational Education
EDB388	5261	CHEUNG Chiu-hung, Fernando	156	Policy & Support
EDB389	5276	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
EDB390	5279	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB391	5280	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB392	5281	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB393	5282	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
EDB394	5284	CHEUNG Chiu-hung, Fernando	156	Secondary Education
EDB395	5285	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB396	5288	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB397	5289	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB398	5292	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB399	5295	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB400	5296	CHEUNG Chiu-hung, Fernando	156	Special Education
EDB401	5308	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB402	5319	CHEUNG Chiu-hung, Fernando	156	Policy and Support
EDB403	4021	CHEUNG Kwok-che	156	Special Education Policy and Support
EDB404	4022	CHEUNG Kwok-che	156	Primary Education
EDB405	4023	CHEUNG Kwok-che	156	Primary Education
EDB406	4053	CHEUNG Kwok-che	156	Secondary Education
EDB407	4055	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB408	4056	CHEUNG Kwok-che	156	Policy and Support
EDB409	4070	CHEUNG Kwok-che	156	Special Education Other Educational Services and Subsidies Policy and Support
EDB410	4072	CHEUNG Kwok-che	156	Vocational Education
EDB411	4073	CHEUNG Kwok-che	156	Vocational Education Policy and Support
EDB412	4074	CHEUNG Kwok-che	156	Other Educational Services

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				and Subsidies
EDB413	4081	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB414	4082	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB415	4111	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
EDB416	4113	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
EDB417	3479	CHEUNG Yu-yan, Tommy	156	Primary Education Secondary Education
EDB418	4975	FAN Kwok-wai, Gary	156	Policy and Support
EDB419	4435	FUNG Kin-kee, Frederick	156	Other Educational Services and Subsidies
EDB420	3672	HO Sau-lan, Cyd	156	Other Educational Services and Subsidies
EDB421	3676	HO Sau-lan, Cyd	156	Other Educational Services and Subsidies
EDB422	3677	HO Sau-lan, Cyd	156	Policy and Support
EDB423	3691	HO Sau-lan, Cyd	156	Director of Bureau's Office Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education Policy and Support
EDB424	3707	HO Sau-lan, Cyd	156	
EDB425	3716	HO Sau-lan, Cyd	156	Policy and Support
EDB426	3730	HO Sau-lan, Cyd	156	Primary Education Secondary Education
EDB427	4341	KWOK Ka-ki	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB428	4343	KWOK Ka-ki	156	Primary Education Secondary Education

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				Special Education
EDB429	4346	KWOK Ka-ki	156	Primary Education Secondary Education
EDB430	4667	KWOK Wai-keung	156	Policy and Support
EDB431	4673	KWOK Wai-keung	156	Policy and Support
EDB432	4676	KWOK Wai-keung	156	Policy and Support
EDB433	4685	KWOK Wai-keung	156	Vocational Education
EDB434	4686	KWOK Wai-keung	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education
EDB435	4638	KWOK, Dennis	156	Secondary Education
EDB436	4639	KWOK, Dennis	156	Other Educational Services and Subsidies
EDB437	4640	KWOK, Dennis	156	Other Educational Services and Subsidies
EDB438	4641	KWOK, Dennis	156	Other Educational Services and Subsidies
EDB439	4642	KWOK, Dennis	156	Other Educational Services and Subsidies
EDB440	4648	KWOK, Dennis	156	Secondary Education
EDB441	3510	LEE Wai-king, Starry	156	Other Educational Services and Subsidies
EDB442	3512	LEE Wai-king, Starry	156	Secondary Education
EDB443	3515	LEE Wai-king, Starry	156	Primary Education
EDB444	3516	LEE Wai-king, Starry	156	Secondary Education
EDB445	3517	LEE Wai-king, Starry	156	Primary Education
EDB446	3518	LEE Wai-king, Starry	156	Secondary Education
EDB447	3519	LEE Wai-king, Starry	156	Secondary Education
EDB448	3520	LEE Wai-king, Starry	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB449	4140	LEUNG Kwok-hung	156	Vocational Education
EDB450	5452	LEUNG Kwok-hung	156	Secondary Education
EDB451	3864	LEUNG Yiu-chung	156	Policy and Support
EDB452	4572	MO, Claudia	156	Primary Education Secondary Education Policy and Support
EDB453	4573	MO, Claudia	156	Primary Education
EDB454	4574	MO, Claudia	156	Other Educational Services and Subsidies
EDB455	4575	MO, Claudia	156	Other Educational Services

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
				and Subsidies
EDB456	4576	MO, Claudia	156	Other Educational Services and Subsidies
EDB457	4577	MO, Claudia	156	Other Educational Services and Subsidies
EDB458	4578	MO, Claudia	156	Policy and Support
EDB459	4999	MOK, Charles Peter	156	Policy and Support
EDB460	5001	MOK, Charles Peter	156	Policy and Support
EDB461	5008	MOK, Charles Peter	156	Policy and Support
EDB462	3551	SHEK Lai-him, Abraham	156	Policy and Support
EDB463	3554	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
EDB464	3555	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
EDB465	3558	SHEK Lai-him, Abraham	156	Special Education
EDB466	3559	SHEK Lai-him, Abraham	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB467	3563	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
EDB468	3564	SHEK Lai-him, Abraham	156	
EDB469	3565	SHEK Lai-him, Abraham	156	Policy and Support
EDB470	3568	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
EDB471	3571	SHEK Lai-him, Abraham	156	Policy and Support
EDB472	3576	SHEK Lai-him, Abraham	156	Secondary Education
EDB473	3577	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
EDB474	5088	TANG Ka-piu	156	Policy and Support
EDB475	5103	TANG Ka-piu	156	Vocational Education
EDB476	5104	TANG Ka-piu	156	Special Education
EDB477	3932	TSE Wai-chun, Paul	156	Policy and Support
EDB478	4303	WONG Kwok-hing	156	Primary Education Secondary Education
EDB479	5367	WONG Kwok-hing	156	Other Educational Services and Subsidies Policy and Support
EDB480	5368	WONG Kwok-hing	156	
EDB481	5369	WONG Kwok-hing	156	Director of Bureau's Office Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB482	3950	WONG Kwok-kin	156	Vocational Education

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
EDB483	3890	WONG Yuk-man	156	Policy and Support
EDB484	3919	WONG Yuk-man	156	Policy and Support
SFAA				
EDB485	3744	CHAN Hak-kan	173	Student Assistant Scheme
EDB486	3468	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB487	3469	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB488	3470	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB489	3471	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB490	3472	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB491	3473	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB492	3474	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB493	3476	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB494	4207	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB495	4208	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB496	4209	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB497	4210	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB498	4211	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB499	4212	CHAN Ka-lok, Kenneth	173	Student Assistant Scheme
EDB500	5141	CHEUNG Chiu-hung, Fernando	173	Student Assistant Scheme
EDB501	5142	CHEUNG Chiu-hung, Fernando	173	Student Assistant Scheme
EDB502	5143	CHEUNG Chiu-hung, Fernando	173	Student Assistant Scheme
EDB503	5147	CHEUNG Chiu-hung, Fernando	173	Student Assistant Scheme
EDB504	4127	CHEUNG Kwok-che	173	Student Assistant Scheme
EDB505	3491	CHEUNG Yu-yan, Tommy	173	Student Assistant Scheme
EDB506	3532	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB507	3533	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB508	3534	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB509	3535	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB510	3536	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB511	3537	LEE Wai-king, Starry	173	Student Assistant Scheme
EDB512	5449	LEUNG Kwok-hung	173	Student Assistant Scheme
EDB513	5450	LEUNG Kwok-hung	173	Student Assistant Scheme
EDB514	5025	MOK, Charles Peter	173	Student Assistant Scheme
EDB515	5370	WONG Kwok-hing	173	Student Assistant Scheme
EDB516	5371	WONG Kwok-hing	173	Student Assistant Scheme
EDB517	5372	WONG Kwok-hing	173	Student Assistant Scheme
UGC				
EDB518	3369	CHAN Ka-lok, Kenneth	190	University Grants Committee
EDB519	3371	CHAN Ka-lok, Kenneth	190	University Grants Committee

[illegible]

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

EDB001

Question Serial No.

2543

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Will the Administration inform this Committee of the details of the operation of the Language Fund and the projects it subsidized in the past five years (i.e. from 2008-09 to 2012-13)? Also, what are its annual expenditures in the past five years?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Language Fund was set up in March 1994. It supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. It is held in trust under the Director of Education (now the Permanent Secretary for Education) Incorporation Ordinance (Cap. 1098). It is operated in accordance with a Trust Deed which sets out the objects of the fund, the broad principles governing its disbursements and management framework. The Standing Committee on Language Education and Research (SCOLAR), established in 1996, advises the Government on the use of the Language Fund and language education issues in general.

A list of projects financed by the Language Fund in the past five years is at Annex^{Note}. The expenditure of the Language Fund in the past five years is as follows:

Financial year	Expenditure (\$ million)
2008-09	295.2
2009-10	251.4
2010-11	322.3
2011-12	493.7
2012-13 (up to 31 January 2013)	370.3

Note: Only those projects which commenced in that particular year are included. Projects which have commenced earlier on and spanned over for a period of time are excluded.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

2008-2009

Name of Projects
2008/09 & 2009/10 Overseas Immersion Programme for English Teachers & Principals on English Language Education
SCOLAR Debating Education Programme 2008/09 - Sponsorship of the 24th Sing Tao Inter-School Debating Competition
Drama-in-Education English Alliance 08/09 (Programme by HK Art School)
Drama-in-Education English Alliance 08/09 (Programme by S4A/British Council)
Proper Cantonese Pronunciation Camp for Primary Schools
Workplace English Campaign in 2009
Promotion of Putonghua 2008/09 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2008/09 - Putonghua Radio Drama Training and Competition
Promotion of Putonghua 2008/09 - Inter-Varsity Putonghua Debating Competition for Guangdong, Hong Kong and Macau
Promotion of Putonghua 2008/09 - Putonghua Broadcaster Competition cum Finale Show of Promotion of Putonghua in 2008/09
Promotion of Putonghua 2008/09 - Putonghua Singing Competition for Primary and Secondary Schools
Promotion of Putonghua 2008/09 - Putonghua Training Programme for Student Tourism Ambassadors
Promotion of Putonghua 2008/09 - School-based Putonghua Drama Training Programme
Promotion of Putonghua 2008/09 - Broadcasting a series of one-minute segments on Putonghua learning

2009-2010

Name of Projects
Reading Ambassador and Reading Contract Project
Drama-in-Education English Alliance 09/10 (Programme by HK Art School)
Drama-in-Education English Alliance 09/10 (Programme by S4A)
Sponsorship of the 25th Sing Tao Inter-School Debating Competition
English Debating Programme 09/10 - Persuasive English: Debating Workshop 2010
Hong Kong News Awards (2009-10)
English Enhancement Grant Scheme for Primary Schools
Promotion of Putonghua 2010 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2010 - Putonghua Singing Competition for Primary and Secondary Schools
Workplace English Campaign in 2010

2010-2011

Name of Projects
Promotion of Putonghua 2010 - Hong Kong Putonghua Sales Pitch Contest
Promotion of Putonghua 2010 - Putonghua Radio Drama Training and Competition for Secondary Schools
Promotion of Putonghua 2010 - Putonghua Training Programme for Student Ambassadors – Service Industry
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH (分分鐘實用普通話)
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH (財經點滴)
Promotion of Putonghua 2010 - Seminars and Workshops on enhancing Putonghua through Language Arts
Promotion of Putonghua 2010 -Putonghua Drama Competition for Primary Schools
Promotion of Putonghua in 2010 (TVB)
Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong
Hong Kong Debate Open 2010
Persuasive English: Debating Workshop 2011
Sponsorship of the 26th Sing Tao Inter-School Debating Competition
Support Measures to Strengthen the Teaching and Learning of English in Secondary Schools
Project of After-school Extended Chinese Learning for Non-Chinese Speaking (NCS) Students
Promotion of Putonghua in 2011 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua in 2011 - The 10th AIA Quest for the Champion Communicator Competition
Proper Cantonese Pronunciation Project in 2011
Creating English Language Environment for Students in Hong Kong Project (Programme by Ocean Park)

Creating English Language Environment for Students in Hong Kong Project (Programme by Treasure House of Noah's Ark)
English Alliance - Stories Alive (Key Stage 1 - Storytelling)
English Alliance - Stories Alive (Key Stage 2 - Readers' Theatre)
English Alliance - Stories Alive (Story Ambassadors)
English Alliance - Stories Alive (Writing Competition)
Workplace English Campaign in 2011

2011-2012

Name of Projects
Promotion of Putonghua 2011 - Chinese Cultural Enrichment Programmer for Primary Schools
Promotion of Putonghua 2011 - Putonghua Drama Competition for Primary Schools
Promotion of Putonghua 2011 - Putonghua Radio Drama Training and Competition for Secondary Schools
Promotion of Putonghua 2011 - Putonghua Training Programme for Student Ambassadors-Service Industry
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH (分分鐘實用普通話)
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH (財經點滴)
Creating English Language Environment for Students in Hong Kong Project (2011-2012) (Programme by Ocean Park)
Creating English Language Environment for Students in Hong Kong Project (2011-2012) (Programme by Treasure House of Noah's Ark)
Promotion of Putonghua 2012 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Sponsorship of the 27th Sing Tao Inter-School Debating Competition
Hong Kong News Awards 2011
Reading Project 2011-12
Language Landscape Studies – A Study on the Use of Language in the Workplace of Hong Kong
Language Landscape Studies for Hong Kong – Thematic Household Survey on the Use of Language in Hong Kong
English Alliance 2011/12 – “English is Everywhere” Fun Day
English Alliance 2011/12 - "English is Everywhere" Programmes
English Alliance 2011/12 - Debating Workshops 2012
English Alliance 2011/12 - Mobile Device Short Film Making Competition

English Alliance 2011/12 - Rugby English Active Learning Programme 2012
Vocational English Enhancement Programme
Workplace English Campaign in 2012 and 2013

2012-2013 (up to January 2013)

Name of Projects
Networking and Partnership Project in 2012/13
Promotion of Chinese in 2012/13 School Year - National Essay Writing Competition (Hong Kong)
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : "Drawing for Fun"- supporting NCS children in learning Chinese
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Chinese in a Fun Way
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Jyutping in a fun way
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Pilot Project on Supporting NCS Children in Learning Chinese
Promotion of Chinese in 2012/13 School Year - Young Writers Training Programme
Promotion of Putonghua 2012/13 - Chinese Language Enrichment Programme for Primary Schools
Promotion of Putonghua 2012/13 - Putonghua Drama Performance for Primary Schools
Promotion of Putonghua 2012/13 - Radio Segment Series (財經點滴/商務普通話快線)
Promotion of Putonghua 2012/13 - The 15th Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2012/13 - Workplace Putonghua Training Programme
Hong Kong News Awards 2012
Sponsorship of the 28th Sing Tao Inter-School Debating Competition
Revamping of the Website of the SCOLAR
English Alliance 2012/13 - English is Everywhere
English Alliance 2012/13 - Find the Lost Teddy Bear
English Alliance 2012/13 - Junior Master Chef
English Alliance 2012/13 - Reading Round the Roaring City

English Alliance 2012/13 - Walking Books
English Alliance 2012/13 – Territory-wide Event on 23.4.2013

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

EDB002

Question Serial No.

2544

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the Budget Speech, the Financial Secretary mentions injecting \$5 billion into the Language Fund to facilitate its longer term planning. In this connection, will the Government inform the Committee of the details of such longer term planning? Also, what kind of effect does the Government expect from injecting \$5 billion? Will the Government conduct a comprehensive review of the Language Fund and then decide on the future direction?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research (SCOLAR) which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors. Monitoring of the use of funds and effectiveness evaluation constitute integral requirements of the funding support by SCOLAR.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB003

Question Serial No.

2545

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:

It was proposed in the Budget that an additional \$480 million be injected into the HKSAR Government Scholarship Fund. Will the Administration inform this Committee of the estimated annual cost for each student taking a degree course and a teacher training programme respectively in a prestigious overseas university? Will the Administration also inform us of the respective average costs of funding a local subsidised degree place and a place in a local teacher training programme last year?

Asked by: Hon. CHAN Chi-chuen

Reply:

A degree course will usually take 4 years while a post-degree teacher training programme will take one year. Therefore, the maximum year of subsidy is set at 5 years. Each successful applicant of the proposed scholarship will receive a maximum of \$0.3 million each year during his/her specified study programme to cover tuition fees, boarding and other living expenses. The maximum scholarship amount for awardees of different study programmes per year will be the same. However, the actual amount provided to each awardee will depend on the level of the fees, the standard of living in the countries concerned, etc.

Based on information reported by the University Grants Committee (UGC)-funded institutions, the average student unit cost of an undergraduate place in the UGC-funded institutions for the 2011/12 academic year was \$233,000, the bulk of which was subsidized by recurrent grants from the UGC. The average student unit cost for the 2012/13 academic year is not yet available.

The total approved UGC-funded student number in the 2012/13 academic year is 80 652 (including 67 432 undergraduate students). It is noteworthy that, apart from UGC recurrent grants, UGC-funded institutions also receive various other forms of public funding for the benefit of these students. For example, the cash flow requirements for capital subventions for UGC-funded institutions is at \$2.84 billion in the 2012/13 financial year. The Government has also implemented the Sixth Matching Grant Scheme, where \$2.5 billion has been earmarked as Government grants to match private donations received by the eight UGC-funded institutions and nine other participating post-secondary education institutions. Besides, in the 2012/13 academic year (up to 31 January 2013), \$0.92 billion of grants have been disbursed to students at different levels of study under the Tertiary Student Finance Scheme – Publicly-funded Programmes. Outstanding students of publicly-funded post-secondary programmes are also eligible for a variety of scholarships under the Hong Kong Special Administrative Region Government Scholarship Fund. In the 2012/13 academic year (up to 28 February 2013), the total amount of scholarships disbursed stood at \$71.7 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB004

Question Serial No.

2546

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:

As proposed in the Budget, students who receive the scholarships must undertake to teach in Hong Kong upon graduation for at least two years. Will the Administration inform this Committee whether there are any restrictions on the type of degree to be obtained for the award and the reason for requiring the awardees to undertake to teach in Hong Kong upon graduation?

Asked by: Hon. CHAN Chi-chuen

Reply:

The proposed scholarship will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. There is no restriction on the applicants' choice of study programmes but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education.

A quality teaching force is the key to the quality of education. The proposed scholarship aims to attract talents to join the teaching profession in Hong Kong. Therefore, awardees are required to undertake to teach in Hong Kong upon graduation.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB005

Question Serial No.

2770

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Government will make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund to give recognition to tertiary students with special educational needs. The Government expects that about 100 students will be awarded scholarships every year. In this connection, will the Government inform this Committee the criteria for identifying students "with special educational needs" for the award?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB006

Question Serial No.

2771

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 Government will make two separate injections of \$20 million each into the HKSAR Government Scholarship Fund (GSF) and Self-financing Post-secondary Education Fund. What is the amount of each award? How long is the scheme expected to sustain? Also, will the Government continue to inject funds into the GSF and Self-financing Post-secondary Education Fund to turn it into a permanent scholarship scheme?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the Hong Kong Special Administrative Region Government Scholarship Fund and the Self-financing Post-secondary Education Fund. The additional injection will serve as seed funding to generate recurrent income in support of scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. Assuming an annual return of 5%, the additional injections of \$40 million will generate around \$2 million of investment income a year to provide scholarships on an on-going basis. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB007

Question Serial No.

2794

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 is the expenditure of the Education Bureau on sex education this year?

During the discussion on policy address at the meeting of the Legislative Council's Panel on Constitutional Affairs on 21 January this year, the Administration said that education was more important than legislation when responding to the requests from people of different sexual orientations, and that it would put more resources on strengthening public education to eliminate discrimination against people of different sexual orientations as one of the ongoing measures. In this connection, has the Education Bureau put more resources on teaching students to better understand people of different sexual orientations? If so, what is the expenditure involved?

Asked by: Hon. CHAN Chi-chuen

Reply:

Sex education is incorporated in different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at primary level, Life and Society at junior secondary level, and Liberal Studies at senior secondary level. There are relevant topics in the curricula of these Key Learning Areas/subjects to enhance students' understanding towards people of different sexual orientation, especially those subjects offered at the secondary level. Expenditures for the related curriculum development work, which includes 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 bodies, are absorbed by the recurrent expenditures of relevant EDB sections. These are integral parts of the curriculum, hence we are unable to provide a separate breakdown on the expenditure incurred in this aspect.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB008

Question Serial No.

3051

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 (EDB) provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to all publicly-funded secondary schools in the 2010/11 school year for a period of two years. Will the Administration explain to this Committee the reasons for ceasing to disburse LSCSG? Will the Administration provide funding on enhancement of teacher qualifications and provision of teaching materials and other support measures for New Senior Secondary Liberal Studies?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Education Bureau (EDB) provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to each publicly-funded secondary school for use in the 2010/11 and 2011/12 school years. The 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 so as to lay a sound foundation for the subject's future development. After considering the utilisation of the grant in schools and the remaining amounts in the non-recurrent commitment approved by the Finance Committee of the Legislative Council, the EDB extended the tenure of the LSCSG for one more year, and disbursed the remaining amount in the commitment to applicant-schools in the 2012/13 school year.

In tandem, schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) since the 2008/09 school year. Schools can flexibly use the grant for facilitating a smooth implementation of the New Senior Secondary (NSS) curriculum, including Liberal Studies. From the 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.

The EDB 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB009

Question Serial No.

3053

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 Budget has proposed to allocate \$12 million to the Vocational Training Council each year in support of students with special educational needs (SEN). Will the Administration inform this Council whether it will consider providing one-off grants for students with SEN at the secondary school level so as to cater for their diverse learning needs?

Asked by: Hon. CHAN Chi-chuen

Reply:

To help public sector secondary schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has all along been providing them with additional resources, on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. In addition, the EDB has been providing public sector schools with a top-up grant, on a need basis, for procurement of special furniture, equipment or carrying out minor conversion work for their students with SEN. Besides, professional support is provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We have also stepped up the provision of teacher training and strengthened school networking for sharing of good practices and teaching resources developed for use of teachers and parents with a view to enhancing the teachers' capacity in catering for the students with SEN. Furthermore, we will continue to extend the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. As announced in the 2013 Policy Address, with effect from the 2013/14 school year, EDB will raise the ceiling of the LSG from \$1 million to \$1.5 million per school per year to strengthen support for schools having admitted larger number of students with SEN. In view of the above recurrent resources and availability of the top-up grant to public sector secondary schools to support their students with SEN, we do not consider there being a need to provide other one-off grants for similar purpose as the \$12 million allocation to the Vocational Training Council.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB010

Question Serial No.

3217

Head: 156 Government Secretariat: Subhead (No. & title):
Education Bureau 700 General non-recurrent

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the E-Textbook Market Development Scheme announced in the end of last year, would the Administration inform this Committee on the number of applications approved so far and what are the organisations concerned? What are the manpower and expenditures involved?

Asked by: Hon. CHAN Chi-chuen

Reply:

The Steering Committee on Selection, Quality Assurance and Review of e-Textbook Market Development Scheme (EMADS) approved a total of 30 applications for the development of e-textbooks under the EMADS. These 30 successful applications came from 13 applicants, including five non-profit-making (NPM) organisations with 12 applications, and eight other organisations with 18 applications. Details of these 30 successful applications are provided in Annex.

Apart from the commitment of \$50 million for providing a seeding grant to the approved applications from NPM organisations under the EMADS, the manpower and administrative support necessary for supporting the implementation of the EMADS are absorbed by the existing resources of the Education Bureau through internal redeployment.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 20.3.2013

List of Successful Applicants under the EMADS

	Name of Applicant	Subject Set
Non-profit Making Organisations	Department of Electronic Engineering, City University of Hong Kong	<ul style="list-style-type: none"> Computer Literacy Key Stage (KS)3 (Chinese and English)^{Note} Mathematics KS3 (Chinese and English)^{Note}
	Open Knowledge Association Limited	<ul style="list-style-type: none"> Chinese Language KS1 Chinese Language KS2
	Smart Education Charitable Foundation Limited	<ul style="list-style-type: none"> English Language KS1 English Language KS2 English Language KS3
	The University of Hong Kong	<ul style="list-style-type: none"> Geography KS3 (English)
	Moodle	<ul style="list-style-type: none"> Putonghua KS1 Putonghua KS2
Other Organisations	Active and Independent Education Limited	<ul style="list-style-type: none"> English Language KS1 English Language KS2 General Studies KS1 (Chinese) General Studies KS2 (Chinese)
	Galaxy e-Publishing House Limited	<ul style="list-style-type: none"> General Studies KS1 (Chinese) General Studies KS2 (Chinese)
	Medianet Holdings Limited	<ul style="list-style-type: none"> Life and Society KS3 (Chinese) Chinese Language KS1 Chinese Language KS2
	Panel Resources Limited	<ul style="list-style-type: none"> Mathematics KS2 (Chinese) Mathematics KS3 (English)
	Waza Cultural Enterprises Limited	<ul style="list-style-type: none"> Chinese Language KS1 Chinese Language KS2 Chinese Language KS3
	Wiseman Education Limited	<ul style="list-style-type: none"> Mathematics KS1 (Chinese)
	Innovative Net Learning Limited	<ul style="list-style-type: none"> Mathematics KS1 (Chinese)
	Physical Culture Publishing Company	<ul style="list-style-type: none"> Physical Education KS1 (Chinese) Physical Education KS2 (Chinese)

Note: Chinese and English versions for the same subject set are regarded as two applications.

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

EDB011

Question Serial No.

0784

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:

As mentioned in paragraph 74 of the Budget Speech, the Government will make a provision of \$480 million to assist 20 outstanding local students each year to take degree courses and teacher training programmes abroad.

- a) Will the amount of assistance be provided on a one-off basis or with regular injections of funds?
- b) What is the estimated assistance period?
- c) What is the maximum amount of assistance to be provided to each student?
- d) What are the subjects of study to be covered?
- e) What is the repayment mechanism?

Asked by: Hon. CHAN Han-pan

Reply:

- a) The proposed \$480 million is a one-off injection of seed funding into the HKSAR Government Scholarship Fund. With an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year.
- b) The period of the scholarship depends on the duration of the study programme to be pursued by the successful applicant and the maximum is 5 years.
- c) The scholarship is meant to cover tuition fees, boarding and other living expenses but capped at a maximum of \$0.3 million per awardee each year.
- d) Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education.
- e) Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and undertaking to teach in Hong Kong upon graduation for at least two years or a period equivalent to the duration of receiving the scholarship, whichever is longer. 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. There is no need for the awardees to repay the government if they comply with the conditions of the award. In the event of failure to comply with the conditions, the awardees concerned will have to repay the government the total amount of scholarship monies they have received.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB012

Question Serial No.

0785

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:

Of the recurrent expenditure on education in the Budget, how much will be used by the Government for increasing the percentage of associate degree graduates being offered university places, such as expanding university places, enhancing the teaching quality of associate degree programmes, increasing the recognition of associate degrees, etc?

Asked by: Hon. CHAN Han-pan

Reply:

Sub-degree qualification (i.e. Higher Diploma and Associate Degree) is a valuable standalone qualification for further studies or employment. To provide more articulation opportunities for outstanding sub-degree graduates who have the ability and aspiration to pursue further studies, we will progressively double the intake places of senior year undergraduate places funded by the University Grants Committee (UGC) from 2 000 in the 2011/12 academic year to 4 000 by the 2014/15 academic year. This will involve additional recurrent funding of around \$0.7 billion per year. In addition, the number of intake places in self-financing top-up degree programmes has been doubled from around 3 000 to 6 500 between the 2010/11 and 2012/13 academic years.

To safeguard the quality of the sub-degree programmes, we have promulgated the Common Descriptors for the Associate Degree and the Higher Diploma programmes stipulating, among others, the programme objectives, learning outcome, curriculum minimum entrance requirements, quality assurance and exit qualifications, etc. The Liaison Committee on Quality Assurance, comprising representatives of the Education Bureau, Hong Kong Council for Accreditation of Academic and Vocational Qualifications, Quality Assurance Council and Joint Quality Review Committee, will monitor quality assurance-related issues such as compliance with the Common Descriptors, promote sharing of good practices among all the quality assurance bodies, and enhance consistency and transparency for better accountability.

As stated in its response to the UGC's Report on Higher Education Review, the Government considers that periodic external audits and reviews should be conducted on community colleges or self-financing sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, following the approval by the Legislative Council Finance Committee on 1 June 2012, the Government stipulated under the Sixth Matching Grant launched in August 2012 that UGC-funded institutions would need to undertake that their sub-degree operations benefitting from the Sixth Matching Grant should be subject to external periodic quality audits in future. UGC-funded institutions participating in the latest round of Start-up Loan Scheme, Land Grant Scheme and Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund are also required to make a similar undertaking. A task force is being formed to study the implementation details.

To support the quality and sustainable development of the self-financing post-secondary education (including sub-degree) sector, the Government has implemented a basket of measures including, among other things, the Self-financing Post-secondary Education Fund with total injections of \$3.5 billion in an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.

On employment, the Government has taken the lead to recognize sub-degree qualifications. At present, sub-degree qualifications are accepted as one of the entry requirements for appointment to 14 civil service grades, e.g. Inspector of Police, Occupational Safety Officer II, Immigration Officer, etc. Besides, sub-degree graduates are considered as having met the entry requirements of civil service grades requiring sub-degree or lower qualifications. On the whole, sub-degree graduates can apply for about 80 civil service grades. For employment in the private sector, the Government will continue to promote the sub-degree qualification and enhance its recognition in the job market.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB013

Question Serial No.

0802

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 expenditures on early childhood education, please advise on:

- (a) when will the Bureau implement 15-year free education? Please provide the timetable.
- (b) when does the Bureau expect to review the Pre-primary Education Voucher Scheme (PEVS)?
- (c) what is the mechanism for adjustment to the existing voucher value?

Asked by: Hon. CHAN Han-pan

Reply:

(a) and (b)

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. In view of the great diversity among KGs in various aspects and different views and expectations of the stakeholders on free KG education, we need to consider prudently how to practicably implement free KG education. In this connection, the Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, including the Pre-primary Education Voucher Scheme (PEVS), identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks.

(c)

The voucher value under the PEVS in and beyond the 2012/13 school year is adjusted annually according to the year-on-year rate of change in the Composite Consumer Price Index.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB014

Question Serial No.

0033

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) Please provide the amount of expenditure respectively in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past five years. (Please give a breakdown by District Council district)
- b) During the study on the implementation of 15-year free education, the Administration has to deal with the rental and tenancy issues of the existing school premises of kindergartens. Could the Administration please provide information (including rental, term of tenancy, landlord nature and premises area etc.) of kindergartens which currently use rented property as their school premises? If not, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- a) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making kindergartens (KGs) from the 2007-08 to 2011-12 financial year by District Council district is tabulated at Appendix.
- b) KGs will provide the rental expenses to the Education Bureau (EDB) for assessing their fee levels only when they submit applications for fee revision. They are not required to provide EDB with the rental expenses on a regular basis or other information such as term of tenancy, landlord nature and premises area. Hence, EDB does not have full information about the rental details (such as rent, term of tenancy, landlord nature and premises area etc.) of all KGs currently using rented properties as their school premises.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Expenditure on reimbursement of rent, government rent and rates for eligible non-profit making kindergartens in the 18 districts
from the 2007-08 to 2011-12 financial year**

Financial Year	2007-08		2008-09		2009-10		2010-11		2011-12	
	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates
	(\$)		(\$)		(\$)		(\$)		(\$)	
CW	2,432,682	637,500	2,483,956	705,251	2,553,681	1,001,064	2,713,624	956,124	2,848,873	1,006,878
WCH	1,813,458	943,261	1,907,943	878,658	1,919,449	1,167,987	2,038,050	1,370,360	2,083,292	1,258,183
HKE	8,732,742	1,625,560	9,367,480	1,578,404	9,555,634	2,443,553	9,140,816	2,632,279	9,463,284	2,614,132
SOU	3,924,004	968,919	3,927,224	985,963	4,006,751	1,406,885	3,925,990	1,682,110	3,693,569	1,687,882
SSP	8,548,440	942,910	8,750,549	971,673	8,657,611	1,249,206	11,003,561	1,230,047	9,731,948	1,460,098
YTM	1,326,090	384,240	1,764,295	306,140	1,637,449	610,082	1,671,014	491,070	1,759,298	614,520
KC	3,808,606	1,340,499	4,141,780	1,405,339	3,976,736	2,058,890	4,416,710	1,926,010	4,288,267	2,064,475
WTS	13,699,747	1,664,806	13,014,682	1,394,328	12,116,003	1,779,080	12,423,641	1,754,966	12,005,672	2,442,120
KT	14,575,674	1,957,842	14,448,081	1,886,729	14,343,028	2,619,710	15,053,013	2,779,747	13,893,208	2,886,759
TW	5,213,998	721,286	5,289,217	643,863	5,138,856	832,055	5,273,568	933,683	5,718,378	1,023,702
TM	15,362,114	1,077,653	14,925,162	1,089,075	16,820,041	1,665,041	16,039,055	1,635,651	17,093,089	1,860,361
YL	13,779,424	925,919	14,345,094	898,331	15,809,085	1,796,275	14,941,458	1,736,480	15,734,243	1,967,199
N	7,509,411	769,959	7,776,178	690,351	8,269,358	1,083,081	9,402,499	1,111,882	9,294,754	1,210,148
TP	9,118,065	738,034	9,805,512	670,416	9,892,173	918,195	10,651,778	962,847	11,799,854	1,041,815
ST	16,462,453	2,050,151	17,184,364	1,177,708	16,429,106	1,754,609	16,992,410	1,826,448	17,860,236	2,071,062
SK	13,966,307	1,302,609	13,540,173	970,632	13,730,078	1,350,556	12,972,010	1,382,067	13,412,806	1,546,307
ISL	5,558,498	267,630	4,572,666	218,516	3,502,460	440,878	5,131,774	460,088	4,458,840	563,271
KWT	13,203,050	1,048,403	13,435,359	821,673	12,750,941	1,417,510	13,081,822	1,437,347	13,301,771	1,575,634

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

Reply Serial No.

EDB015

Question Serial No.

0034

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 Chief Executive stated in his Policy Address that the Education Bureau was setting up a committee to examine the feasibility of free kindergarten education. What are the details, work schedule and detailed estimated expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. In view of the great diversity among KGs in various aspects and different views and expectations of the stakeholders on free KG education, we need to consider prudently how to practicably implement free KG education. In this connection, the Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. Representatives from the education sector, various KG stakeholder groups as well as members from other professions will be involved in the committee to facilitate a holistic discussion. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB016**

Question Serial No.

0035

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 closed, newly operated and existing kindergartens and kindergarten-cum-child care centres in the 2012/13 school year. (Please list by district council district).

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres in the 2012/13 school year (by district council district) are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	3	1	17	1	1	22
Wan Chai	3	2	14	1	0	15
Southern	0	0	17	0	2	24
Eastern	0	3	34	0	0	46
Yau Tsim Mong	0	0	15	0	0	22
Sham Shui Po	0	1	26	0	0	18
Kowloon City	1	3	44	0	2	46
Wong Tai Sin	1	1	23	0	0	24
Kwun Tong	0	0	32	0	0	38
Sai Kung	2	2	31	0	1	29
Sha Tin	1	1	34	0	0	38
Tai Po	0	0	19	0	0	16
North	0	0	28	0	1	18
Yuen Long	1	2	43	0	0	29
Tuen Mun	0	2	32	0	0	31
Tsuen Wan	0	0	16	0	0	20
Kwai Tsing	0	0	34	0	0	29
Islands	1	0	19	0	1	14
All Districts	13	18	478	2	8	479

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB017

Question Serial No.

0038

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) Please give a breakdown of the supply and demand as well as the balance of international school places in Hong Kong by District Council district.
- b) The Government states that it will continue to facilitate an increase in the supply of international 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. What are the details of the work involved and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places, students enrolled, and vacancies by the districts in which the international schools are located is set out at Annex for illustration purpose. Situation varies among individual schools because of a number of factors including choice of parents in respect of the quality, geographical location, curriculum, religious or cultural background of the schools, as well as whether vacancies are available at the grade levels in demand.

We have commissioned a consultancy through internal resource re-deployment to stock-take the existing provision of international school places and project future demand and supply. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the School Allocation Exercises in recent years, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 15.3.2013

**Number of international school places,
number of students enrolled and vacancies in 2012/13**

	Number of places	Number of students enrolled	Vacancies
Hong Kong			
Central & Western	3 717	3 452	265
Wan Chai	2 707	2 510	197
Eastern	7 001	5 702	1 299
Southern	10 215	9 479	736
<i>Sub-total</i>	<i>23 640</i>	<i>21 143</i>	<i>2 497</i>
Kowloon			
Yau Tsim Mong	0	0	0
Sham Shui Po	550	529	21
Kowloon City	7 360	6 475	885
Wong Tai Sin	0	0	0
Kwun Tong	560	384	176
<i>Sub-total</i>	<i>8 470</i>	<i>7 388</i>	<i>1 082</i>
New Territories			
Sai Kung	720	717	3
Sha Tin	2 124	2 109	15
Tai Po	1 475	1 114	361
North	240	207	33
Yuen Long	123	65	58
Tuen Mun	731	657	74
Tsuen Wan	0	0	0
Kwai Tsing	0	0	0
Island	1 159	974	185
<i>Sub-total</i>	<i>6 572</i>	<i>5 843</i>	<i>729</i>
Total (rounded to the nearest 100)	38 700	34 400	4 300

Notes:

- (1) Figures do not include special schools. International schools include English Schools Foundation schools but exclude special schools.
- (2) Figures refer to position as at September 2012.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

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

EDB018

Question Serial No.

0039

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:

- (a) Last year, the Government indicated that it would earmark a total provision of approximately \$500 million for 2012-13 for the implementation of the "Moral and National Education" (MNE) curriculum. In September 2012, the Government announced the abolition of the three-year "initiation period" and sponsoring bodies could decide on their own how to implement it. What is the detailed expenditure for provision already used for implementing the MNE curriculum before the abolition of the three-year "initiation period" was announced? What is the amount of the remaining estimated expenditure after the announcement? How the residual expenditure was dealt with?
- (b) Since the Government announced the abolition of the three-year "initiation period" of the MNE subject in September 2012, how many sponsoring bodies and schools have decided to implement the MNE subject on their own initiative? What is the detailed expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) To facilitate the implementation of the Moral and National Education (MNE) curriculum during the three-year initiation period, a total expenditure of approximately \$524.2 million was budgeted for 2012-13 mainly for the provision of the MNE Support Grant to schools. The Grant is a one-off cash grant of \$530,000 disbursed to each of the public sector schools and Direct Subsidy Scheme schools. Disbursement was made in August 2012. In early October 2012, the MNE curriculum was shelved alongside the abolition of the initiation period. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. The Grant can be used on any activities relevant to any elements of the MNE curriculum (including anti-drug and values education based on the SSBs' and schools' mission, etc) until the Grant is fully used up. There is also no claw-back provision.
- (b) In view of the discretion given to SSBs and schools and the absence of any claw-back provision as outlined in (a) above, we have not conducted, nor do we see any need to conduct, any data collection exercise that aims to specifically gauge the number of SSBs and schools that decide to implement the MNE initiative.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB019**

Question Serial No.

0040

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Over the past five years (2008-09, 2009-10, 2010-11, 2011-12, 2012-13), how many university, secondary and primary school students had received subsidies respectively to join the Mainland exchange? What are the details and expenditure involved? In 2013-14, according to the Government's estimation, how many university, secondary and primary school students will be subsidised by the Government respectively to join the Mainland exchange? What is the detailed estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of post-secondary, secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past five years (2008-09, 2009-10, 2010-11, 2011-12 and 2012-13) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2008-09	-	10 300*		-	12.0*	
2009-10	-	34 800*		-	43.6*	
2010-11	-	22 000	16 500	-	36.0	12.4
2011-12	1 200	19 700	19 900	3.7	33.1	13.6
2012-13	5 900	13 300	7 100	17.8	28.2	4.4

* Only total figures are available.

The estimated number of places to be offered for post-secondary, secondary and primary school students to join Mainland exchange programmes in 2013-14 and the estimated expenditure are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2013-14	7 600	29 800	18 200	23.0	41.0	15.8

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB020

Question Serial No.

0042

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

- a) What were the estimated enrolment and actual intake for self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years (i.e. 2010/11, 2011/12 and 2012/13)? Please provide a breakdown by school year and post-secondary institution.
- b) What are the number of places and level of tuition fees for self-financing post-secondary programmes offered by various local self-financing post-secondary institutions in the 2013/14 school year? Please provide a breakdown by individual post-secondary institutions.
- c) The Chief Executive mentioned in his Policy Address that the quality assurance mechanism for self-financed programmes would be improved. In this connection, what are the details, action timetable and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

On the basis of the information provided by the institutions, the estimated number of intake places and actual intakes by institution for full-time locally-accredited self-financing undergraduate and sub-degree programmes from the 2010/11 academic year to the 2012/13 academic year are set out at **Annex A**.

The estimated number of intake places of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2013/14 academic year are shown at **Annex B**. The Education Bureau (EDB) is in the process of collecting data from institutions on the tuition fees of full-time locally-accredited self-financing undergraduate and sub-degree programmes for the 2013/14 academic year. The average annual tuition fees for the 2012/13 academic year are at **Annex C** for reference.

EDB will continue to improve the quality assurance mechanism through the following measures:

- (i) The Liaison Committee on Quality Assurance, comprising representatives of the EDB, Hong Kong Council for Accreditation of Academic and Vocational Qualifications, Quality Assurance Council and Joint Quality Review Committee, will monitor quality assurance-related issues such as compliance with the Common Descriptors on Associate Degree/Higher Diploma, promote sharing of good practices among all the quality assurance bodies, and enhance consistency and transparency for better accountability.
- (ii) As stated in its response to the University Grants Committee (UGC)'s Report on Higher Education Review, the Government considers that periodic external audits and reviews should be conducted on community colleges or self-financing sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, following the approval by the Legislative Council Finance Committee on 1 June 2012, the Government stipulated under the Sixth Matching Grant launched in August 2012 that UGC-funded

institutions would need to undertake that their sub-degree operations benefitting from the Sixth Matching Grant should be subject to external periodic quality audits in future. UGC-funded institutions participating in the latest round of Start-up Loan Scheme, Land Grant Scheme and Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund are also required to make a similar undertaking. A task force is being formed to study the implementation details.

- (iii) To enhance transparency, we have also publicised in the Information Portal for Accredited Post-secondary Programmes (iPASS), since December 2012, the estimated number of intake places of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2013/14 academic year. While institutions may update their planned number of intake places subsequently if needed, all previous number(s) of planned intake places (with the date of revision) would remain on iPASS for public information. With enhanced transparency, institutions would be more cautious in keeping the actual enrolment within their estimate.

The resources required for implementing (i) and (iii) above will be absorbed through internal resource redeployment. As for (ii), EDB will assess the resource requirement taking into account the discussion with relevant parties on the implementation details of the external periodic quality audits and make necessary arrangement.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 18.3.2013

**Estimated and Actual Intakes of Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Programmes^[1]
from the 2010/11 Academic Year to the 2012/13 Academic Year**

Institution	2010/11 Academic Year						2011/12 Academic Year						2012/13 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes ^[2]		
	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total	Sub-degree	Undergraduate	Total	Sub-degree ^[3]	Undergraduate	Total	Sub-degree	Undergraduate	Total
Caritas Bianchi College of Careers	320	-	320	386	-	386	440	-	440	339	-	339	340	-	340	178	-	178
Caritas Institute of Higher Education	346	-	346	399	-	399	313	240	553	296	8	304	360	480	840	182	59	241
Centennial College	-	-	-	-	-	-	-	-	-	-	-	-	-	400	400	-	236	236
Chu Hai College of Higher Education	-	665	665	-	225	225	-	665	665	-	274	274	-	1 450	1 450	-	931	931
City University of Hong Kong - Community College of City University	4 415	-	4 415	4 249	-	4 249	3 830	-	3 830	3 798	-	3 798	3 525	-	3 525	3 690	-	3 690
Hang Seng Management College ^[4]	400	260	660	339	450	789	150	480	630	127	496	623	200	1 295	1 495	326	1 655	1 981
HKU SPACE Po Leung Kuk Community College	850	-	850	1 489	-	1 489	1 465	-	1 465	1 866	-	1 866	1 591	-	1 591	2 599	-	2 599
Hong Kong Adventist College	-	-	-	-	-	-	-	-	-	-	-	-	40	-	40	1	-	1
Hong Kong Art School ^[5]	70	-	70	69	-	69	55	-	55	46	-	46	55	65	120	93	-	93
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 880	-	1 880	2 513	-	2 513	1 985	-	1 985	2 290	-	2 290	3 090	-	3 090	2 853	-	2 853
Hong Kong Buddhist College	-	-	-	-	-	-	-	-	-	-	-	-	300	-	300	13	-	13
Hong Kong College of Technology	625	-	625	507	-	507	580	-	580	387	-	387	945	-	945	281	-	281
Hong Kong Institute of Technology	280	140	420	132	106	238	280	140	420	172	70	242	280	140	420	210	51	261

Institution	2010/11 Academic Year						2011/12 Academic Year						2012/13 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes ^[2]		
	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree ^[3]	Under-graduate	Total	Sub-degree	Under-graduate	Total
Hong Kong Shue Yan University	-	1 200	1 200	-	1 256	1 256	-	1 200	1 200	-	1 277	1 277	-	1 314	1 314	-	1 332	1 332
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	-	-	-	-	160	-	160	14	-	14
Lingnan University – The Community College at Lingnan University and Lingnan Institute of Further Education	1 882	-	1 882	1 829	-	1 829	1 800	-	1 800	1 998	-	1 998	2 880	-	2 880	3 499	-	3 499
Pui Ching Academy ^[6]	-	-	-	-	-	-	-	-	-	-	-	-	120	-	120	-	-	-
Sacred Heart Canossian College of Commerce	-	-	-	-	-	-	160	-	160	110	-	110	160	-	160	113	-	113
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc	-	-	-	-	-	-	-	228	228	-	88	88	-	228	228	-	113	113
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 332	-	1 332	1 597	-	1 597	1 093	-	1 093	1 101	-	1 101	1 420	-	1 420	1 440	-	1 440
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	1 059	-	1 059	1 343	-	1 343	619	-	619	842	-	842	-	-	-	-	-	-
The Hong Kong Institute of Education	350	40	390	445	41	486	870	325	1 195	515	251	766	285	271	556	354	311	665
The Hong Kong Polytechnic University - Hong Kong Community College	4 050	-	4 050	4 201	-	4 201	3 742	-	3 742	4 379	-	4 379	4 500	-	4 500	4 648	-	4 648
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	900	1 184	2 084	642	1 115	1 757	1 045	1 064	2 109	823	1 141	1 964	420	1 353	1 773	495	1 413	1 908
The University of Hong Kong – HKU SPACE & HKU SPACE Community College	2 957	-	2 957	3 430	-	3 430	2 068	-	2 068	2 333	-	2 333	3 901	20	3 921	5 353	-	5 353

Institution	2010/11 Academic Year						2011/12 Academic Year						2012/13 Academic Year					
	Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes			Estimated Intakes			Actual Intakes ^[2]		
	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree ^[3]	Under-graduate	Total	Sub-degree	Under-graduate	Total
Tung Wah College	-	-	-	-	-	-	200	200	400	274	35	309	250	660	910	292	422	714
Vocational Training Council	4 945	-	4 945	4 785	-	4 785	3 450	-	3 450	3 638	-	3 638	5 060	210	5 270	2 710	270	2 980
Yew Chung Community College	31	-	31	6	-	6	20	-	20	15	-	15	220	-	220	58	-	58
YMCA College of Careers	-	-	-	-	-	-	-	-	-	-	-	-	105	-	105	48	-	48

- Notes:
- [1] Denotes the estimated and actual intakes for the first year of the relevant programmes.
- [2] Denotes the provisional figures as at early October 2012. The final actual intakes may vary.
- [3] Excludes sub-degree programmes provided for secondary school leavers under the old academic structure.
- [4] Hang Seng Management College was known as Hang Seng School of Commerce before the 2010/11 academic year.
- [5] The total number of estimated intakes for full-time and part-time sub-degree programmes offered by the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there are no student intakes for part-time programmes.
- [6] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 academic year. As a result, there are no student intakes.
- “-“ indicates that no such programmes are/were offered by the institutions.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing
Sub-degree and Undergraduate Programmes for the 2013/14 Academic Year
(as at 31.1.2013)**

Institution	Estimated intake places [#]	
	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	400	-
Caritas Institute of Higher Education	380	360
Centennial College	-	240
Chu Hai College of Higher Education	-	725
Community College of City University	3 500*	-
Hang Seng Management College	200	1 000
HKU SPACE Po Leung Kuk Community College	1 603	-
Hong Kong Adventist College	40	-
Hong Kong Art School	55	65
Hong Kong Baptist University	125	-
Hong Kong Baptist University – College of International Education	1 800	-
Hong Kong Baptist University – School of Continuing Education	130	-
Hong Kong Buddhist College	300	-
Hong Kong College of Technology	1 030	-
Hong Kong Institute of Technology	662	210
Hong Kong Shue Yan University	-	1 215
Kaplan Business and Accountancy School	240	-
Lingnan University – The Community College at Lingnan University	1 200	-
Lingnan University – Lingnan Institute of Further Education	1 200	-
Pui Ching Academy	300	-
SCAD Foundation (Hong Kong) Limited /Savannah College of Art and Design, Inc	-	200
The Chinese University of Hong Kong – School of Continuing and Professional Studies	1 650	-
The Hong Kong Institute of Education	250	380
The Hong Kong Polytechnic University – Hong Kong Community College	4 000	-
The Open University of Hong Kong	190	1 580
The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	495	65
The University of Hong Kong School of Professional and Continuing Education	-	25
The University of Hong Kong – HKU SPACE Community College	3 500 – 4 000*	-
Tung Wah College	250	710
Vocational Training Council	4 900	450
Yew Chung Community College	420	-
YMCA College of Careers	105	-

Notes:

[#] Figures are provided by institutions. Updated figures will also be provided periodically.

* Provisional figure provided by institution.

“-” indicates that no such programmes will be offered by the institutions.

Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes for the 2012/13 Academic Year

Institution	Sub-degree* (\$)	Undergraduate (\$)
Caritas Bianchi College of Careers	49,045 - 53,840	-
Caritas Institute of Higher Education	49,045 - 52,750	57,230
Centennial College	-	87,000
Chu Hai College of Higher Education	-	55,000
City University of Hong Kong	47,250 - 56,250	-
Hang Seng Management College	45,000	63,500
HKU SPACE Po Leung Kuk Community College	51,150	-
Hong Kong Adventist College	39,600	-
Hong Kong Art School	43,000	77,522
Hong Kong Baptist University	48,750 - 58,720	-
Hong Kong Buddhist College	38,000	-
Hong Kong College of Technology	41,000 - 49,480	-
Hong Kong Institute of Technology	35,800	42,120 - 45,000
Hong Kong Shue Yan University	-	55,000
Kaplan Business and Accountancy School	48,000	-
Lingnan University	43,800 - 50,000	-
Pui Ching Academy	39,000	-
Sacred Heart Canossian College of Commerce	43,700	-
SCAD Foundation (Hong Kong) Limited /Savannah College of Art and Design, Inc	-	266,939
The Chinese University of Hong Kong	42,000 - 49,150	-
The Hong Kong Institute of Education	41,800 - 46,800	72,000 - 77,500
The Hong Kong Polytechnic University	49,200 - 54,120	-
The Open University of Hong Kong	43,000 - 55,800	49,600 - 62,000
The University of Hong Kong	52,500 - 62,000	57,200
Tung Wah College	52,500 - 79,200	66,000 - 99,200
Vocational Training Council	46,500 - 47,750	66,150 - 75,900
Yew Chung Community College	53,550	-
YMCA College of Careers	43,000	-

Note:

* Excluding 1-year Pre-Associate Degree / Foundation year Programmes

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

EDB021

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:

The Financial Secretary proposed to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities, and expected that about 20 scholarships would be awarded each year. Students who receive the awards must undertake to teach in Hong Kong upon graduation for at least two years. What are the details of the above-mentioned scholarship scheme and its estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong.

With the proposed injection of \$480 million into the HKSAR Government Scholarship Fund (GSF) and an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. The estimated expenditure for the new cohort of awardees will be about \$6 million each year.

Selection will be based on the applicants' merit and their choice of universities and study programmes. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned, etc. Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and 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. 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. We plan to make available the proposed scholarship for the first cohort of awardees in the 2014/15 school year.

We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB022

Question Serial No.

0092

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 Chief Executive stated in his Policy Address that, in collaboration with various organisations and post-secondary institutions, the Government would make available additional resources to provide more internship opportunities in the Mainland for our young people.

- a) What were the numbers of students from various post-secondary institutions who undertook internships in the Mainland in the past 5 years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13) and the expenditure involved for each year and each institution? What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2013/14 academic year?
- b) What were the numbers of students from various post-secondary institutions who undertook internships overseas in the past 5 years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13) and the expenditure involved for each year and each institution? What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2013/14 academic year?
- c) What were the numbers of students from various post-secondary institutions who undertook internships in Hong Kong in the past 5 years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13) and the expenditure involved for each year and each institution? What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2013/14 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Administration has all along been supportive of post-secondary institutions' efforts to provide internship opportunities for students. In 2011, the University Grants Committee (UGC) extended its own Matching Grant Scheme for Internationalisation by providing a further one-off \$50 million to the eight UGC-funded institutions to enhance exchange opportunities, including internship opportunities, for local students. We have also launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) and have encouraged institutions to make use of the funds available from the MGS for, inter alia, exchange and internship programmes.

In 2012, an injection of \$1 billion was made each into the HKSARG Scholarship Fund and the Self-financing Post-secondary Education Fund to establish more scholarships or awards to benefit a wider range of students. A new award, called Reaching Out Award, was set up under the two funds to support meritorious students studying in both publicly-funded and self-financing institutions to participate in, inter alia, learning, internship or service programmes.

We have also launched a five-year Pilot Mainland Experience Scheme (the Scheme) in the 2011/12 academic year with a total commitment of \$100 million to subsidise on a matching basis post-secondary students to participate in short-term internship or learning programmes in the Mainland.

To further enhance the practical skills and employability of Vocational Training Council's (VTC) students pursuing Higher Diploma and Diploma in Vocational Education programmes, a pilot project on industry attachment is being implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences. Additional grant of \$43 million to VTC was provided by the Government in 2012-13 for this two-year period to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students.

The number of students studying full-time publicly-funded post-secondary programmes who undertook internships in Hong Kong, the Mainland and other parts of the world for the 2008/09 to 2013/14 academic years is at **Annex**.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of Full-time Students of Publicly-funded Programmes Undertaking Internship by Destination
from 2008/09 to 2013/14**

Institutions	Destination	Academic Year					
		2008/09	2009/10	2010/11	2011/12	2012/13 (provisional)	2013/14 (estimate)
City University of Hong Kong	Hong Kong	907	975	1 053	959	1 197	N.A.
	Mainland	164	193	192	156	272	N.A.
	Other destinations	160	168	199	237	297	N.A.
	Total	1 231	1 336	1 444	1 352	1 766	N.A.
Hong Kong Baptist University	Hong Kong	300	317	418	436	159	420
	Mainland	148	155	143	147	44	151
	Other destinations	30	29	30	28	28	29
	Total	478	501	591	611	231	600
Lingnan University	Hong Kong	-	33	49	61	70	75
	Mainland	52	57	66	63	82	89
	Other destinations	27	43	70	101	111	117
	Total	79	133	185	225	263	281
The Chinese University of Hong Kong	Hong Kong	3 091	3 889	4 030	3 922	3 800^	4 800
	Mainland	211	448	325	431	430^	430
	Other destinations	290	320	376	460	460^	460
	Total	3 592	4 657	4 731	4 813	4 690^	5 690
The Hong Kong Academy for Performing Arts	Hong Kong	272	253	185	200	131	234
	Mainland	6	14	20	10	5	12
	Other destinations	12	18	37	31	4	21
	Total	290	285	242	241	140	267
The Hong Kong Institute of Education	Hong Kong	40	48	38	67	102	184
	Mainland	21	23	15	34	41	42
	Other destinations	34	43	34	40	53	59
	Total	95	114	87	141	196	285
The Hong Kong Polytechnic University	Hong Kong	3 809	4 270	3 800	2 777	1 670	3 841
	Mainland	671	536	439	377	150	570
	Other destinations	240	224	172	91	30	43
	Total	4 720	5 030	4 411	3 245	1 850	4 454

The Hong Kong University of Science and Technology	Hong Kong	154	199	193	227	229	268
	Mainland	31	29	28	23	29	30
	Other destinations	9	23	37	27	26	36
	Total	194	251	258	277	284	334
The University of Hong Kong	Hong Kong	2 456	2 411	2 480	2 574	2 469	2 821
	Mainland	287	342	422	438	372	408
	Other destinations	117	127	174	159	152	159
	Total	2 860	2 880	3 076	3 171	2 993	3 388
Vocational Training Council	Hong Kong	2 783	4 170	4 509	4 942	571	9 300
	Mainland	91	133	70	121	0	200
	Other destinations	2	2	4	6	0	10
	Total	2 876	4 305	4 583	5 069	571	9 510

Notes :

1. An internship refers to a period of work arranged or endorsed by the institution providing the UGC-funded programme that the student is enrolled. There is no restriction about the duration of internship which can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing or not.
2. The 2012/13 figures are provisional figures as at end 2012.
3. ^ : The 2012/13 figures for the Chinese University of Hong Kong are estimated figures.
4. The 2013/14 figures refer to figures planned for the academic year.

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

EDB023

Question Serial No.

0567

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:

In the Policy Address, the Chief Executive states that “since taking office, the Secretary for Education has met the kindergarten sector and visited kindergartens on more than 20 occasions”, what are the details and expenditures of these visits? For 2013-14, has the Administration earmarked any expenditure for visiting kindergartens? If yes, what are the expenditure details?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Between July and December 2012, the Secretary for Education (SED) conducted meetings with various kindergarten (KG) stakeholder groups and visited a total of eight KGs, which are of different operating modes and scales, to understand their actual operation and needs. The KGs visited included non-profit-making and private independent KGs operating half-day and/or whole-day sessions, and their enrolments ranged from about 15 to 770 students. As paying school visits is part of the work of SED, there is no additional expenditure incurred in the 2012-13 financial year and we have not earmarked additional expenditure for this purpose in the 2013-14 financial year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

Reply Serial No.

EDB024

Question Serial No.

0568

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 information such as the number and percentage of wastage as well as length of service, salary, academic qualification and age of kindergarten teachers in the past 5 school years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13).

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number and percentage of wastage, average length of service, average salary, academic qualification and average age of teachers in local kindergartens in the past five school years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13) are provided at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Teachers in local kindergartens from the 2008/09 to 2012/13 school years

	2008/09	2009/10	2010/11	2011/12	2012/13 (Note 1)
Number (percentage) of wastage (Note 2)	820 (8.3%)	641 (6.8%)	650 (6.8%)	697 (7.1%)	862 (8.3%)
Average years of service	13.5	13.9	14.0	14.0	13.8
Average salary per month	\$15,800	\$16,300	\$16,700	\$17,600	\$18,400
Number of teachers with Certificate/Diploma in Early Childhood Education or above	4 552	5 562	6 835	8 056	9 395
Average years of age	35.9	36.3	36.5	36.6	36.5

Note 1: The figures for the 2012/13 school year are provisional.

Note 2: The number and percentage of wastage refer to the number and percentage of regular 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.

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

Reply Serial No.

EDB025

Question Serial No.

0569

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 pre-primary education, please provide the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and private independent kindergartens not joining the PEVS as well as the average school fees of these kindergartens by District Council district in the 2012/13 school year.

Asked by: Hon. CHAN Ka-lok, Kenneth

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 2012/13 school year as well as the average school fees per student per annum (pspa) of these KGs by District Council district are provided at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of NPM KGs joining PEVS and local PI KGs not joining the PEVS
in the 2012/13 school year and the average school fees of these KGs by District Council district**

District	NPM KGs Joining the PEVS			Local PI KGs Not Joining the PEVS		
	No.	Average school fee pspa of local half-day classes under the PEVS \$	Average school fee pspa of local whole-day classes under the PEVS \$	No.	Average school fee pspa of half-day classes \$	Average school fee pspa of whole-day classes \$
Central & Western	23	22,800	35,900	3	58,300	75,600
Wan Chai	15	21,300	35,600	1	82,100	-
Eastern	59	22,000	34,400	10	48,200	68,100
Southern	18	20,200	33,000	6	52,400	73,700
Sham Shui Po	39	20,600	34,200	1	18,600	33,600
Yau Tsim Mong	29	22,300	34,400	6	52,600	47,400
Kowloon City	44	22,600	36,000	23	39,500	63,000
Wong Tai Sin	44	17,500	30,500	1	24,000	36,000
Kwun Tong	67	19,700	31,500	2	23,100	-
Tsuen Wan	30	21,900	33,500	6	37,300	50,100
Tuen Mun	57	19,800	31,800	4	29,300	50,200
Yuen Long	65	18,500	31,400	5	38,900	55,800
North	41	19,400	32,200	5	33,900	53,400
Tai Po	26	20,200	32,800	6	37,400	60,800
Sha Tin	56	21,000	31,600	10	36,400	51,900
Sai Kung	42	19,500	32,100	9	38,000	54,100
Islands	22	18,900	30,700	3	51,200	67,300
Kwai Tsing	58	21,200	33,000	3	40,500	23,300

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

EDB026

Question Serial No.

0570

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 details, progress and estimated expenditure of the review of the subvention to the English Schools Foundation.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

We have been liaising closely with the management of the English Schools Foundation (ESF) on the subvention review. Our policy position is that the ESF is an established and valued member of our school system. Review of the subvention should be based on a holistic perspective of the entire school system and the position of the ESF therein, taking into account the arrangements for other schools which operate in a like-fashion.

We have informed the ESF that the existing recurrent subvention should be phased out in a gradual and orderly manner so that the subvention review will not prejudice the interests of existing students admitted to ESF schools before the phasing-out takes effect. In addition, we are willing, as we have indicated to the ESF while discussing the phasing out arrangement, to examine with them the unique role which the ESF may play in the present much more diversified education sector of Hong Kong and the direction of its future development. We aim to report the progress of the review to the Legislative Council Panel on Education within this legislative session. The expenditure and manpower involved for the review has been absorbed within existing resources and through internal redeployment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 15.3.2013

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

EDB027

Question Serial No.

0571

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 Government has announced that the School-based Educational Psychology Service (SBEPS) is being extended progressively, with the target of covering all secondary and primary schools in the public sector by the 2016/17 school year. Would the Administration please inform us of the implementation timetable for the SBEPS in the 2013/14 to 2016/17 school years? What are the details of the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

It is our target to extend the School-based Educational Psychology Service (SBEPS) progressively to cover all public sector primary and secondary schools by the 2016/17 school year. In the 2012/13 school year, 530 public sector primary and secondary schools are receiving SBEPS, covering about 60% of all public sector schools. Starting from the 2013/14 school year, we anticipate an increase of about 10% coverage on SBEPS each year, reaching ultimately full coverage by the 2016/17 school year. To achieve this, a total of 41 additional educational psychologist posts will be created by phases between 2012/13 and 2016/17. The total estimated expenditure upon full implementation is about \$121 million per year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB028

Question Serial No.

0572

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, 234 public sector primary schools received the School-based Educational Psychology Service (SBEPS). Would the Administration please inform us how many public sector primary schools will receive the SBEPS in the 2012/13 school year? What will be the expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2012/13 school year, 271 public sector primary schools are receiving the School-based Educational Psychology Service (SBEPS). Under SBEPS, one educational psychologist serves six to ten schools, including primary and secondary schools. The total estimated expenditure for the provision of SBEPS covering public sector primary and secondary schools in the 2012/13 school year is about \$56 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB029

Question Serial No.

0573

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 will enhance the funding arrangement of the Learning Support Grant for public sector primary schools with effect from the 2013/14 school year to further help schools cater for students with special educational needs. What are the details, estimated number of students to be benefitted and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. While the calculation basis of the LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. Hence, all the students studying in these schools will benefit.

The actual amount of LSG received by individual schools is subject to the number of students with SEN admitted in a particular year. With enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students in these schools.

For budgetary purpose, the estimated expenditure of LSG for public sector primary schools in the 2013/14 school year is about \$173 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB030

Question Serial No.

3057

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 provision for primary education for 2013-14 is \$221 million higher than last year. To which parts of primary education will the increased provision be allocated?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The provision for 2013-14 under Programme 2 Primary Education is \$221 million or 1.7% higher than the revised estimate for 2012-13. This is mainly due to the salary increments and increased provision for various grants to schools in 2013-14, partly offset by decreased provision as a result of the completion of disbursement of the Moral and National Education Support Grant in 2012-13.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB031

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

Question Serial No.

3058

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:

- a) For the past three years (2010-11, 2011-12, 2012-13), please provide the respective amounts of funding allocated to the tertiary institutions, the Vocational Training Council, universities, secondary schools, kindergartens and special schools in the government, aided and Direct Subsidy Scheme categories, international schools and schools under the English Schools Foundation, as well as the unit cost of each subsidised place.
- b) For the 2013/14 school year, please provide an estimate of the respective amounts of funding to be allocated to the tertiary institutions, the Vocational Training Council, universities, secondary schools, kindergartens and special schools in the government, aided and Direct Subsidy Scheme categories, international schools and schools under the English Schools Foundation, as well as the estimated unit cost of each subsidised place.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out below –

	Financial Provision				Unit Cost			
	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate	2013-14 Estimate	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate	2013-14 Estimate
	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	1,867	2,012	2,184	2,359	N/A	N/A	N/A	N/A
Government secondary schools ²	1,255	1,339	1,408	1,456	49,775	52,084	57,610	64,630
Aided secondary schools	15,924	17,275	18,213	18,090	42,717	44,972	49,230	53,580
English Schools Foundation Secondary Schools	168	169	170	171	28,611	28,775	28,880	29,050
Secondary schools under the Direct Subsidy Scheme	2,167	2,315	2,328	2,403	42,473	44,047	46,190	47,220
Aided special schools	1,489	1,606	1,797	1,870	170,619	180,003	199,410	205,940
Vocational Training Council ³								
- Higher technician / technician level	1,713	1,854	2,013	1,984	64,300	69,000	78,500	79,200
- Craft level					55,000	55,500	55,700	55,700
University Grants Committee-funded Institutions ⁴	11,016	11,634	13,559	14,615	213,700	222,127	211,380	241,920

Notes

1. The financial provision covers government 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.
2. The unit cost for government secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the 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 under Head 190 University Grants Committee are as follows –

	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate	2013-14 Estimate
	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	1,341	1,383	1,580	1,698
Hong Kong Baptist University	663	684	817	887
Lingnan University	277	283	336	366
The Chinese University of Hong Kong	2,494	2,661	3,160	3,445
The Hong Kong Institute of Education	528	551	619	651
The Hong Kong Polytechnic University	1,814	1,902	2,201	2,335
The Hong Kong University of Science and Technology	1,409	1,475	1,710	1,833
The University of Hong Kong	2,490	2,695	3,136	3,400
Total	11,016	11,634	13,559	14,615

The non-recurrent funding under the Matching Grant Scheme is not included. The unit cost figures are calculated on an academic year and a full-time-equivalent basis.

The lower unit cost in 2012/13 academic year is mainly due to increase in student numbers under the new four-year curriculum, partly offset by price adjustments in 2012/13.

The unit cost for 2013/14 estimate is calculated based on the approved student number targets and does not assume any over-enrolment, whereas the unit cost for 2010/11, 2011/12 and 2012/13 revised estimate is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2013/14. In practice, institutions do over-enroll, in particular to take in non-local students who are on top of the approved student number targets.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 28.3.2013

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

EDB032

Question Serial No.

3059

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:

- a) Please list out the total expenditure and total recurrent expenditure on education, as well as their respective percentage shares of the Government's total public expenditure and total recurrent expenditure from 1997-98 to 2012-13.
- b) For 2013-14, please provide the estimate of the total expenditure and total recurrent expenditure on education, as well as their respective estimated percentage shares of the Government's total public expenditure and total recurrent expenditure.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The total expenditure and total recurrent expenditure on education, as well as their respective percentage shares of the Government's total public expenditure and total recurrent expenditure from 1997-98 to 2013-14 are as follows:

	Total expenditure on education		Total recurrent expenditure on education	
	Amount	% share of Total Public Expenditure	Amount	% share of Recurrent Government Expenditure
	\$ million	%	\$ million	%
1997-98	47,696	20.3	37,325	25.0
1998-99	49,214	17.1	41,614	25.3
1999-2000	51,080	18.4	43,627	25.1
2000-01	52,212	18.9	45,030	24.4
2001-02	53,051	19.7	47,023	24.0
2002-03	55,595	20.9	47,775	24.1
2003-04	57,291	20.8	47,203	23.9
2004-05	54,451	20.7	45,116	23.5
2005-06	54,265	21.6	44,527	23.8
2006-07	51,934	21.2	44,602	23.5
2007-08	53,825	21.3	46,794	23.5
2008-09	74,995	22.7	49,863	23.3
2009-10	58,240	19.0	50,831	23.0
2010-11	60,719	18.9	51,034	22.9
2011-12	67,891	17.6	55,526	22.9
2012-13 Revised Estimate	77,799	19.2	60,692	23.0
2013-14 Estimate	76,884	16.5	62,953	21.6

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB033

Question Serial No.

3220

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 stated in the 2013 Policy Address that to address the transient decline in Secondary One student population in the coming few years, the Education Bureau will implement a series of measures to help preserve our schools, the teaching force and the strengths of our education sector. What are the details and estimated expenditure of these measures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In light of the temporary decline of Secondary One (S1) student population, we will implement a basket of targeted relief measures from the 2013/14 school year with a view to preserving the stability of the school sector as well as the teaching force. These measures aim to stabilise the overall situation in public sector secondary schools during the transient period.

On preserving the stability of schools, we will relax the "Not Less Than Three Classes" requirement and accept schools operating two approved classes for each level. Should schools have to reduce classes due to under-enrolment, since the basis for approving an S1 class is 25 students (as opposed to the earlier threshold of 30), they will be able to operate two S1 classes with a minimum of 26 S1 students admitted. For schools operating a single S1 class, they can apply for school development options. These schools can continue their operation if they can prove themselves capable of providing a broad, balanced and sustainable senior secondary curriculum. Besides, schools operating two S1 classes or less can still participate in the Secondary School Places Allocation (SSPA) System in the following year with a cap of three planned S1 classes.

Noting schools' general wish to reduce the number of students to be allocated per S1 class with a view to minimising the possible number of S1 classes to be packed amidst the temporary decline of S1 student population but taking also into account some parents' concern about the possible prejudicial impact on their children's chance of admission to schools of their choice as a result of the reduction in S1 places of certain schools, we have, after balancing the needs and interests of different stakeholders, refrained from a top-down approach to axe class size. Rather, we have adopted a district-based and school-based approach to reducing the number of students allocated to each S1 class from the 2013/14 to 2015/16 school years progressively and on a temporary basis until the rebound of S1 student population. The approach aims to cater for the differences among districts and schools including supply and demand of school places as well as the different needs and aspirations of different school sponsoring bodies, principals, teachers, parents and students.

On safeguarding the stability of teaching force, we will extend the retention period for surplus teachers from one year to three years during the school years from 2013/14 to 2015/16. Currently, after the headcount in September, schools which have surplus teachers arising from class reduction due to under-enrolment are allowed to retain the surplus teachers till the end of the school year only. During the three school years from 2013/14 to 2015/16, surplus teachers on the establishment arising from class reduction due to

under-enrolment at S1 level will be allowed to extend the retention period for two more school years. Schools and the sponsoring bodies concerned are expected to make meaningful use of the surplus manpower so arisen to enhance the development of the schools, student learning and teacher professionalism.

It is not possible to quantify the exact financial implication of the above relief measures as the actual number of classes/ teachers affected would depend on the S1 student enrolment in September 2013. This in turn would be affected by a basket of factors, including parental choice, the results of the SSPA and the transfer of students among schools after allocation, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26 March 2013

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

EDB034

Question Serial No.

3221

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 2011/12 school year, 228 public sector secondary schools could receive the School-based Educational Psychology Service. Please advise on the number of public sector secondary schools which can receive this service in the 2012/13 school year. What is the expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2012/13 school year, 259 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS). Under SBEPS, one educational psychologist serves six to ten schools, including primary and secondary schools. The total estimated expenditure for the provision of SBEPS covering public sector primary and secondary schools in the 2012/13 school year is about \$56 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB035

Question Serial No.

3222

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 indicates that it will “continue to implement the fine-tuning of the medium of instruction arrangements for secondary school”. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

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 progressing each year to a higher form to cover the junior secondary levels with effect from the 2012/13 school year. Schools are no longer classified into schools using English or Chinese as the MOI. School-based MOI arrangements are diversified. The number and choice of subjects taught in English are diverse and vary between classes within individual schools as well as among schools. Besides, students' opportunities to be exposed to and use English have been increased through extended learning activities in English in non-language subjects. In tandem, various professional development programmes including in-service professional development programmes, seminars, workshops, experience sharing sessions of good teaching practices, etc. have been put in place to support schools and teachers in implementing the fine-tuning arrangements. An estimated provision of about \$590 million has been earmarked for the programmes spreading over a period of six years as from 2009-10.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB036

Question Serial No.

3278

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 indicates that it will “enhance the funding arrangement of the Learning Support Grant for public sector secondary schools with effect from the 2013/14 school year to further help schools cater for students with special educational needs”. What are the details, the number of students expected to benefit and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector secondary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. While the calculation basis of the LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. Hence, all the students with SEN studying in these schools will benefit.

The actual amount of LSG received by individual schools is subject to the number of students with SEN admitted in a particular year. With enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students with SEN in these schools.

For budgetary purpose, the estimated expenditure of LSG for public sector secondary schools in the 2013/14 school year is about \$157 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB037**

Question Serial No.

0302

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:

Concerning facilities at land boundary control points for cross-boundary students:

(a) Please reply by using the following table to illustrate the situation of land boundary control points used daily by cross-boundary students and school buses in the past three years:

Boundary Control Points	Year	Number of Cross-boundary Students	Number of Cross-boundary School Buses
	2012/13		
	2011/12		
	2010/11		
	2012/13		
	2011/12		
	2010/11		

(b) As there is an increasing number of cross-boundary students using boundary control points daily in recent years, what is being and what will be done by the Administration to upgrade or improve the facilities concerned? What is the amount involved?

Asked by: Hon. CHAN Kam-lam

Reply:

(a) The numbers of cross-boundary students and school coaches using various land-based boundary control points in the past three school years⁽¹⁾ are provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students ⁽²⁾	No. of School Coaches Carrying Cross-boundary Students ⁽³⁾
Shenzhen Bay Control Point	2012/13	3 360	77
	2011/12	2 229	43
	2010/11	1 046	25
Lok Ma Chau Control Point	2012/13	712	12
	2011/12	223	3
	2010/11	488	10

Control Point (CP)	School Year	No. of Cross-boundary Students ⁽²⁾	No. of School Coaches Carrying Cross-boundary Students ⁽³⁾
Man Kam To Control Point	2012/13	619	13
	2011/12	430	10
	2010/11	352	10
Sha Tau Kok Control Point	2012/13	1 113	7
	2011/12	1 042	8
	2010/11	1 141	7
Lok Ma Chau Spur Line Control Point	2012/13	6 001	29
	2011/12	4 536	25
	2010/11	3 349	17
Lo Wu Control Point	2012/13	4 551	34
	2011/12	4 405	34
	2010/11	3 523	34

Notes

- (1) The figures refer to the position as at September of respective school years.
- (2) The figures refer to all cross-boundary students studying in the New Territories and crossing the respective boundary control points by various transportation means.
- (3) The school coaches at Lok Ma Chau Spur Line and Lo Wu Control Points are local vehicles which do not cross any control point (CP). They are permitted to operate multiple trips to carry cross-boundary students from Hong Kong side of the respective CPs to other parts of Hong Kong.

- (b) In the 2012/13 school year, the Government has adopted the following measures to enhance clearance services for cross-boundary students (CBS) -
- (i) implemented “Simplified Clearance Procedures” for CBS through the Lok Ma Chau Spur Line (LMCSL), Shenzhen Bay, Man Kam To (MKT), Sha Tau Kok (STK) and Lok Ma Chau (LMC) CPs;
 - (ii) further extended “On-board Clearance Services” from MKT and STK to LMC CP;
 - (iii) introduced two additional pick-up / drop-off bays for school coaches using the LMCSL CP; and
 - (iv) increased the number of special quotas for cross-boundary school coaches from 65 in 2011/12 to 110 in 2012/13.

To facilitate the above measures, construction works at MKT CP, LMC CP and LMCSL CP have been carried out to provide additional pick-up / drop-off bays with associated pedestrian platforms and shelters. In the 2012/13 and 2013/14 school years, the total costs of the construction works are \$6.2 million and \$4.5 million respectively.

We expect the number of CBS using facilitating transportation measures at the boundary control points would continue to increase in the coming school years. The Government will continue to monitor closely the transportation and clearance needs of CBS, provide necessary supporting measures to cater for the needs and ensure their safety, and make flexible deployment of manpower in view of the actual situation.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27 March 2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB038**

Question Serial No.

0141

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the Estimates for 2013-14, paragraph 31 under “National education” of “Head 156 – Government Secretariat: Education Bureau” states that “The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers.” Please provide:

- (a) the 2013-14 estimates;
- (b) the 2012-13 revised estimates;
- (c) the 2011-12 actual expenditures; and
- (d) the specific channels as well as the approval, assessment and review methods for the provision of the relevant subsidy by the Education Bureau, in respect of
 - (i) “students joining Mainland exchange programmes”; and
 - (ii) “professional development and exchange programmes for teachers”.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The 2013-14 estimates, 2012-13 revised estimates and 2011-12 actual expenditures on students joining Mainland exchange programmes and professional development/exchange programmes for teachers are shown below-

Financial Year	Expenditure (\$million)	
	on students	on teachers
2013-14	79.8 (estimate)	2.5 (estimate)
2012-13	50.4	2.3
2011-12	50.4	2.6

In respect of the Education Bureau (EDB) commissioned programmes, the procurement of services is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Schools will be invited to nominate students and teachers to participate in these programmes. Feedback of the participants will be collected through questionnaires, focus groups and on-site observations by Bureau staff for programme improvements. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes. Teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors should act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB039

Question Serial No.

2008

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 Government proposes to allocate \$12 million to the Vocational Training Council each year to purchase equipment and learning aids for students with special education needs, providing them with psychological and student counselling services, and enhancing the support for teaching and learning.

1. Please give a breakdown of the detailed expenses and estimates, the number of students who will be benefited and types of disabilities (as applicable).
2. Please indicate whether the subvention will be extended to other educational institutions.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to the Vocational Training Council (VTC) each year to purchase equipment and learning aids for students with special education needs (SEN), provide them with psychological and student counseling services, and enhance the support for teaching and learning. A breakdown of the estimated expenditure is as follows –

	<u>Estimated Expenditure</u> \$ million
(i) Purchase equipment and learning aids	0.5
(ii) Provide psychological and student counseling services	4.4
(iii) Enhance the support for teaching and learning	7.1
	<u>12.0</u>

SEN students in the VTC will benefit from the proposed funding allocation. In the 2010/11 and 2011/12 academic year, there were about 520 and 400 SEN students respectively in the VTC. (Note: The declining student number is due to the fact that the 2011/12 academic year is a gap year with no Secondary 5 graduates in 2011). The types of SEN include specific learning disabilities, intellectual disabilities, autism spectrum disorders, attention deficit / hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment, etc.

The proposed funding allocation to the VTC is due to the large number of SEN students admitted by it. Out of some 530 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes in the 2011/12 academic year, nearly 200 were studying in the VTC with the rest scattered in various post-secondary institutions. Separately, about 200 SEN students were enrolled in VTC's programmes below the sub-degree level in the same academic year. Also, the VTC has 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.

As regards the University Grants Committee-funded institutions, recurrent grants are given in the form of block grants, and institutions have flexibility in deploying their resources to enhance support for their students (including SEN students).

It is worthy to note that the Financial Secretary has also proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving post-secondary students with SEN in the pursuit of academic and other excellence.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB040**

Question Serial No.

2029

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 provide the number of students with special educational needs (SEN) who have been assessed by a Child Assessment Centre of the Department of Health (DH), and Psychiatric Service of the Hospital Authority (HA) respectively, as well as the number of students with SEN provided with Learning Support Grant by the Education Bureau (EDB) in the past 5 financial years. (Breakdown by types of disabilities)

2012-2013

	Child Assessment Centre, DH	Psychiatric Service, HA	Learning Support Grant, EDB
Physical Disability			
Visual Impairment			
Hearing Impairment			
Intellectual Disability			
Specific Learning Difficulties			
Autism Spectrum Disorders			
Emotional and Behavioral Problems			
Communication Disorders			
Hyperactivity Disorder			
Others			
Total			

2011-2012

	Child Assessment Centre, DH	Psychiatric Service, HA	Learning Support Grant, EDB
Physical Disability			
Visual Impairment			
Hearing Impairment			
Intellectual Disability			
Specific Learning Difficulties			
Autism Spectrum Disorders			
Emotional and Behavioral			

Problems			
Communication Disorders			
Hyperactivity Disorder			
Others			
Total			

2010-2011

	Child Assessment Centre, DH	Psychiatric Service, HA	Learning Support Grant, EDB
Physical Disability			
Visual Impairment			
Hearing Impairment			
Intellectual Disability			
Specific Learning Difficulties			
Autism Spectrum Disorders			
Emotional and Behavioral Problems			
Communication Disorders			
Hyperactivity Disorder			
Others			
Total			

2009-2010

	Child Assessment Centre, DH	Psychiatric Service, HA	Learning Support Grant, EDB
Physical Disability			
Visual Impairment			
Hearing Impairment			
Intellectual Disability			
Specific Learning Difficulties			
Autism Spectrum Disorders			
Emotional and Behavioral Problems			
Communication Disorders			
Hyperactivity Disorder			
Others			
Total			

2008-2009

	Child Assessment Centre, DH	Psychiatric Service, HA	Learning Support Grant, EDB
Physical Disability			
Visual Impairment			
Hearing Impairment			
Intellectual Disability			
Specific Learning			

Difficulties			
Autism Spectrum Disorders			
Emotional and Behavioral Problems			
Communication Disorders			
Hyperactivity Disorder			
Others			
Total			

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

School-aged children who are suspected to have special educational needs (SEN) can be referred for assessment by specialists or physicians in the Government, subvented institutions or the private sector. Education Bureau (EDB) does not maintain data on where the assessments of individual students were conducted and therefore we are unable to provide the number of students with SEN who were assessed by Child Assessment Centre of the Department of Health or Psychiatric Service of the Hospital Authority.

To help schools cater for the learning needs of students with SEN, EDB has been providing schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The LSG is a cash grant provided for public sector primary and secondary mainstream schools according to the number of students with SEN and the tier of support they require. In addition to LSG, schools are also provided with various school resources such as funding for implementing remedial teaching, additional teachers provided for schools to cater for secondary students with low academic achievement and Capacity Enhancement Grant, etc. Schools are advised to pool together the various resources and deploy them holistically and flexibly to render appropriate support services to students with SEN to meet their needs. Hence, students with SEN are not provided with the LSG direct. Rather, the support they receive is arranged through a combination of sources including the LSG. Providing only the number of students with SEN provided with LSG is inappropriate and misleading. Instead, the numbers of students with SEN in public sector mainstream schools in the 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years are set out at Appendix.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

**Numbers of Students with SEN in Public Sector Mainstream Schools
in the 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years**

Type of SEN	Number of Students				
	2008/09	2009/10	2010/11	2011/12	2012/13
Specific Learning Difficulties	10 560	12 960	14 980	16 280	17 440
Intellectual Disability	1 280	1 470	1 580	1 720	1 690
Autism Spectrum Disorders	1 540	2 050	2 760	3 370	4 150
Attention Deficit/ Hyperactivity Disorder	1 570	2 230	3 250	3 740	4 780
Physical Disability	260	360	440	390	380
Visual Impairment	120	140	140	150	130
Hearing Impairment	820	810	780	800	690
Speech and Language Impairment	1 410	1 700	1 710	2 180	2 130
Total	17 560	21 720	25 640	28 630	31 390

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

EDB041

Question Serial No.

2030

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:

1. Please give a breakdown by districts as well as by primary and secondary schools of the current ratio of school-based educational psychologists of the Education Bureau (excluding hiring of services) to students who have been given the Learning Support Grant, the average number of cases handled by each school-based educational psychologist, as well as the average, maximum and minimum times of school visits.
2. Please provide the wastage rate of educational psychologists in the past 5 years (i.e. 2008/2009 school year to 2012/2013 school year).
3. Please provide the number of students who are suspected to have dyslexia but have yet to be assessed by educational psychologists. Please list out the respective number by primary and secondary schools, and also by levels.
4. What kinds of support and adaptation are being provided by schools for suspected cases? Please list out and report.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. The School-based Educational Psychology Service (SBEPS) aims at providing comprehensive and integrated services to schools at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by the EP under the SBEPS go beyond handling individual student cases. Thus, reporting the average number of cases handled by each EP does not reflect comprehensively the actual service under the SBEPS and can be misleading. Likewise, it is also misleading to provide the ratio of EP to students receiving the Learning Support Grant.

Under the SBEPS, one EP serves six to ten schools. They visit their schools regularly throughout the school year. The number of visit days paid to each school varies, depending on the specific needs of the schools and their students. Besides, as EPs may serve both primary and secondary schools in different districts, breakdown on the number of school visits by district and by level is not available.

2. The wastage rates of EPs in the 2008/09 to 2012/13 school years are 2.6%, 0%, 2.2%, 0% and 4.2% respectively.

3 and 4.

The Education Bureau (EDB) has put in place a territory-wide “Early Identification and Intervention of Learning Difficulties Programme” for all public sector primary schools to identify students in primary one (P1) suspected of having learning difficulties, including those suspected with Specific Learning Difficulties. Though we do not capture the information about the suspected cases, EPs will provide consultation to schools in identifying P1 students at-risk of having learning difficulties and draw up necessary intervention plans for these students. Schools will arrange prompt learning support programmes for these students, with reference to the remedial teaching packages developed by EDB. They will also collaborate with the parents on homework and assessment accommodation, and provide ongoing monitoring of the progress of the students to facilitate adjustment of the early intervention measures.

For students showing severe or persistent learning difficulties despite the intervention rendered, school will refer them to EPs or other professionals as appropriate for assessment. In the 2011/12 school year, about 80% of the cases referred to EPs were assessed within two months and about 90% within five months. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances. For example, there were cases whose parents requested to defer the assessment and cases in which the assessment had to be held up pending the students’ medical treatment.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB042

Question Serial No.

2031

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 Programme (2), the Government states that it will “enhance the funding arrangement of the Learning Support Grant for public sector primary schools with effect from the 2013/14 school year to further help schools cater for students with special educational needs.” Please advise on the particulars and plans of the enhancement in detail.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. While the calculation basis of LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN.

With enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students with SEN in these schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB043

Question Serial No.

2042

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

Programme: (5) Other Educational Services and Subsidies
(6) Vocational Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Government would make an injection of \$480 million to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities, with the number of recipients limited to 20. An injection of \$40 million in total would also be made to establish scholarships to give recognition to deserving tertiary students with special education needs (SEN) (estimated to be about 100).

Would the Government please respond to the following questions:

1. Outstanding students will receive a large amount of scholarship to pursue further studies overseas, but only a tiny amount of scholarship will be provided to encourage students with SEN. Please set out in detail the rationales and guiding principles behind such disproportionate amounts of award and disproportionate numbers of beneficiaries. Would the Government consider revising the proposed estimates?
2. Besides setting up scholarships and allocating funding to the Vocational Training Council, does the Government have other supportive policies in place to provide pathways for students with SEN to progress in society?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The HKSAR Government Scholarship Fund (GSF) is set up as an endowment fund that generates recurrent income to provide scholarships to post-secondary students. The Financial Secretary has proposed in the 2013-14 Budget to inject an additional \$480 million into the GSF to set up scholarships aiming at attracting talent to join the teaching profession in Hong Kong.

A quality teaching force is the key to the quality of education. The scholarships will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. By offering the proposed scholarships to these outstanding students who are determined to broaden their horizons through pursuing overseas studies, we intend to entice them to join the teaching profession in Hong Kong upon graduation. On the basis of a normal 4-year duration of study for undergraduate programme, the number of new scholarship places that can be offered each year is about 20.

The Financial Secretary has also proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the GSF and the Self-financing Post-secondary Education Fund (SPEF). The injections in the two endowment funds will generate recurrent investment income in support of new scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. It is expected that about 100 SEN

students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. In the 2011/12 academic year, there were some 530 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes. It is noteworthy that all students (including SEN students) pursuing full-time locally-accredited post-secondary programmes are also eligible for other scholarship schemes under the GSF and SPEF including the Outstanding Performance Scholarship, Best Progress Award, Talent Development Scholarship and the Reaching Out Award Schemes.

The Government is committed to providing our young people (including students with SEN) with flexible and diversified study pathways including degree programmes and sub-degree programmes covering different professional and academic disciplines, Yi Jin Diploma programme, vocational education programmes and other programmes. The Vocational Training Council (VTC) has 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 also proposed in the 2013-14 Budget to allocate \$12 million to the 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.

Post-secondary institutions in Hong Kong are committed to offering equal opportunities to all eligible applicants for admission. The admission decisions of post-secondary institutions are based on holistic assessment of the merit of the applicants. To assist students with SEN to study in University Grants Committee-funded institutions, a sub-system under the Joint University Programmes Admissions System has been created for the admission of these students. Students with SEN do not need to compete with other applicants, but must meet the minimum entry requirements of the corresponding courses. The VTC also has a special admission process for students with SEN. If an applicant with SEN meets the entrance requirements of the programme and satisfies the interview assessment that the student has the ability to complete the programme, an offer will be provided.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 22.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB044**

Question Serial No.

0288

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:

What were the numbers of non-Chinese speaking (NCS) students and the numbers of ethnic minorities (EMs) studying at different grade levels in primary schools in the past 5 years (i.e. 2008/09 to 2012/13 school year)?

No. of NCS students	P1	P2	P3	P4	P5	P6
2008/2009						
2009/2010						
2010/2011						
2011/2012						
2012/2013						

P1	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

P2	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					

Others					
Total					

P3	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

P4	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

P5	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

P6	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of non-Chinese speaking (NCS) students and the number of ethnic minorities studying at different grade levels in public sector and Direct Subsidy Scheme primary schools from the 2008/09 to 2012/13 school years are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of NCS students studying at different grade levels in primary schools
from the 2008/09 to 2012/13 school years**

School year	P1	P2	P3	P4	P5	P6
2008/2009	1 034	1 024	1 122	1 035	991	828
2009/2010	1 116	1 066	1 052	1 163	1 066	1 017
2010/2011	1 229	1 252	1 259	1 173	1 254	1 070
2011/2012	1 291	1 310	1 297	1 321	1 222	1 262
2012/2013	1 394	1 359	1 304	1 357	1 339	1 192

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
4. The above data exclude those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of ethnic minorities studying at different grade levels in primary schools
from the 2008/09 to 2012/13 school years**

P1	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	8	14	5	17	9
Filipino	188	176	182	188	205
Indian	144	118	137	149	166
Pakistani	367	410	416	474	504
Nepalese	159	185	233	204	216
Japanese	6	10	13	8	22
Thai	10	10	16	20	14
Korean	3	3	6	4	4
Other Asian	2	2	6	10	4
White	36	56	48	63	84
Others	61	67	77	89	71
Total	984	1 051	1 139	1 226	1 299

P2	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	4	7	12	6	16
Filipino	170	177	203	191	197
Indian	145	150	137	144	161
Pakistani	351	389	453	445	498
Nepalese	151	169	190	234	207
Japanese	6	6	8	14	11
Thai	11	16	18	15	27
Korean	5	2	5	6	5
Other Asian	6	2	2	10	10
White	43	40	58	55	62
Others	62	58	82	86	81
Total	954	1 016	1 168	1 206	1 275

P3	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	8	8	6	15	6
Filipino	189	176	222	205	193
Indian	163	149	169	143	142
Pakistani	382	376	453	479	445
Nepalese	159	149	198	195	244
Japanese	13	6	8	8	12
Thai	17	14	19	19	21
Korean	2	5	3	5	5
Other Asian	4	5	1	3	8
White	55	36	40	51	52
Others	40	59	68	84	77
Total	1 032	983	1 187	1 207	1 205

P4	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	10	8	9	7	13
Filipino	174	203	197	223	224
Indian	140	162	148	179	161
Pakistani	359	395	443	479	497
Nepalese	175	166	168	208	208
Japanese	7	12	6	7	7
Thai	14	20	15	23	22
Korean	5	2	5	3	3
Other Asian	3	4	3	4	7
White	28	52	38	41	52
Others	41	41	59	64	73
Total	956	1 065	1 091	1 238	1 267

P5	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	9	8	8	7	6
Filipino	208	180	207	201	232
Indian	146	141	175	166	195
Pakistani	339	360	440	474	485
Nepalese	146	186	194	168	220
Japanese	2	6	13	6	7
Thai	12	16	29	14	26
Korean	5	6	3	3	2
Other Asian	3	3	3	4	5
White	23	31	48	34	44
Others	37	43	47	57	48
Total	930	980	1 167	1 134	1 270

P6	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	5	11	9	7	7
Filipino	150	209	183	206	201
Indian	140	152	143	186	164
Pakistani	269	352	376	446	466
Nepalese	125	145	186	196	162
Japanese	5	3	7	13	5
Thai	14	12	18	34	16
Korean	1	4	6	1	3
Other Asian	8	4	2	6	1
White	26	26	29	45	35
Others	29	39	41	39	53
Total	772	957	1 000	1 179	1 113

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
3. The above data include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not included among the 17 ethnicity codes in the annual Student Enrolment Survey.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB045**

Question Serial No.

0289

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:

What were the numbers of non-Chinese speaking secondary (NCS) students and the numbers of ethnic minorities (EMs) studying at different grade levels in schools in the past 5 years (i.e. 2008/09 to 2012/13 school year)?

No. of NCS students	S1	S2	S3	S4	S5	S6	S7
2008/2009							
2009/2010							
2010/2011							
2011/2012							
2012/2013							

S1	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S2	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S3	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S4	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S5	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S6	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

S7	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Indonesian					
Filipino					
Indian					
Pakistani					
Nepalese					
Japanese					
Thai					
Korean					
Other Asian					
White					
Mixed					
Others					
Total					

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of non-Chinese speaking (NCS) students and the number of ethnic minorities studying at different grade levels in public sector and Direct Subsidy Scheme secondary schools from the 2008/09 to 2012/13 school years are tabulated at [Annex A](#) and [Annex B](#) respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of NCS students studying at different grade levels in secondary schools
from the 2008/09 to 2012/13 school years**

School year	S1	S2	S3	S4	S5	S6	S7
2008/2009	970	820	715	583	483	166	105
2009/2010	1 099	976	802	692	519	179	139
2010/2011	1 304	1 145	995	815	645	189	143
2011/2012	1 373	1 339	1 114	999	734	648	166
2012/2013	1 448	1 363	1 308	1 118	957	725	-

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
4. The above data exclude those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.

**Number of ethnic minorities studying at different grade levels in secondary schools
from the 2008/09 to 2012/13 school years**

S1	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	5	9	8	12	7
Filipino	185	220	256	237	254
Indian	172	178	179	197	220
Pakistani	317	346	453	502	496
Nepalese	133	173	212	229	236
Japanese	10	9	10	10	11
Thai	9	12	14	12	19
Korean	2	7	8	8	7
Other Asian	6	6	2	11	11
White	21	19	25	24	24
Others	43	55	81	68	86
Total	903	1 034	1 248	1 310	1 371

S2	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	6	7	9	6	9
Filipino	161	193	225	259	241
Indian	104	166	180	193	200
Pakistani	230	312	347	451	485
Nepalese	116	137	184	216	228
Japanese	12	13	12	12	12
Thai	15	9	14	13	10
Korean	8	2	8	10	7
Other Asian	7	7	7	2	6
White	16	18	19	27	22
Others	50	47	64	86	71
Total	725	911	1 069	1 275	1 291

S3	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	5	6	10	9	6
Filipino	129	155	186	223	258
Indian	103	106	174	184	197
Pakistani	188	223	304	320	429
Nepalese	136	121	146	173	206
Japanese	7	9	11	12	13
Thai	14	11	9	15	15
Korean	2	6	4	10	11
Other Asian	0	6	7	8	3
White	18	17	16	23	30
Others	29	48	49	58	74
Total	631	708	916	1 035	1 242

S4	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	4	6	5	5	7
Filipino	120	121	162	181	224
Indian	67	103	104	170	194
Pakistani	154	178	218	291	312
Nepalese	89	134	106	160	180
Japanese	4	7	10	12	14
Thai	10	7	12	7	15
Korean	2	3	7	4	11
Other Asian	1	1	8	7	8
White	28	16	30	24	26
Others	24	27	55	54	61
Total	503	603	717	915	1 052

S5	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	2	3	7	3	5
Filipino	107	115	118	142	167
Indian	65	59	108	94	149
Pakistani	118	141	145	194	258
Nepalese	78	72	106	92	142
Japanese	5	4	7	11	10
Thai	4	8	5	10	5
Korean	3	2	5	5	3
Other Asian	0	0	1	5	4
White	10	22	27	24	16
Others	28	21	31	60	51
Total	420	447	560	640	810

S6	2008/09	2009/10	2010/11	2011/12	2012/13
Indonesian	1	0	0	5	3
Filipino	15	13	20	107	133
Indian	19	21	12	92	88
Pakistani	11	11	18	131	173
Nepalese	2	5	9	86	73
Japanese	2	3	4	7	11
Thai	0	1	1	5	9
Korean	0	1	1	5	4
Other Asian	1	0	1	0	3
White	16	21	7	22	14
Others	8	10	8	26	51
Total	75	86	81	486	562

S7	2008/09	2009/10	2010/11	2011/12
Indonesian	1	0	0	0
Filipino	5	14	11	18
Indian	10	16	18	11
Pakistani	8	11	11	18
Nepalese	3	2	3	9
Japanese	1	2	3	3
Thai	0	0	1	1
Korean	0	0	1	1
Other Asian	1	1	0	0
White	1	0	2	3
Others	4	6	4	5
Total	34	52	54	69

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
3. The above data include those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not included among the 17 ethnicity codes in the annual Student Enrolment Survey.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB046**

Question Serial No.

0367

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 2012/13 school year, the Education Bureau provided a top-up student guidance service grant to public sector primary schools. In this connection, would the Administration please inform this Committee:

(a) a breakdown of the number of primary schools by the number of operating classes in the 2012/13 school year;

(b) among the primary schools operating fewer than 17 classes, 18-29 classes and over 30 classes in the 2012/13 school year, what is the respective number of schools employing fewer than one, only one, over one but fewer than two, and two or more student guidance personnel/officers/teachers (please fill in the table below):

	Primary schools with fewer than 17 classes	Primary schools with 18-29 classes	Primary schools with over 30 classes
employed fewer than 1 student guidance personnel/officer/teacher			
employed 1 student guidance personnel/officer/teacher			
employed more than 1 but fewer than 2 student guidance personnel/officer/teacher			
employed 2 or more student guidance personnel/officers/teachers			

(c) the respective number of primary schools employing student guidance personnel, student guidance officers and student guidance teachers in the 2012/13 school year;

(d) among the existing student guidance services in primary schools, what is the respective number of schools conducting tender exercises every year, every two years and every three years or above; and

(e) among the student guidance personnel/officers/teachers currently employed by primary schools, what is the respective number of new appointees (who have never provided student guidance service before the 2012/13 school year) and transferees (who have provided student guidance service before and start to serve in the current school from the 2012/13 school year).

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The number of public sector primary schools by the number of operating classes for the 2012/13 school year is detailed at the Appendix.
- (b) Primary schools receiving Student Guidance Service (SGS) Grant may, based on their own needs, procure SGS from non-governmental organisations or directly recruit any number of full-time or part-time Student Guidance Personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. The Education Bureau (EDB) does not collect statistics on these Student Guidance Personnel employed by schools through the SGS Grant. Hence, we are unable to provide the data required in the table.
- (c) In the 2012/13 school year, of the 453 public sector primary schools, 19 are provided with Student Guidance Officers, 132 with Student Guidance Teachers, and the rest 302 with SGS Grant to employ Student Guidance Personnel or procure SGS.
- (d) and (e)
Under school-based management, schools are provided with considerable autonomy and flexibility in their daily operation, resources deployment and planning for school development. Schools are not required to report to the EDB the number of years of their tenders on procurement of SGS nor the experience of their Student Guidance Officers/Teachers/Personnel. Hence, we do not have the data required.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 22 March 2013

**Number of Public Sector Primary Schools by Number of Operating Classes
for the 2012/13 School Year**

No. of Operating Classes	No. of Schools
4	1
5	3
6	19
7	11
8	11
9	4
10	11
11	11
12	39
13	10
14	8
15	8
16	7
17	7
18	30
19	8
20	4
21	5
22	9
23	9
24	88
25	21
26	6
27	6
28	7
29	12
30	78
31	6
33	1
34	1
35	2
36	8
37 or above	2
Total	453

Notes:

- (1) Figures include ordinary government and aided primary schools, but not special schools.
- (2) Figures refer to the position as at September 2012.
- (3) Figures refer to the number of schools by physical location. A school location may have more than one session.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB047**

Question Serial No.

0475

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 vocational education provided by the Vocational Training Council (VTC) to non-Chinese speaking (NCS) students and students with special educational needs (SEN), please provide, in the following format, the respective information:

(a) From 2009/10 to 2013/14 academic year, the number of study places and programmes dedicated to NCS students, as well as the number of applications and graduates:

	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year
Programmes at certificate and diploma level in business, hotel and tourism					
- Number of places (Number of programmes)					
- Number of applications					
- Number of graduates / students completed training					
Applied Learning programmes in hotel operations and multimedia entertainment studies					
- Number of places (Number of programmes)					
- Number of applications					
- Number of graduates / students completed training					
Vocational Development Programmes in beauty care, catering servicing, etc					
- Number of places (Number of programmes)					
- Number of applications					
- Number of graduates / students					

	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year
completed training					
Workplace Chinese language Programmes - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training	NA	NA			
Other Vocational Education and Training Programmes dedicated for Non-Chinese Speaking Students - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training					
Total - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training					

(b) Regarding the new Youth College established for NCS students and students with SEN, would the Administration please provide the number of students attending the College, the average cost and average subsidy of each study place:

	2012/13 academic year
NCS students - number of students - average cost of each place - average subsidy of each place	
Students with SEN - number of students - average cost of each place - average subsidy of each place	
Total - number of students - average cost of each place - average subsidy of each place	

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The number of programmes, places, applications and graduates / students completed training of vocational education and training programmes dedicated to non-Chinese speaking (NCS) students and offered by the Vocational Training Council (VTC) are as follows:

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
Programmes at certificate and diploma levels					
- Number of places (Number of programmes)	230 (7)	310 (7)	190 (5)	190 (5)	200 (6)
- Number of applications	408	336	121	Note 1	Note 2
- Number of graduates / students completed training	215	149	59	Note 2	
Applied Learning courses and Other Learning Experience courses					
- Number of places (Number of programmes)	110 (2)	120 (3)	220 (3)	270 (3)	250 (3)
- Number of applications	76	118	179	Note 1	Note 2
- Number of graduates / students completed training	144	84	165	Note 2	
Vocational Development Programmes					
- Number of places (Number of programmes)	100 (5)	70 (5)	80 (6)	110 (6)	110 (7)
- Number of applications	93	127	121	Note 1	Note 2
- Number of graduates / students completed training	48	78	48	Note 2	
Basic vocational Chinese short courses					
- Number of places (Number of programmes)	160 (5)	130 (4)	130 (4)	130 (4)	140 (4)
- Number of applications	117	132	290	Note 1	Note 2
- Number of graduates / students completed training	51	75	113	Note 2	
Other vocational education and training programmes dedicated for NCS students					
- Number of places (Number of programmes)	30 (2)	30 (3)	50 (3)	50 (3)	50 (3)
- Number of applications	29	56	45	Note 1	Note 2
- Number of graduates / students completed training	16	54	27	Note 2	

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
Total					
- Number of places (Number of programmes)	630 (21)	660 (22)	670 (21)	750 (21)	750 (23)
- Number of applications	694	769	756	Note 1	Note 2
- Number of graduates / students completed training	458	440	412	Note 2	

Notes:

1. *Staggered intakes over the year, admission still in progress.*
2. *Figures not available yet.*

- (b) The new Youth College (Youth College (Yeo Chei Man)) was set up under the VTC in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with special educational needs (SEN). In the 2012/13 academic year, some 330 students are enrolled in the Youth College (Yeo Chei Man), among them 23 are NCS students and nine are students with SEN. In the 2013/14 academic year, about 90 places are planned for NCS students in the Youth College (Yeo Chei Man). As for SEN students, there would not be a fixed number of places and those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programmes.

Other than the dedicated support services received, NCS and SEN students attend normal classes together with other students. In the 2012/13 and 2013/14 academic year, the subvention from the Government for the operation of the Youth College (Yeo Chei Man) is about \$15.5 million and \$20.7 million respectively. Unit cost per SEN or NCS student is not available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB048

Question Serial No.

0476

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 sub-degree programmes, please provide the following information:

(a) With the parallel development of both the publicly-funded and the self-financing post-secondary institutions, the Bureau envisages that in 2 years (2013/14, 2014/15), over one-third of young people in the relevant age group will have the opportunity to pursue accredited degree-level education (including first-year and senior year intakes). Please provide, by institution, the average annual tuition fees of full-time accredited sub-degree programmes (publicly-funded programmes and self-financing programmes) in the 2005/06, 2006/07 and 2012/13 academic year; and

(b) Please provide, by institution, the percentage of graduates of full-time accredited self-financing sub-degree programmes who further studied full-time accredited degree programmes (publicly-funded local, self-financing local, non-local, total) in 2005/06, 2006/07 and 2011/12.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The tuition fees of full-time accredited sub-degree programmes, by institution, in the 2005/06, 2006/07 and 2012/13 academic years are tabulated at Annex A.
- (b) The statistics of graduates of full-time accredited self-financing sub-degree programmes in the 2005/06, 2006/07 and 2010/11 academic years who subsequently pursued further study in degree programmes are set out at Annex B. The statistics for the 2011/12 academic year are not yet available as surveys conducted by institutions for the 2011/12 graduates are still underway.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Tuition Fees of Full-time Accredited Sub-Degree Programmes
By Institution, 2005/06, 2006/07 and 2012/13 Academic Years**

Institution	Average Annual Tuition Fee (HK\$)		
	2005/06	2006/07	2012/13 ^[1]
Publicly-funded Programmes			
City University of Hong Kong	\$31,575	\$31,575	\$31,575
The Hong Kong Institute of Education	\$15,040	\$15,040	\$15,040
The Hong Kong Polytechnic University	\$31,575	\$31,575	\$31,575
Vocational Training Council	\$17,825 - \$21,950	\$18,750 – \$23,100	\$29,500 - \$30,250

Institution	First Year Tuition Fee (HK\$) ^[2]		Average Annual Tuition Fee (HK\$)
	2005/06	2006/07	2012/13 ^[1]
Self-financing Programmes			
Caritas Bianchi College of Careers	\$31,500 - \$33,600	\$33,080 - \$35,280	\$49,045 - \$53,840
Caritas Institute of Higher Education (formerly known as Caritas Francis Hsu College)	\$36,000 - \$39,000	\$36,000 - \$40,960	\$49,045 - \$52,750
Chu Hai College of Higher Education	\$35,000	\$35,000	-
City University of Hong Kong	\$36,000 – \$53,100	\$36,000 - \$53,100	\$47,250 - \$56,250
Hang Seng Management College (formerly known as Hang Seng School of Commerce)	\$30,000 - \$35,000	\$30,000 - \$35,000	\$45,000
HKU SPACE Po Leung Kuk Community College	-	-	\$51,150
Hong Kong Adventist College	-	-	\$39,600
Hong Kong Art School	\$38,500 - \$39,000	\$38,500 - \$39,000	\$43,000
Hong Kong Baptist University	\$46,000 - \$48,750	\$40,800 - \$48,750	\$48,750 - \$58,720
Hong Kong Buddhist College	-	-	\$38,000
Hong Kong Central College	-	-	-
Hong Kong College of Technology	\$32,000 - \$35,000	\$32,000 - \$35,000	\$41,000 - \$49,480
Hong Kong Institute of Technology	\$31,500 - \$39,600	\$31,500 - \$39,600	\$35,800
Hong Kong Shue Yan College	\$38,000	\$38,000	-
Kaplan Business and Accountancy School	-	-	\$48,000
Lingnan University	\$35,000 - \$50,000	\$35,000 - \$60,000	\$43,800 - \$50,000

Institution	First Year Tuition Fee (HK\$) ^[2]		Average Annual Tuition Fee (HK\$)
	2005/06	2006/07	2012/13 ^[1]
Self-financing Programmes (Cont'd)			
Po Leung Kuk Community College of Hong Kong	\$30,000 - \$33,000	\$36,000	-
Pui Ching Academy	-	-	\$39,000
Sacred Heart Canossian College of Commerce	-	-	\$43,700
The Chinese University of Hong Kong	\$37,500 - \$42,500	\$37,500 - \$44,500	\$42,000 - \$49,150
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	\$37,000 - \$48,000	\$37,000 - \$48,000	-
The Church of Christ in China Kung Lee College	\$27,000	-	-
The Hong Kong Institute of Education	\$35,800 - \$44,300	\$35,800 - \$44,300	\$41,800 - \$46,800
The Hong Kong Polytechnic University	\$39,600 - \$45,300	\$39,600 - \$45,300	\$49,200 - \$54,120
The Hong Kong University of Science and Technology	-	\$46,000 - \$57,000	-
The Open University of Hong Kong	\$34,000 - \$42,240	\$34,000 - \$42,240	\$43,000 - \$55,800
The University of Hong Kong	\$39,000 - \$48,800	\$40,000 - \$51,000	\$52,500 - \$62,000
Tung Wah College	-	-	\$52,500 - \$79,200
Vocational Training Council	\$23,500 - \$40,000	\$23,500 - \$40,000	\$46,500 - \$47,750
Yew Chung Community College	-	-	\$53,550
YMCA College of Careers	-	-	\$43,000

Notes:

[1] Tuition fee information for 2012/13 does not include sub-degree programmes provided for S5 graduates under the old academic structure.

[2] For self-financing sub-degree programmes in 2005/06 and 2006/07, information on tuition fees for the first year of study was collected.

"-" Denotes no sub-degree programme was offered.

**Articulation Statistics of Graduates of Full-time Accredited Self-financing
Sub-degree Programmes, 2005/06, 2006/07 and 2010/11**

Institution	Percentage of Graduates Pursuing Further Study in Degree Programmes *												
	2005/06 (Graduated in 2006)			2006/07 (Graduated in 2007)					2010/11 (Graduated in 2011)				
	Local Degree	Non- local Degree [#]	Total	Local Degree			Non- local Degree [#]	Total	Local Degree			Non- local Degree [#]	Total
				Publicly- funded Local	Self- financing Local	Sub- total			Publicly- funded Local	Self- financing Local	Sub- total		
Caritas Bianchi College of Careers	33%	1%	34%	NA	NA	17%	-	17%	-	38%	38%	-	38%
Caritas Institute of Higher Education (formerly known as Caritas Francis Hsu College)	11%	26%	37%	-	6%	6%	25%	31%	1%	26%	27%	4%	31%
Chu Hai College of Higher Education	50%	-	50%	-	43%	43%	-	43%	-	79%	79%	-	79%
City University of Hong Kong	50%	2%	51%	NA	NA	34%	21%	55%	23%	25%	48%	23%	70%
Hang Seng Management College (formerly known as Hang Seng School of Commerce)	7%	79%	85%	9%	18%	27%	61%	88%	7%	71%	77%	12%	89%
HKU SPACE Po Leung Kuk Community College	-	-	-	-	-	-	-	-	8%	16%	24%	26%	50%
Hong Kong Art School	21%	3%	24%	-	20%	20%	4%	24%	3%	28%	31%	19%	50%
Hong Kong Baptist University	51%	17%	68%	NA	NA	57%	15%	72%	21%	44%	65%	5%	70%
Hong Kong College of Technology	4%	5%	9%	NA	NA	18%	6%	24%	3%	17%	20%	6%	25%
Hong Kong Institute of Technology	-	98%	98%	-	-	-	100%	100%	-	-	-	100%	100%
Hong Kong Shue Yan University	2%	-	2%	NA	NA	31%	4%	35%	-	-	-	-	-
Lingnan University	57%	1%	58%	20%	24%	43%	8%	51%	21%	24%	44%	1%	45%
The Chinese University of Hong Kong	20%	17%	37%	NA	NA	21%	21%	42%	10%	15%	25%	18%	44%
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	-	-	-	25%	10%	35%	26%	61%	23%	33%	56%	3%	59%
The Hong Kong Institute of Education	52%	13%	65%	18%	13%	31%	11%	42%	30%	22%	52%	-	52%
The Hong Kong Polytechnic University	59%	9%	68%	24%	38%	62%	7%	70%	27%	44%	71%	5%	76%
The Open University of Hong Kong	100%	-	100%	-	75%	75%	-	75%	-	53%	53%	-	53%
The University of Hong Kong	31%	28%	59%	34%	12%	46%	29%	75%	23%	14%	38%	22%	60%
Vocational Training Council	10%	24%	34%	NA	NA	20%	17%	37%	1%	21%	23%	14%	37%
Yew Chung Community College	-	-	-	-	-	-	-	-	-	33%	33%	-	33%

Notes:

1. * Refers to the percentage of graduates who indicated that they were pursuing further study in degree programmes in graduate surveys conducted by the institutions and successfully enumerated in the consolidated articulation and employment statistics of graduates.
2. # Refers to non-local degree programmes (including those that are locally-accredited) conducted in Hong Kong.
3. "-" Denotes nil.
4. NA Data not available from institutions.
5. The breakdown figures in respect of local degree programmes by funding source (i.e. publicly-funded or self-financing) were not collected for 2005/06 graduates.
6. Figures may not add up to the corresponding totals owing to rounding.
7. The surveys conducted by institutions for 2011/12 graduates are underway.

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

EDB049

Question Serial No.

0479

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:

In the Budget Speech, the Financial Secretary proposed to inject \$5 billion into the Language Fund. In this regard, please provide the following information:

- (a) the amount of Government's provision to the Language Fund in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13 respectively and the total amount of these years;
- (b) the number of projects conducted under the Language Fund and the total amount of provision/funding in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13 respectively;
- (c) project names, applicants or organisations, project categories and amount of funding regarding the projects and activities funded by the Language Fund in the past three years respectively (i.e. from 2010-11 to 2012-13); and
- (d) projects to support non-Chinese speaking students in learning Chinese and the amount of funding, as well as the number of non-Chinese speaking students benefited in the past three years respectively (i.e. from 2010-11 to 2012-13).

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) There have been six injections into the Language Fund, including the initial injection, since its establishment in 1994. The amount of each injection is set out as follows:

Year	Injection (\$ million)
1994	300
2001	200
2003	400
2005	500
2006	1,100
2010	500

- (b) The number of projects conducted under the Language Fund and the total amount of allocation from 2004-05 to 2012-13 is tabled below:

Financial year	No. of projects ^{Note}	Allocation (\$ million)
2004-05	9	11.1
2005-06	23	1,225.7
2006-07	17	25.3
2007-08	20	430.8
2008-09	14	29.5
2009-10	10	287.7
2010-11	24	513.9
2011-12	21	44.2
2012-13 (up to 31 January 2013)	21	18.0

Note: The number of projects is counted based on the year of commencement of the project concerned. Some projects may span over for several years.

- (c) Projects are broadly divided into four categories, namely promotion of Chinese, promotion of English, promotion of Putonghua and promotion of cross-languages. A list showing names of the projects, types of organisations implementing the projects and amount of allocation over the past three financial years starting from 2010-11 is at Annex.
- (d) The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. Initiatives supported by the Language Fund constitute part of the support measures that we have put in place. With the Language Fund, we have put in place the Project of After-school Extended Chinese Learning for NCS Students since the 2010/11 school year to render after-school support to NCS students in the learning of the Chinese Language. In addition, in collaboration with non-governmental organisations (NGOs), district-based programmes have also been organised in 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art etc.

The amount of funding and number of participating NCS students in the 2010/11, 2011/12 and 2012/13 school years of the projects mentioned above are tabulated below:

Support measures	Actual expenditure in the 2010/11 school year (\$ million)	Actual expenditure in the 2011/12 school year (\$ million)	Estimated expenditure in the 2012/13 school year (\$ million)	No. of participating NCS students/children		
				2010/11	2011/12	2012/13
Project of After-school Extended Chinese Learning for NCS Students	9.0	12.0	13.0	2 300	4 000	4 300
District-based programmes in collaboration with NGOs for NCS children ^{Note}	NA	NA	1.2	NA	NA	900

Note: The programmes started in the 2012/13 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Allocation of LF projects (4/2010-3/2011)

Project Title	Project Categories	Type of Grantees/ Implementation Agent	Allocation (\$)
Promotion of Putonghua 2010 - Putonghua Drama Competition for Primary Schools	Promotion of Putonghua	A	227,617.00
Project of After-school Extended Chinese Learning For Non-Chinese Speaking (NCS) Students	Promotion of Chinese	G	77,000,000.00
Support Measures to Strengthen the Teaching and Learning of English in Secondary Schools	Promotion of English	G	323,000,000.00
Hong Kong Debate Open 2010	Promotion of English	B	50,000.00
Promotion of Putonghua 2010 - Putonghua Training Programme for Student Ambassadors - Service Industry	Promotion of Putonghua	B	637,521.00
Persuasive English : Debating Workshop 2011	Promotion of English	E	250,000.00
English Alliance - Stories Alive (Key Stage 1 - Storytelling)	Promotion of English	C	1,210,000.00
English Alliance - Stories Alive (Key Stage 2 - Readers' Theatre)	Promotion of English	C	1,005,000.00
English Alliance - Stories Alive (Writing Competition)	Promotion of English	C	2,157,000.00
Promotion of Putonghua 2010 - Hong Kong Putonghua Sales Pitch Contest	Promotion of Putonghua	D	367,817.00
Promotion of Putonghua in 2011 - Putonghua Public Speaking Competition for Primary and Secondary Schools	Promotion of Putonghua	C	520,000.00
Promotion of Putonghua in 2011 - The 10th AIA Quest for the Champion Communicator Competition	Promotion of Putonghua	C	80,000.00

Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	Promotion of English	G	4,700,000.00
Proper Cantonese Pronunciation Project in 2011	Promotion of Chinese	C	950,000.00
English Alliance - Stories Alive (Story Ambassadors)	Promotion of English	C	628,000.00
Promotion of Putonghua 2010 - Seminars and Workshops on Enhancing Putonghua through Language Arts	Promotion of Putonghua	C	293,617.00
Creating English Language Environment for Students in Hong Kong Project - (Programme by Treasure House of Noah's Ark)	Promotion of English	E	847,500.00
Creating English Language Environment for Students in Hong Kong Project- (Programme by Ocean Park)	Promotion of English	E	1,083,500.00
Sponsorship of the 26th Sing Tao Inter-School Debating Competition	Promotion of Cross Language	F	800,000.00
Promotion of Putonghua 2010 - TVB	Promotion of Putonghua	F	1,917,617.00
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH	Promotion of Putonghua	F	137,617.00
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH	Promotion of Putonghua	F	137,617.00
Workplace English Campaign in 2011	Promotion of English	G	3,470,000.00
Task Force on Language Support (Note)	Promotion of Cross Language	G	91,790,000.00
Promotion of Putonghua 2010 - Putonghua Radio Drama Training and Competition for Secondary Schools	Promotion of Putonghua	G	678,577.00
		TOTAL	513,939,000.00

Allocation of LF projects (4/2011-3/2012)

Project Title	Project Categories	Type of Grantees/ Implementation Agent	Allocation (\$)
Promotion of Putonghua 2011 - Putonghua Drama Competition for Primary Schools	Promotion of Putonghua	A	295,040.00
Vocational English Enhancement Programme	Promotion of English	B	23,700,000.00
Promotion of Putonghua 2011 - Putonghua Training Programme for Student Ambassadors-Service Industry	Promotion of Putonghua	B	722,026.00
Promotion of Putonghua 2011 - Chinese Cultural Enrichment Programmer for Primary Schools	Promotion of Putonghua	C	394,630.00
Language Landscape Studies - A Study on the Use of Language in the Workplace of Hong Kong	Promotion of Cross Language	B	650,000.00
English Alliance 2011/12 - Debating Workshops 2012	Promotion of English	E	520,000.00
English Alliance 2011/12 - Mobile Device Short Film Making Competition	Promotion of English	C	2,260,000.00
English Alliance 2011/12 - "English is Everywhere" Programmes	Promotion of English	C	2,600,000.00
Promotion of Putonghua 2012 - Putonghua Public Speaking Competition for Primary and Secondary Schools	Promotion of Putonghua	C	666,000.00
Reading Project 2011-12	Promotion of Cross Language	G	350,000.00
Hong Kong News Awards 2011	Promotion of Cross Language	D	250,000.00
Creating English Language Environment for Students in Hong Kong Project (2011-2012) - (Programme by Treasure House of Noah's Ark)	Promotion of English	E	2,046,733.00
Creating English Language Environment for Students in Hong Kong Project (2011-2012) - (Programme by Ocean	Promotion of English	E	1,973,123.00

Park)			
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH	Promotion of Putonghua	F	170,790.00
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH	Promotion of Putonghua	F	170,040.00
Sponsorship of the 27th Sing Tao Inter-School Debating Competition	Promotion of Cross Language	F	800,000.00
Workplace English Campaign in 2012 and 2013	Promotion of English	F	3,300,000.00
English Alliance 2011/12- "English is Everywhere" Fun Day	Promotion of English	G	960,000.00
English Alliance 2011/12 - Rugby English Active Learning Programme 2012	Promotion of English	E	660,000.00
Promotion of Putonghua 2011 - Putonghua Radio Drama Training and Competition for Secondary Schools	Promotion of Putonghua	G	699,474.00
Language Landscape Studies for Hong Kong – Thematic Household Survey on the Use of Language in Hong Kong	Promotion of Cross Language	G	1,000,000.00
		TOTAL	44,187,856.00

Allocation of LF projects (4/2012-2/2013)

Project Title	Project Categories	Type of Grantees/ Implementation Agent	Allocation (\$)
Promotion of Putonghua 2012/13 - Chinese Language Enrichment Programme for Primary Schools	Promotion of Putonghua	C	384,550.00
Promotion of Putonghua 2012/13 - Workplace Putonghua Training Programme	Promotion of Putonghua	B	404,550.00
Promotion of Chinese in 2012/13 School Year - National Essay Writing Competition (Hong Kong)	Promotion of Chinese	C	218,950.00
English Alliance 2012/13 - Walking Books	Promotion of English	C	821,667.00
English Alliance 2012/13 - Reading Round the Roaring City	Promotion of English	C	2,371,667.00
Promotion of Putonghua 2012/13 - The 15th Putonghua Public Speaking Competition for Primary and Secondary Schools	Promotion of Putonghua	C	941,550.00
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Chinese in a Fun Way	Promotion of Chinese	E	231,950.00
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : "Drawing for Fun" - supporting NCS children in learning Chinese	Promotion of Chinese	E	434,907.00
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Jyutping in a fun way	Promotion of Chinese	E	160,918.00
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Pilot Project on Supporting NCS Children in Learning Chinese	Promotion of Chinese	E	360,325.00
Promotion of Putonghua 2012/13 - Putonghua Drama Performance for Primary Schools	Promotion of Putonghua	F	644,800.00
Hong Kong News Awards 2012	Promotion of Cross Language	D	250,000.00

Promotion of Chinese in 2012/13 School Year - Young Writers Training Programme	Promotion of Chinese	F	892,950.00
English Alliance 2012/13 - Junior Master Chef	Promotion of English	E	441,666.00
English Alliance 2012/13 - Find the Lost Teddy Bear	Promotion of English	E	291,666.00
English Alliance 2012/13 - English is Everywhere	Promotion of English	E	501,667.00
Promotion of Putonghua 2012/13 - Radio Segment Series	Promotion of Putonghua	F	474,550.00
Sponsorship of the 28th Sing Tao Inter-School Debating Competition	Promotion of Cross Language	F	800,000.00
Networking and Partnership Project in 2012/13	Promotion of English	G	1,000,000.00
English Alliance 2012/13 - Territory-wide Event on 23.4.2013	Promotion of English	G	3,171,667.00
Revamping of the Website of the SCOLAR	Promotion of Cross Language	G	3,200,000.00
		TOTAL	18,000,000.00

Legend

A = Schools

B = Post-secondary/Tertiary institutions

C = Educational bodies

D = Professional bodies

E = Community organisations/Non-governmental organisations

F = Business organisations

G = Others include projects implemented by the Government and related organisations

Note: The project on Task Force on Language Support was commenced in 2003.

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

EDB050

Question Serial No.

0480

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

In the budget, it is proposed to make additional injections of \$480 million and \$20 million respectively into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for local students to study in prestigious overseas universities and to give recognition to tertiary students with special education needs (SEN). In this regard, would the Administration please:

- (a) give a year-by-year breakdown of the amount injected by the Government into the GSF in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13 as well as the total amount of the GSF in the above years;
- (b) give a year-by-year breakdown of the income from investment, total amount of scholarship given out each year and fund balance of the GSF in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13;
- (c) give a year-by-year breakdown and list out by institutions of the number of local recipients (in percentage), non-local recipients (in percentage) and the total number of recipients of the GSF in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13;
- (d) give a year-by-year breakdown and list out by places of origin of non-local recipients of the GSF in 2011-12 and 2012-13;
- (e) give a year-by-year breakdown of the number and percentage of non-local recipients of the GSF who (worked in Hong Kong after graduation, continued with studies in Hong Kong after graduation and left after graduation) in 2011-12 and 2012-13;
- (f) list out by institutions of the number of recipients of the GSF from full-time publicly-funded degree programmes, full-time sub-degree programmes and the total number of recipients in 2011-12 and 2012-13 respectively;
- (g) advise whether the GSF has given scholarships to students with SEN in the past, if yes, please provide the yearly number of recipients and the total amount of scholarships; and
- (h) advise the criteria for giving scholarships under the GSF to deserving tertiary students with SEN.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) and (b)

The HKSAR Government Scholarship Fund (GSF) was established in 2008 as an endowment fund to generate investment income to support various government scholarship schemes for outstanding students. Since its establishment in 2008 with an initial injection of \$1 billion, we have made two additional injections of \$250 million and \$1 billion in 2011 and 2012 respectively. Details on the amount of Government injection, investment income, amount of scholarships disbursed and the fund balance of the GSF from 2007/08 to 2012/13 are set out below –

Academic Year	Injection (\$ million)	Investment Income ¹ (\$ million)	Amount of scholarship disbursed (\$ million)	Fund Balance ¹ (\$ million)
2007/08	1,000	8.0	–	1,008.0
2008/09	–	11.9	12.0	1,007.9
2009/10	–	17.2	23.6	1,000.1
2010/11	250	68.2	29.3	1,285.6
2011/12	1,000	54.8	32.1	2,305.2
2012/13	–	63.6 ²	71.7	2,295.7 ²

Notes

1. Based on audited account ending 31 August of the relevant year (except for the 2012/13 academic year).
2. Position as at end February 2013.

(c) and (f)

The number of local and non-local scholarship recipients by institutions and level of studies from 2008/09 to 2012/13 is set out at **Annex A**.

(d) The number of non-local scholarship recipients by places of origin in 2011/12 and 2012/13 academic year is set out at **Annex B**.

(e) Information on the distribution of non-local recipients after graduation in 2011/12 is set out below:

Non-local recipients after graduation	2011/12 Academic Year	
	Number	%
worked in Hong Kong	27	42%
pursued further study in Hong Kong	11	17%
left Hong Kong	12	19%
no information can be traced	14	22%
Total	64	100%

Information for the 2012/13 academic year is not yet available.

(g) The institutions select scholarship recipients of GSF based on a number of factors, including academic performance, contribution to the institution/society, leadership, communication skills and/or commitment to the Hong Kong community. Whilst SEN students are eligible for nomination for the scholarships, we do not request institutions to include such information in their nominations and hence separate statistics on scholarship recipients with SEN are not available.

(h) The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the GSF and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving post-secondary students with

SEN in the pursuit of academic and other excellence. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the Steering Committee of the Fund.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

**Number of HKSAR Government Scholarship Scheme Scholarship Recipients by institutions and levels
2008/09 to 2012/13**

Name of Institution	2008/09			2009/10			2010/11			2011/12						2012/13*					
	Degree & above			Degree & above			Degree & above			Degree & above			Sub-degree			Degree& above			Sub-degree		
	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total
CityU	12	15	27	17	34	51	21	42	63	41	27	68	4	0	4	48	51	99	9	0	9
	44%	56%	100%	33%	67%	100%	33%	67%	100%	60%	40%	100%	100%	0%	100%	48%	52%	100%	100%	0%	100%
HKBU	24	0	24	33	8	41	29	15	44	22	18	40	–	–	–	28	28	56	–	–	–
	100%	0%	100%	80%	20%	100%	66%	34%	100%	55%	45%	100%	–	–	–	50%	50%	100%	–	–	–
LU	6	3	9	11	6	17	11	7	18	10	8	18	–	–	–	15	10	25	–	–	–
	67%	33%	100%	65%	35%	100%	61%	39%	100%	56%	44%	100%	–	–	–	60%	40%	100%	–	–	–
CUHK	19	21	40	41	40	81	50	50	100	53	49	102	–	–	–	79	70	149	–	–	–
	48%	53%	100%	51%	49%	100%	50%	50%	100%	52%	48%	100%	–	–	–	53%	47%	100%	–	–	–
HKIEd	5	3	8	10	6	16	12	8	20	14	8	22	3	0	3	32	8	40	9	0	9
	62.5%	37.5%	100%	62.5%	37.5%	100%	60%	40%	100%	64%	36%	100%	100%	0%	100%	80%	20%	100%	100%	0%	100%
PolyU	36	5	41	53	21	74	61	28	89	74	21	95	15	0	15	89	33	122	42	0	42
	88%	12%	100%	72%	28%	100%	69%	31%	100%	78%	22%	100%	100%	0%	100%	73%	27%	100%	100%	0%	100%
HKUST	18	8	26	47	10	57	38	23	61	29	28	57	–	–	–	15	59	74	–	–	–
	69%	31%	100%	82%	18%	100%	62%	38%	100%	51%	49%	100%	–	–	–	20%	80%	100%	–	–	–
HKU	40	11	51	70	26	96	67	43	110	52	50	102	–	–	–	61	80	141	–	–	–
	78%	22%	100%	73%	27%	100%	61%	39%	100%	51%	49%	100%	–	–	–	43%	57%	100%	–	–	–
HKAPA	2	2	4	4	4	8	5	4	9	5	5	10	2	1	3	7	7	14	6	3	9
	50%	50%	100%	50%	50%	100%	56%	44%	100%	50%	50%	100%	67%	33%	100%	50%	50%	100%	67%	33%	100%
VTC	–	–	–	–	–	–	–	–	–	–	–	–	118	0	118	–	–	–	355	0	355
	–	–	–	–	–	–	–	–	–	–	–	–	100%	0%	100%	–	–	–	100%	0%	100%
Total	162 (70%)	68 (30%)	230 (100%)	286 (65%)	155 (35%)	441 (100%)	294 (57%)	220 (43%)	514 (100%)	300 (58%)	214 (42%)	514 (100%)	142 (99%)	1 (1%)	143 (100%)	374 (52%)	346 (48%)	720 (100%)	421 (99%)	3 (1%)	424 (100%)

Legend

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
HKAPA	The Hong Kong Academy for Performing Arts
VTC	Vocational Training Council

Notes

- * The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the newly established Talent Development Scholarship (TDS) and Reaching Out Award (ROA) with the support of the additional injection in 2012, institutions are still processing the applications for 2012/13. Hence, the information on the number of recipients of these two schemes is not available at this stage.

**Number of non-local scholarship recipients by places of origin
in 2011/12 and 2012/13 academic year**

Place of origin	2011/2012 academic year		2012/2013* academic year	
	No. of non-local recipients		No. of non-local recipients	
	Degree & above	Sub-degree	Degree & above	Sub-degree
Asia				
Bangladesh	—	—	3	—
India	3	—	8	—
Indonesia	1	—	5	—
Japan	1	—	1	—
Kazakhstan	—	—	1	—
Macau	9	—	10	—
Mainland China	142	1	219	3
Malaysia	21	—	36	—
Myanmar	2	—	1	—
Pakistan	4	—	8	—
Philippines	—	—	1	—
Singapore	1	—	4	—
South Korea	9	—	9	—
Sri Lanka	1	—	5	—
Taiwan	10	—	17	—
Thailand	—	—	1	—
Vietnam	—	—	1	—
America				
USA	3	—	1	—
Canada	1	—	1	—
Mexico	1	—	1	—
Europe				
Denmark	1	—	1	—
Germany	1	—	1	—
Lithuania	1	—	—	—
Poland	1	—	—	—
Portugal	—	—	3	—
Sweden	—	—	1	—
Turkey	—	—	1	—
Africa				
Mauritius	—	—	1	—
Nigeria	—	—	1	—
Tunisia	—	—	1	—
Zimbabwe	—	—	1	—
Australasia				
Australia	—	—	1	—
New Zealand	1	—	1	—
Total:	215		349	

* The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the newly established Talent Development Scholarship (TDS) and Reaching Out Award (ROA) with the support of the additional injection in 2012, institutions are still processing the applications for 2012/13. Hence, the information on the number of recipients of these two schemes is not available at this stage.

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

EDB051

Question Serial No.

0481

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

In the budget, it is proposed to make an additional injection of \$20 million into the Self-financing Post-secondary Education Fund (SPEF) to establish scholarships to give recognition to deserving tertiary students with special education needs (SEN). In this regard, would the Administration please:

- (a) give a year-by-year breakdown of the income from investment, total amount of scholarship given out each year and fund balance of the SPEF in 2011-12 and 2012-13;
- (b) give a year-by-year breakdown of the number of projects and the amount given out under the SPEF in 2011-12 and 2012-13;
- (c) give a year-by-year breakdown of the number of local recipients (in percentage), non-local recipients (in percentage) and the total number of recipients of the SPEF in 2011-12 and 2012-13;
- (d) give a year-by-year breakdown and list out by places of origin of non-local recipients of the SPEF in 2011-12 and 2012-13;
- (e) give a year-by-year breakdown of the number and percentage of non-local recipients of the SPEF who (worked in Hong Kong after graduation, continued with studies in Hong Kong after graduation and left after graduation) in 2011-12 and 2012-13;
- (f) list out by institutions of the number of recipients of the SPEF from full-time self-financing degree programmes, full-time self-financing sub-degree programmes and the total number of recipients in 2011-12 and 2012-13 respectively; and
- (g) advise whether the SPEF has given scholarships to students with SEN in the past, if yes, please provide the yearly number of recipients and the total amount of scholarships.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) & (b) The Self-financing Post-secondary Education Fund (SPEF) was set up in November 2011 with an initial commitment of \$2.5 billion. An additional injection of \$1 billion was made in August 2012. The SPEF is set up as an endowment fund that generates recurrent income in support of worthwhile projects under three schemes, namely the Self-financing Post-secondary Scholarship Scheme (SPSS), Quality Enhancement Support Scheme (QESS) and Quality Assurance Support Scheme (QASS).

The investment income, amount of scholarships and awards given out and fund balance of the SPEF in the 2011/12 and 2012/13 academic years are set out as follows –

	2011/12 Academic Year \$ (million)	2012/13 Academic Year (as at end February 2013) \$ (million)
Investment income	22	30
Amount of scholarships and awards given out	36	0 [#]
Fund balance	3,485*	3,515

Notes:

* Fund balance as at 31 August 2012.

[#] We expect to disburse \$56 million of scholarships and awards later in the 2012/13 academic year.

The QESS, which aims to support worthwhile initiatives and projects to enhance the quality of self-financing post-secondary education, was newly introduced in November 2012. The Education Bureau is now processing the applications received from institutions for the 2012/13 academic year. As for the QASS, quality assurance activities of the post-secondary sector will continue to receive support under the time-limited Qualifications Framework Support Schemes until completion of the Schemes. It is planned that the QASS would only commence afterwards.

- (c) The number of local recipients, non-local recipients and total number of recipients of the SPSS in the 2011/12 and 2012/13 academic years are as follows –

	2011/12 Academic Year		2012/13 Academic Year	
	Number	%	Number	%
Local recipients	1 263	97.9%	2 561	98.5%
Non-local recipients	27	2.1%	38	1.5%
Total	1 290		2 599	

- (d) The number of non-local scholarship and award recipients by places of origin in the 2011/12 and 2012/13 academic years are shown in the table below –

Places of origin	2011/12 Academic Year	2012/13 Academic Year
Mainland China	26	33
India	0	1
Indonesia	0	1
Korea	0	2
Singapore	1	0
The Philippines	0	1
Total	27	38

- (e) The number of non-local scholarship and award recipients for the 2011/12 and 2012/13 academic years who have graduated from the programmes are 19 and 6 respectively. According to the information provided by the relevant institutions, their latest developments after graduation from the relevant programmes are as follows –

Latest developments of non-local recipients after graduation	2011/12 Academic Year		2012/13 Academic Year	
	Number	%	Number	%
worked in Hong Kong	9	47%	4	67%
pursued further study in Hong Kong	6	32%	2	33%
left Hong Kong	4	21%	0	0%
Total	19		6	

- (f) As a general point, funding for the SPSS is allocated to participating institutions offering full-time locally-accredited self-financing undergraduate and sub-degree programmes for nominations on a pro rata basis with reference to the actual enrolment of such programmes in the current academic year, subject to the proviso that no institution will be excluded because of its small number of students. The number of scholarship and award recipients pursuing full-time locally-accredited self-financing undergraduate and sub-degree programmes in the 2011/12 and 2012/13 academic years, with breakdown by institution, are at **Annex**.
- (g) We do not have information on the number of scholarship and award recipients in the 2011/12 and 2012/13 academic years with special educational needs (SEN).

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the Hong Kong Special Administrative Region Government Scholarship Fund and the SPEF to establish scholarships to give recognition to deserving post-secondary students with SEN in the pursuit of academic and other excellence. It is expected that about a total of 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded the scholarships every year.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 22.3.2013

**Number of Scholarship and Award Recipients
Pursuing Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Programmes
in the 2011/12 and 2012/13 Academic Years**

Institution	2011/12 Academic Year			2012/13 Academic Year		
	Under-graduate	Sub-degree	Total	Under-graduate	Sub-degree	Total
Caritas Bianchi College of Careers	-	8	8	-	15	15
Caritas Institute of Higher Education	2	10	12	4	18	22
Centennial College	-	-	-	15	-	15
Chu Hai College of Higher Education	22	2	24	45	-	45
City University of Hong Kong	8	-	8	29	-	29
Community College of City University	-	127	127	-	242	242
School of Continuing and Professional Education, City University of Hong Kong	2	-	2	25	-	25
Hang Seng Management College	13	3	16	101	7	108
HKU SPACE Po Leung Kuk Community College	-	49	49	-	71	71
Hong Kong Art School	-	2	2	-	4	4
Hong Kong Baptist University	3	2	5	4	6	10
Hong Kong Baptist University - School of Continuing Education & College of International Education	15	62	77	55	143	198
Hong Kong Buddhist College	-	-	-	-	3	3
Hong Kong College of Technology	-	18	18	-	30	30
Hong Kong Institute of Technology	6	9	15	15	20	35
Hong Kong Shue Yan University	89	-	89	127	-	127
Kaplan Business and Accountancy School	-	-	-	-	1	1
Sacred Heart Canossian College of Commerce	-	1	1	-	3	3
Savannah College of Art and Design / SCAD Foundation (Hong Kong) Limited	1	-	1	11	-	11
School of Continuing and Professional Studies, The Chinese University of Hong Kong	-	64	64	10	115	125
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	-	25	25	-	15	15
Lingnan University	2	-	2	-	-	-
The Community College at Lingnan University and Lingnan Institute of Further Education	-	50	50	-	117	117
The Hong Kong Institute of Education	8	-	8	43	15	58
The Hong Kong Institute of Education School of Continuing and Professional Education	-	14	14	-	2	2
The Hong Kong Polytechnic University	19	-	19	61	-	61
Hong Kong Community College	-	154	154	-	282	282
School of Professional Education and Executive Development	36	-	36	61	-	61
HKU School of Professional and Continuing Education	-	107	107	2	224	226
The Open University of Hong Kong	106	14	120	176	16	192
Tung Wah College	2	4	6	8	5	13
Vocational Training Council	4	226	230	63	385	448
Yew Chung Community College	-	1	1	-	4	4
YMCA College of Careers	-	-	-	-	1	1
Total	338	952	1 290	855	1 744	2 599

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB052**

Question Serial No.

0483

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:

A lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong every day. Please provide the numbers (percentages) of cross-boundary students (children in the Mainland born to Hong Kong residents and children whose parents are non-Hong Kong residents) studying in secondary schools, primary schools and kindergartens in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing Districts as well as the total number of school places in each of these districts in the 2010/11, 2011/12 and 2012/13 school years.

(a) 2010/11 school year

	Number (Percentage) of Cross-boundary Secondary Students		Total Number of Secondary School Places in the District	Number (Percentage) of Cross-boundary Primary Students		Total Number of Primary School Places in the District	Number (Percentage) of Cross-boundary Kindergarten Students		Total Number of Kindergarten Places in the District
	Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents	
North District									
Tai Po									
Yuen Long									
Tuen Mun									
Sha Tin									
Tsuen Wan									
Kwai Tsing									

(b) 2011/12 school year

	Number (Percentage) of Cross-boundary Secondary Students		Total Number of Secondary School Places in the District	Number (Percentage) of Cross-boundary Primary Students		Total Number of Primary School Places in the District	Number (Percentage) of Cross-boundary Kindergarten Students		Total Number of Kindergarten Places in the District
	Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents	
North District									
Tai Po									
Yuen Long									
Tuen Mun									
Sha Tin									
Tsuen Wan									
Kwai Tsing									

(c) 2012/13 school year

	Number (Percentage) of Cross-boundary Secondary Students		Total Number of Secondary School Places in the District	Number (Percentage) of Cross-boundary Primary Students		Total Number of Primary School Places in the District	Number (Percentage) of Cross-boundary Kindergarten Students		Total Number of Kindergarten Places in the District
	Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents		Children in the Mainland Born to Hong Kong Residents	Children Whose Parents are Non-Hong Kong Residents	
North District									
Tai Po									
Yuen Long									
Tuen Mun									
Sha Tin									

Tsuen Wan									
Kwai Tsing									

Asked by: Hon. CHEUNG Kwok-che

Reply:

The breakdown of the number of cross-boundary students (CBS) studying in secondary schools, primary schools and kindergartens in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing Districts based largely on the information on mode of school-home commuting as provided by schools as well as the total number of school places in each of these districts in the 2010/11, 2011/12 and 2012/13 school years are as below:

(a) 2010/11 school year

2010/11	Number of cross-boundary students in secondary schools (Percentage)	Number of school places in secondary schools	Number of cross-boundary students in primary schools (Percentage)	Number of school places in primary schools	Number of cross-boundary students in kindergartens (including child care centres) (Percentage)	Number of school places in kindergartens (including child care centres)
North	1 205(5.7%)	20 998	3 619(21.1%)	17 135	2 787(27.9%)	10 001
Tai Po	139(0.7%)	20 835	248(2.0%)	12 380	29(0.5%)	6 253
Yuen Long	141(0.3%)	42 524	513(1.7%)	30 225	514(3.3%)	15 713
Tuen Mun	32(0.1%)	36 759	158(0.7%)	21 464	454(3.7%)	12 165
Shatin	21(0.0%)	47 126	37(0.1%)	27 653	2(0.0%)	13 731
Tsuen Wan	0(0.0%)	13 695	0(0.0%)	13 500	0(0.0%)	6 685
Kwai Tsing	0(0.0%)	31 746	0(0.0%)	20 842	0(0.0%)	12 730

(b) 2011/12 school year

2011/12	Number of cross-boundary students in secondary schools (Percentage)	Number of school places in secondary schools	Number of cross-boundary students in primary schools (Percentage)	Number of school places in primary schools	Number of cross-boundary students in kindergartens (including child care centres) (Percentage)	Number of school places in kindergartens (including child care centres)
North	1 432(6.3%)	22 701	3 928(22.9%)	17 153	3 677(33.8%)	10 865
Tai Po	182(0.8%)	21 755	351(2.9%)	12 260	67(1.1%)	6 354

Yuen Long	196(0.4%)	45 922	625(2.2%)	28 655	1 070(6.5%)	16 414
Tuen Mun	43(0.1%)	39 600	305(1.5%)	20 744	892(7.2%)	12 361
Shatin	26(0.1%)	50 510	64(0.2%)	26 894	1(0.0%)	13 809
Tsuen Wan	2(0.0%)	14 787	0(0.0%)	13 192	0(0.0%)	6 834
Kwai Tsing	0(0.0%)	34 188	3(0.0%)	20 372	1(0.0%)	12 374

(c) 2012/13 school year

2012/13	Number of cross-boundary students in secondary schools (Percentage)	Number of school places in secondary schools	Number of cross-boundary students in primary schools (Percentage)	Number of school places in primary schools	Number of cross-boundary students in kindergartens (including child care centres) (Percentage)	Number of school places in kindergartens (including child care centres)
North	1 569(7.7%)	20 351	4 379(25.7%)	17 060	4 281(37.1%)	11 549
Tai Po	255(1.3%)	19 219	669(5.5%)	12 233	190(2.9%)	6 496
Yuen Long	246(0.6%)	41 157	1 012(3.7%)	27 460	1 653(9.7%)	17 045
Tuen Mun	53(0.1%)	35 464	578(2.8%)	20 584	1 265(10.0%)	12 637
Shatin	25(0.1%)	45 673	109(0.4%)	26 298	2(0.0%)	14 340
Tsuen Wan	3(0.0%)	13 353	0(0.0%)	12 738	0(0.0%)	7 152
Kwai Tsing	2(0.0%)	30 718	2(0.0%)	19 488	34(0.3%)	12 047

Notes

- (1) Figures refer to the position as at September of the respective years.
- (2) Figures of school places in kindergartens include nursery, lower and upper classes in kindergarten-cum-child care centres.
- (3) Figures of school places in primary schools include ordinary primary schools, but not special schools.
- (4) Figures of school places in secondary schools include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (5) The records of students' birth information currently kept by the Education Bureau (EDB) are mainly related to their eligibility for schooling in Hong Kong. Such records do not include classifications of students by "Type I babies", "Type II babies" or those with parents who are Hong Kong permanent residents. The EDB is therefore not able to provide the figures of cross-boundary students attending schools in the New Territories by "Type I babies" and "Type II babies".

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

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

EDB053

Question Serial No.

0485

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 Government estimates that full-time vocational education student places will increase from 40 277 in the 2011/12 academic year to 45 400 in the 2013/14 academic year. In this connection, would the Administration:

(a) inform us of the distribution of full-time vocational education student places in the academic years from 2009/10 to 2013/14:

	2009/10	2010/11	2011/12	2012/13	2013/14
Technological and Higher Education Institute of Hong Kong					
Institute of Professional Education and Knowledge					
School for Higher and Professional Education					
Hong Kong Institute of Vocational Education					
Hong Kong Design Institute					
Hospitality Industry Training and Development Centre					
Chinese Cuisine Training Institute					
Maritime Services Training Institute					
Pro-Act Training and Development Centres					
Youth College					
Integrated Vocational Development Centre					

(b) inform us of the average cost for each subvented full-time vocational education place and the average amount of subvention for each subvented place in the academic years from 2009/10 to 2013/14:

	2009/10	2010/11	2011/12	2012/13	2013/14
Technological and Higher Education Institute of Hong Kong					
Institute of Professional Education and Knowledge					
School for Higher and Professional Education					
Hong Kong Institute of Vocational Education					
Hong Kong Design Institute					
Hospitality Industry Training and Development Centre					
Chinese Cuisine Training Institute					
Maritime Services Training Institute					
Pro-Act Training and Development Centres					
Youth College					
Integrated Vocational Development Centre					

(c) inform us of the numbers of students and the average tuition fees for (self-financing and publicly-funded) sub-degree, Higher Diploma and Diploma in Vocational Education programmes of the Vocational Training Council in the past 10 years (i.e. 2003/04 to 2012/13); and

(d) inform us, in terms of number of people, of the progression of sub-degree, Higher Diploma and Diploma in Vocational Education graduates of the Vocational Training Council in the past 3 years (i.e. 2010/11 to 2012/13)?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) The numbers of full-time students of vocational education programmes offered by member institutions of the Vocational Training Council (VTC) from the 2009/10 to 2013/14 academic year is as follows –

Member institution	Academic year				
	2009/10	2010/11	2011/12	2012/13 (Provisional)	2013/14 (Estimate)
Technological and Higher Education Institute of Hong Kong (THEi)	N/A ^(Note 1)			270	700

Member institution	Academic year				
	2009/10	2010/11	2011/12	2012/13 (Provisional)	2013/14 (Estimate)
School for Higher and Professional Education (SHAPE)	1 988	1 862	1 828	2 209	2 270
Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI)/(including some Pro-Act Training and Development Centres)	40 753	38 827	32 317	33 435	34 050
Hospitality Industry Training and Development Centre (HITDC)/ Chinese Cuisine Training Institute (CCTI)	2 661	2 519	1 990	2 204	2 220
Maritime Services Training Institute (MSTI) ^(Note 2)	60	61	64	60	60
Youth College (YC)/(including some Pro-Act Training and Development Centres)	6 399	6 364	4 078	6 788	6 100

Note 1: THEi was established in the 2012/13 academic year.

Note 2: MSTI also provides practical training for IVE students.

Note 3: Programmes of the Integrated Vocational Development Centre are grouped under Head 141 Government Secretariat: Labour and Welfare Bureau. Those of the Institute of Professional Education And Knowledge are mainly part-time in-service courses, and therefore they are not included in the above table.

- (b) The VTC offers full-time subvented vocational education programmes through IVE, HKDI, HITDC, CCTI, MSTI and YC. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the cost for each subvented place by individual institute is not available.

The average cost and subvention for each subvented full-time place at higher technician/technician level from the 2009/10 to 2013/14 academic year is as follows –

Academic year	Average cost per subvented full-time place (\$)	Average subvention per place (\$)
2009/10	61,400	39,900
2010/11	64,300	41,800
2011/12	69,000	44,900
2012/13 (Estimate)	78,500	51,000
2013/14 (Estimate)	79,200	51,500

- (c) The numbers of students of Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes for the past ten years (i.e from the 2003/04 to 2012/13 academic year) are as follows –

Academic Year	HD	DVE
2003/04	12 879	DVE was introduced since 2005/06
2004/05	18 423	
2005/06	23 493	608

Academic Year	HD	DVE
2006/07	26 886	1 661
2007/08	33 305	2 316
2008/09	35 002	3 389
2009/10	35 825	5 576
2010/11	33 339	5 838
2011/12	30 570*	4 074*
2012/13	28 935	6 661

* The decrease is due to the absence of Secondary 5 leavers in 2011 under the New Academic Structure.

The average tuition fees per place (self-financing and subvented) for HD and DVE programmes for the past ten years (i.e. from the 2003/04 to 2012/13 academic year) are as follows –

Academic Year	Higher Diploma		Diploma in Vocational Education	
	Subvented (\$)	Self-financed (\$)	1-year Intensive (\$)	3-year (\$)
2003/04	22,530	– (Note 1)	DVE was introduced in 2005/06.	
2004/05	23,020	32,400		
2005/06	23,000	34,420	19,700	6,000
2006/07	22,480	36,960	19,700	6,000
2007/08	22,650	38,730	15,400	7,024
2008/09	22,830	39,620	16,600	– (Note 2)
2009/10	22,830	39,850	16,600	–
2010/11	23,370	40,240	16,600	–
2011/12	24,750	41,630	– (Note 3)	–
2012/13	28,860	46,030	19,600	–

Note 1: Self-financed HD programme was introduced starting from the 2004/05 academic year.

Note 2: Free of charge for DVE three-year courses under the 12-year free education policy starting from the 2008/09 academic year.

Note 3: No DVE one-year Intensive Course was offered in the 2011/12 academic year as there was no Secondary 5 leaver under New Academic Structure.

- (d) Among the HD graduates in the 2010/11 academic year, about 32% pursued full-time studies and 61% secured employment. Among the DVE graduates in the 2010/11 academic year, about 80% pursued full-time studies and 18% secured employment.

The employment survey of the 2011/12 graduates is being conducted. Students of the 2012/13 academic year will only graduate in August 2013, and hence the statistics are not yet available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB054**

Question Serial No.

0844

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:

Given the acute problems of school closure and vacant school premises, with regard to the utilisation and disposal of vacant school premises, please inform this Committee:

(a) of the cumulative number of kindergartens, primary and secondary schools in Hong Kong that ceased operation in the school years from 1997/1998 to 2011/2012, including such information as the district, year of cessation of operation, name, detailed address and site area of these schools; the Government department managing the school premises at present and the year in which they were returned to the Planning Department (PlanD); the vacant school premises that have been deployed for further educational use, other planned uses, returned to the PlanD or the anticipated time of their return to the PlanD. Please provide the information in the form of a table:

i. Vacant Kindergartens

District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²)	Government department managing the school premises at present	Year in which the school premises was deployed for further educational use	Year in which the school premises was/is to be returned to the PlanD

ii. Closed and Vacant Primary Schools

District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²)	Government department managing the school premises at present	Year in which the school premises was deployed for further educational use	Year in which the school premises was/is to be returned to the PlanD

iii. Closed and Vacant Secondary Schools

District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²)	Government department managing the school premises at present	Year in which the school premises was deployed for further educational use	Year in which the school premises was/is to be returned to the PlanD
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(b) of a breakdown of the average duration of vacancy of the vacant school premises by kindergartens, primary and secondary schools and the three districts with highest vacancy rate;

(c) with regard to the two Government and subsidised primary schools to be closed in 2013/2014, of the reasons and the procedures for closing these primary schools; whether the Government has considered the number of students, teachers and other non-teaching staff to be affected and their views on the closure of their schools; the measures that the Government has devised for those affected; whether it will deploy teaching and non-teaching staff to other posts; if it will, of the details; if not, the reasons for that; and

(d) according to the paper issued by the Administration in July 2012, 49 vacant premises which have been or will be returned are considered not suitable for educational use because of their small sizes and remote locations. What is the progress of the return of these premises to the PlanD?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) For kindergartens (KGs), a total of 287 KGs ceased operation in the school years from 2002/03 to 2011/12, among which 77 located in housing estates are currently managed by the Housing Department and another premises is currently under the management purview of the Home Affairs Department. Basic information of these KGs including school name, school address, year of closure, district and the managing Government department of the premises concerned (if applicable) are provided in (i) below. For KGs not operated in housing estates, we do not have information about the site area of the school premises or the present situation of the vacant school premises upon their closure. Also, this Bureau only has records on the closure of kindergartens from the 2002/03 school year onwards, and is therefore unable to provide relevant information from 1997/98 to 2001/02.

Under the policy on "Consolidation of High Cost and Under-utilized Primary Schools", a total of 86 public sector primary schools ceased operation in the school years from 2003/04 to 2011/12 for not meeting the minimum threshold number of Primary One students. During the same period, 15 secondary schools of different school types ceased operation due to various reasons and one secondary school merged with another school. As at June 2012, among these 102 school premises that have become vacant, 39 of them have already been deployed or re-allocated for further educational uses. As for the other 63 premises, 14 of them have been earmarked for further educational uses and action is underway to put the premises into operation in accordance with the earmarked uses. The remaining 49 premises have been found not suitable for educational purpose mainly due to their limited size and remote locations. This Bureau has informed the Planning Department and returned these 49 premises to the relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement. Respective information of these 102 school premises is tabulated in (ii) and (iii) below.

i. Vacant Kindergartens

Note 1: The Government is not responsible for the management of KG premises located in private / commercial buildings.

Note 2: Respective public housing estates where KG premises concerned were located had been demolished or redeveloped. Subject KG premises were managed by government departments prior to demolition or redevelopment.

Note 3: KG premises, managed by government departments, have been / will be leased for operation of KGs.

Note 4: KG premises, managed by government departments, have been converted for use by social welfare organizations or management offices of housing estates; or the premises of which change of use are being processed.

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
1	Kowloon City	2002/2003	Hunghom Baptist Church Kindergarten	1/F, 12 Cooke Street, Kowloon	Not applicable
2	Kowloon City	2002/2003	Gloria Kindergarten (Norfolk Extension)	G-1/F, 1 Norfolk Road & G/F, 2 Norfolk Road, Kowloon Tong, Kowloon	Not applicable
3	Kowloon City	2002/2003	Brighter Kindergarten	G/F, 25 Cumberland Road, Kowloon Tong, Kowloon	Not applicable
4	Tai Po	2002/2003	Elia Kindergarten	Shop A, G/ F, Winnie Tower, 45 Wang Tau Street, Tai Po, New Territories	Not applicable
5	Tai Po	2002/2003	Tai Po Rebecca Anglo-Chinese Kindergarten	G/F, Tsui Wo House, Tai Wo Estate, Tai Po, New Territories	Housing Department (Note 4)
6	Central & Western	2002/2003	Sai Wan Chuen Chinese and English Kindergarten	LG/F & M/F, East Terrace, Sai Wan Estate, Cadogan Street, Western, Hong Kong	Housing Department (Note 3)
7	Central & Western	2002/2003	Grace Lutheran Church Missouri-Synod Kindergarten	1/F, 123 Des Voeux Road West, Western, Hong Kong	Not applicable
8	Yuen Long	2002/2003	Tak Yan Kindergarten	7 Hung Shek Road, Wai Yuen, Hung Shui Kiu, New Territories	Not applicable
9	Yuen Long	2002/2003	Po Shing Kindergarten	1/F, Po Shing Commercial Centre, 88 Kau Yuk Road, Yuen Long, New Territories	Not applicable
10	Yuen Long	2002/2003	Sun Island English Kindergarten (Shing Fat Branch)	G-1/F, Shing Fat Building, 14 Yuen Long Tai Cheung St, Yuen Long, New Territories	Not applicable
11	Tuen Mun	2002/2003	Ho Yun Kindergarten (Sponsored By Sik Sik Yuen)	G/F, Blk 8, Wings A&B King Mei House, Shan King Estate Phase III, Tuen Mun, New Territories	Housing Department (Note 4)
12	Tuen Mun	2002/2003	Sun Beauty Anglo-Chinese Kindergarten	Podium Floor & 1/F, Sun Court, Pui To Road, T.M.T.L. 186, Tuen Mun, New Territories	Not applicable
13	North	2002/2003	Shui Wan Kindergarten	1 Wing Ling Wai, Lung Yeuk Tau, Fanling, New Territories	Not applicable

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
14	North	2002/2003	Tuen Mun Kindergarten, Sheung Shui Branch	G-1/F, 36-38 San Fung Avenue, Sheung Shui, New Territories	Not applicable
15	North	2002/2003	N.T. Women & Juveniles Welfare Association Ltd. Leung Sing Tak Kindergarten (Wah Ming Estate)	G/F, Wah Ming Shopping Centre, Wah Ming Estate Phase 1, Fanling, New Territories	Not applicable
16	North	2002/2003	Sun Island English Kindergarten (Sheung Shui Branch)	Shops A, B & C on Level 1, Venice Garden, No 1 Po Wing Road, Sheung Shui, New Territories	Not applicable
17	Sai Kung	2002/2003	Sai Kung Fellowships' Kindergarten	Ton Cheung Tsuen, Sai Kung, New Territories	Not applicable
18	Sai Kung	2002/2003	Abacus Kindergarten	Mang Kung Uk Village, Lot Nos. 954-67 Dd, 243 Clearwater Bay Road, Sai Kung, New Territories	Not applicable
19	Eastern	2002/2003	Ching Chung King Tsui Kindergarten	G/F, Blk A King Tsui Court, Units No 7-18 & 111-114, Chai Wan, Hong Kong	Housing Department (Note 4)
20	Eastern	2002/2003	Hong Kong Pentecostal Holiness Church Melody Kindergarten	2/F - 3/F, 54 Hing Man Street, Shauiwan, Hong Kong	Not applicable
21	Eastern	2002/2003	Victoria English Primary School & Kindergarten (Taikoo Shing)	G/F, Tower T-14 T-15 T-16 & T-17, 1/F Tower T-12 T-14 & T-15 (Rms 211-220) Taikoo Shing, Quarry Bay, Hong Kong	Not applicable
22	Yau Tsim Mong	2002/2003	S.K.H. All Saints' Middle School	11 Pak Po Street, Homantin, Kowloon	Not applicable
23	Southern	2002/2003	Tsin Wan Kindergarten	G/F, Block 7, Wah Tai House, Wah Fu Estate, Hong Kong	Housing Department (Note 4)
24	Sham Shui Po	2002/2003	So Uk Estate Kindergarten and Primary School	115-120, Azalea House, So Uk Estate, Kowloon	(Note 2)
25	Sham Shui Po	2002/2003	Bright Kids Kindergarten	Unit 4 and Portion of Unit 5, G/F Trade Square 681, Cheung Sha Wan Road, Kowloon	Not applicable
26	Wong Tai Sin	2002/2003	Oi Wah Kindergarten	1/F, 174-180 Junction Road, Wong Tai Sin, Kowloon	Not applicable
27	Wong Tai Sin	2002/2003	Cheuk Kwan Anglo-Chinese Kindergarten	G/F, Chi Siu House, Choi Wan Estate Phase 2, Wong Tai Sin, Kowloon	Housing Department (Note 3)
28	Wan Chai	2002/2003	Sing Jean Kindergarten & Tutorial Centre	1/F, Blocks 1-3 & 5, Hang Tang Building, 7-19 Tang Lung Street, Hong Kong	Not applicable
29	Kwun Tong	2002/2003	Yun-Yun Kindergarten	G/F, Blk 5, Upper Ngau Tau Kok Estate, Ngau Tau Kok, Kwun Tong, Kowloon	(Note 2)
30	Kwun Tong	2002/2003	Ngau Tau Kok Kingsland Kindergarten (I)	G/F, Blk 4, Upper Ngau Tau Kok Estate, Ngau Tau Kok, Kwun Tong, Kowloon	(Note 2)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
31	Kwun Tong	2002/2003	Tin Yu Kingergarten	G/F, Tsui Shek House, Ping Shek Estate, Kwun Tong, Kowloon	Housing Department (Note 4)
32	Kwun Tong	2002/2003	Po Leung Kuk Chong Shui Kit Kindergarten	Northern End of Block 24, Sau Mau Ping Estate, Sau Mau Ping, Kowloon	(Note 2)
33	Kwun Tong	2002/2003	St. Mark's Lutheran Church Kindergarten	CLP No LZ 37, 28 Main Street, Cha Kwo Ling, Kowloon	Not applicable
34	Kwun Tong	2002/2003	Sing Fong Kindergarten	Rm C-F 1/F, Kwong Sen Building, 23-33 Sui Wo Street, Kwun Tong, Kowloon	Not applicable
35	Kowloon City	2003/2004	Hunghom St. Titus Anglo-Chinese Kindergarten	1/F, 222-228 Ma Tau Wai Road, Kowloon	Not applicable
36	Tai Po	2003/2004	Tang Chung Hing Tong Fu Heng Kindergarten	G/F, Blk 3, Fu Heng Estate, Tai Po New Territories	Housing Department (Note 4)
37	Central & Western	2003/2004	Sun Island English Kindergarten (Western District Branch)	First Floor, Joyful Building, 16-18 Belcher's Street, Kennedy Town, Hong Kong	Not applicable
38	Yuen Long	2003/2004	Pok Oi Hospital Chi Hong Lin Yuen Sik Sau Ching Kindergarten	Wings A & B, G/F, Yiu Fung House, Tin Yiu Estate, Tin Shui Wai, New Territories	Housing Department (Note 4)
39	Yuen Long	2003/2004	Islamic Kasim Tuet Memorial Kindergarten	G/F, Shui Lung House, Tin Shui Estate, Tin Shui Wai, Yuen Long, New Territories	Housing Department (Note 4)
40	Tuen Mun	2003/2004	Sun Island English Kindergarten (Tuen Mun Branch)	UG/F, Ho Shing Building, TMTL 166, Tuen Mun, New Territories	Not applicable
41	North	2003/2004	Fung Ying Seen Koon Yan Shing Kindergarten	G/F, Car Park Building, Yan Shing Court, Fanling, New Territories	Not applicable
42	North	2003/2004	Catiline Anglo-Chinese Kindergarten (Fanling)	Phase 1, Fanling Centre, Podium G/F (Including Shops 1A & 1B) FLTL 5317, DD51, Fanling, New Territories	Not applicable
43	North	2003/2004	Carbo Anglo-Chinese Kindergarten (Wing Fai)	1-2/F, Commercial Block, Wing Fai Centre, 2-10 Luen Chit Street, Fanling, New Territories	Not applicable
44	Sha Tin	2003/2004	Kok Kwong Kindergarten	G/F, Blk 6 Luk Chuen House, Lek Yuen Estate, Shatin, New Territories	Housing Department (Note 4)
45	Sha Tin	2003/2004	Shin Yat Tong Jubilee Kindergarten	Level 7, Jubilee Garden, Commercial Duplex Block 2-18, Lok King Street, Shatin, New Territories	Not applicable
46	Sha Tin	2003/2004	Kwong Yuen Estate Perfect Kindergarten	G/F, Kapok House, Kwong Yuen Estate, Shatin, New Territories	Housing Department (Note 4)
47	Sha Tin	2003/2004	Buddhist Chi Lam English Kindergarten	G/F, Blk 4, Hin Keng Estate Phase 1, Shatin, New Territories	Housing Department (Note 4)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
48	Sha Tin	2003/2004	Gigamind Kindergarten (Vista Paradiso)	Level 1, Phase 1 Vista Paradiso, 2 Hang Ming Street, Ma On Shan, Shatin, New Territories	Not applicable
49	Eastern	2003/2004	Choice English School And Kindergarten	Shop Nos GB11-18, G/F Site B, 45 Tai Hong Street, Lei King Wan, Hong Kong	Not applicable
50	Eastern	2003/2004	Hong Kong Shu Yan School	3/F, 413-421 King's Road, Hong Kong	Not applicable
51	Eastern	2003/2004	Play & Learn International Kindergarten	Shop B, G/F and whole 1/F, Fai Hon Building, Nos 15-17 Ngan Mok Street, Hong Kong	Not applicable
52	Eastern	2003/2004	Antonio Kindergarten	1/F, No 8 Wing Hing Street, North Point, Hong Kong	Not applicable
53	Yau Tsim Mong	2003/2004	Kowloon Shing Yan Primary School & Kindergarten	1/F, 101-107 Portland Street, Kowloon	Not applicable
54	Southern	2003/2004	Sun Island English Kindergarten (Aberdeen Branch)	Shop No 6 on G/F, Shop Nos 1 & 2 on 1/F, Silver Mansion, 81 Shek Pai Wan Road, Aberdeen, Hong Kong	Not applicable
55	Tsuen Wan	2003/2004	Victor Kindergarten	G/F, 20 Yee Pei Square, Tsuen Wan, New Territories	Not applicable
56	Tsuen Wan	2003/2004	Oceanic English Kindergarten	DD387 Lung Yue Road, Tsing Lung Tau, Tsuen Wan, New Territories	Not applicable
57	Sham Shui Po	2003/2004	Heritage Kindergarten	Pod/F, Mei Foo Sun Chuen, 49B-55B Broadway Street, Kowloon	Not applicable
58	Sham Shui Po	2003/2004	Mei Foo Grace Kindergarten	Podium Floor (Stage 8), 130B Broadway Street, Mei Foo Sun Chuen, Sham Shui Po, Kowloon	Not applicable
59	Kwai Tsing	2003/2004	Kids Kindergarten & Tutorial Centre	UG/F, 17-21 Shek Ying Path, Kwai Chung, New Territories	Not applicable
60	Kwai Tsing	2003/2004	Chuen Yuen Church Cheung On Kindergarten	G/F, Blk 7, Wing A&B On Pak House, Cheung On Estate, Tsing Yi, New Territories	Housing Department (Note 4)
61	Kwai Tsing	2003/2004	Sun Island English Kindergarten (Shek Yum Branch)	M/F, 112 Lei Muk Road, Kwai Chung, New Territories	Not applicable
62	Wan Chai	2003/2004	Chinese Children's Institute	1-2/F, 1-5 Luard Road, Wan Chai, Hong Kong	Not applicable
63	Kowloon City	2004/2005	Creative Primary School - Laguna Verde Kindergarten	The Greenwood of Laguna Verde, Tai Wan Road and Dyer Avenue, Hung Hom, Kowloon	Not applicable
64	Kowloon City	2004/2005	International Christian School - Kindergarten	LG01A on the Lower Ground Floor & UG45C on the Upper Ground Floor of The Fisherman's Wharf, 8 Laguna Verde Avenue, Hung Hom, Kowloon	Not applicable
65	Tai Po	2004/2005	Tai Po Kindergarten	DD 6, Lot 1780, Po Wah House, 1st Fl, Flats C1,C2,D1,D2 & E1 Tai Po Market, New Territories	Not applicable

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
66	Tai Po	2004/2005	Tai Po Chiu Chow Natives Association Kwong Fuk Kindergarten	G/F, Kwong Ping House, Kwong Fuk Estate, Tai Po, New Territories	Housing Department (Note 4)
67	Tai Po	2004/2005	The Hong Kong Chinese Church Of Christ The Truth Kindergarten	G/F, Chung Chun House, Chung Nga Court, Tai Po, New Territories	Housing Department (Note 4)
68	Tai Po	2004/2005	Sam Shui Natives Association Kindergarten	G/F, Yat Wing House, Wan Tau Tong Estate, Tai Po, New Territories	Housing Department (Note 3)
69	Tai Po	2004/2005	Cardi Kindergarten	1/F, Retail Complex, Deerhill Bay, Tai Po, New Territories	Not applicable
70	Central & Western	2004/2005	Western Garden Grace Anglo-Chinese Kindergarten	G/F, Western Garden, 83 Second Street, Western, Hong Kong	Not applicable
71	Central & Western	2004/2005	St. Albertus' Kindergarten	2/F, Man Kwong Court, 12F-G Smithfield Road, Hong Kong	Not applicable
72	Central & Western	2004/2005	Lee Wai Lee Kindergarten	Shop 2, 3&4, G/F & M/F Tung Fai Gardens, 17 Po Yan Street, Sheung Wan, Hong Kong	Not applicable
73	Yuen Long	2004/2005	Tam Mei Kindergarten	Ngau Tam Mei Village Middle District, 0153 Yuen Long, New Territories	Not applicable
74	Yuen Long	2004/2005	Yuen Long Ching Sum Kindergarten (No. 3)	Rm A&B 1/F, Fu On Building, 18 Kin Tak Street, Yuen Long, New Territories	Not applicable
75	Yuen Long	2004/2005	Sam Shui Natives Association Kindergarten (Tin Tsz Estate)	G/F, Tin Lai Yuen, Tin Tsz Estate, Tin Shui Wai, New Territories	Housing Department (Note 3)
76	Tuen Mun	2004/2005	Sun Island English Kindergarten (Hong Tak Branch)	G-3/F, Hong Tak Garden, 11 Shek Pai Tau Road, Tuen Mun, New Territories	Not applicable
77	Sai Kung	2004/2005	King Lam Catholic Kindergarten	No.1 King Tao House, G/F., King Lam Estate, Tseung Kwan O, New Territories	Housing Department (Note 4)
78	Sai Kung	2004/2005	Evangelize China Fellowship Yiu Kei Kindergarten	G/F, Tak Fu House, Hau Tak Estate, Tseung Kwan O, New Territories	Housing Department (Note 4)
79	Sha Tin	2004/2005	Delia Good Time Kindergarten (Hilton Plaza)	Level 4 Hilton Plaza, Shatin, New Territories	Not applicable
80	Sha Tin	2004/2005	Caritas Hiu Yau Kindergarten	G/F, Fook Lam House, Kwong Lam Court Phase 2, Shatin, New Territories	Housing Department (Note 4)
81	Sha Tin	2004/2005	Yiu On Estate Bodhi Siksa Anglo-Chinese Kindergarten	G/F, Yiu Yan House, Yiu On Estate, Ma On Shan, Shatin, New Territories	Housing Department (Note 4)
82	Eastern	2004/2005	Far East School and Kindergarten	1/F, 32 Hoi An Street & 175-179 Shaukeiwan Road, Shaukeiwan, Hong Kong	Not applicable
83	Eastern	2004/2005	Chai Wan Kingsland Kindergarten (Neptune Terrace)	Portion of G/F, Block 1, Neptune Terrace, 15 Tai Man Street, Chai Wan, Hong Kong	Not applicable

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
84	Southern	2004/2005	Highgate House School	G/F, 53 Beach Road, Repulse Bay, Hong Kong	Not applicable
85	Southern	2004/2005	Carmel School	1/F & 2/F West Wing, Classroom 229&229A & Portion of 1/F & 2/F, East Wing, 10-12 Borrett Road, Hong Kong	Not applicable
86	Southern	2004/2005	Aberdeen Lutheran School	3/F, 198-200 Aberdeen Main Road, Aberdeen Hong Kong	Not applicable
87	Tsuen Wan	2004/2005	Creative Kindergarten (Bayview Garden)	LG2/F, Blk 1, 9 1/2 Miles, Castle Peak Road, Tsuen Wan, New Territories	Not applicable
88	Tsuen Wan	2004/2005	Cheuk Ying Kindergarten	Rm 3 & 4, 2/F, Chou's Mansion, 4 Shiu Wui Street, Tsuen Wan, New Territories	Not applicable
89	Sham Shui Po	2004/2005	St. Puyllis English Kindergarten (Shum Shui Po)	1/F, 48-56 Yu Chau Street, Shamshui, Kowloon	Not applicable
90	Sham Shui Po	2004/2005	Hong Kong And Macau Lutheran Church Living Stone Kindergarten	2/F, 179 Pei Ho Street, Sham Shui Po, Kowloon	Not applicable
91	Sham Shui Po	2004/2005	Assembly Of God Paul Church Kindergarten	G/F, Blk 18 Tung Wong House, Tai Hang Tung Estate, Shamshui, Kowloon	Housing Department (Note 4)
92	Sham Shui Po	2004/2005	New Milestone Kindergarten	1/F, 316-324 Ki Lung Street, Shamshui, Kowloon	Not applicable
93	Sham Shui Po	2004/2005	Cheuk Yan Kindergarten	Shops B C D & E, 1/F Fulham Court, No 142 Castle Peak Road, Shamshui, Kowloon	Not applicable
94	Wong Tai Sin	2004/2005	Carbo Anglo-Chinese Kindergarten	G/F & 1/F, Tsui Chuk Garden, 8 Tsui Chuk Road, Chuk Yuen West, Wong Tai Sin, Kowloon	Not applicable
95	Kwai Tsing	2004/2005	Hui Yee Kindergarten	9 & 10 Tai Wong Ha Chuen, G/F, Tsing Yi Island, New Territories	Not applicable
96	Kwun Tong	2004/2005	Chi Lin Buddhist Kindergarten	KG/2, Level 7, Car Park Building, Hong Pak Court, Lam Tin, Kwun Tong, Kowloon	Not applicable
97	Kowloon City	2005/2006	Bonnie Kindergarten	1/F, 21 21A 23 25 & 27 Ha Heung Road, Tokwawan, Kowloon	Not applicable
98	Kowloon City	2005/2006	Cannan English & Chinese Kindergarten	G/F, 16 Tung Kun Street, Prosperous Garden Phase II, Yaumatei, Kowloon	Not applicable
99	Central & Western	2005/2006	St. Louis Kindergarten	Block A, 1/F Mei Sun Lau, 442 Des Voeux Road West, Hong Kong	Not applicable
100	North	2005/2006	Fan Ling Pei Kee Kindergarten	G/F, 43 Wo Tai Street, Luen Wo Market, Fanling, New Territories	Not applicable
101	Sai Kung	2005/2006	Assemblies Of God Mission Hong Kong & Macau District Hau Tak Kindergarten	Unit No 1, G/F., Tak Chak House, Hau Tak Estate, Tseung Kwan O, New Territories	Housing Department

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
102	Sha Tin	2005/2006	City One Anglo-Chinese Kindergarten	4/F, Commercial Block A, Ngan Shing Commercial Centre, City One, Shatin, New Territories	Not applicable
103	Sha Tin	2005/2006	Diana Anglo-Chinese Kindergarten	2/F Tower 1 & 2, Greenfield Court, 9-11 Shatin Wai Road, Shatin, New Territories	Not applicable
104	Sha Tin	2005/2006	N T Women & Juveniles Welfare Assn Ltd Leung Sing Tak Anglo-Chinese Kindergarten (Ka Shing Court)	G/F, Ka Yeung House, Ka Shing Court, Fanling, New Territories	Housing Department (Note 3)
105	Sha Tin	2005/2006	Ma On Shan St. Joseph's Kindergarten	G/F, Heng Hoi House, Heng On Estate, Ma On Shan, Shatin, New Territories	Housing Department (Note 4)
106	Sha Tin	2005/2006	Heng On Lutheran Kindergarten	G/F, Units 1-5, Heng Yat House, Heng On Estate, Ma On Shan, Shatin, New Territories	Housing Department (Note 4)
107	Eastern	2005/2006	Victoria (Kornhill) International Kindergarten	2/F, 18 Hong On Street, Quarry Bay, Hong Kong	Not applicable
108	Eastern	2005/2006	Elizabeth Kindergarten	2/F, Kiu Hing Building, 11 Tin Hau Temple Road, Tin Hau, Hong Kong	Not applicable
109	Eastern	2005/2006	St Savio Kindergarten	Areas Exclusively Used By Child Care Centre, Shop No UG2, UG/F, (Excluding Wharf Road, Commercial Podium, Provident North Point, Nos 21-53, Hong Kong)	Not applicable
110	Southern	2005/2006	Aplichau Baptist Primary School	30 San Shi Street, Ap Lei Chau, Hong Kong	Not applicable
111	Southern	2005/2006	Wong Chuk Hang Ching Tak Kindergarten	G/F, Blk 1 Wong Chuk Hang Government Low Cost Housing Estate, Aberdeen, Hong Kong	(Note 2)
112	Southern	2005/2006	Cannan Kindergarten (Hong Kong)	Block H1, G/F, Stage 1, Chi Fu Fa Yuen, Pokfulam Road, Hong Kong	Not applicable
113	Southern	2005/2006	Creative Kindergarten (South Horizons)	Kindergarten Premises, UG/F, Blocks 27-28, South Horizons Phase 4, 26-28 Lee Nam Road, Ap Lei Chau, Hong Kong	Not applicable
114	Sham Shui Po	2005/2006	First Assembly Of God Kindergarten	G/F, Blk 11 Pak Tin Estate, Shamshuipo, Kowloon	Housing Department (Note 4)
115	Wong Tai Sin	2005/2006	Lung Poon Court St. Bonaventure Kindergarten	Lung Poon Commercial Centre, Diamond Hill, Wong Tai Sin, Kowloon	Housing Department (Note 3)
116	Kwai Tsing	2005/2006	Buddhist Chun Yue Kindergarten	G/F, On Kong House, Cheung On Estate, Tsing Yi, New Territories	Housing Department (Note 4)

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117	Kwai Tsing	2005/2006	Hong Kong Chi To Church, The Church Of Christ In China, Kei Pok Kindergarten	G/F, Unit No.101-105, 111-115 King Fat House, Cheung Fat Estate, Tsing Yi, New Territories	Housing Department (Note 4)
118	Kwai Tsing	2005/2006	Kwai Chung St. Ka Sum Tong Kindergarten And Tutorial Centre	Block A, 1/F, 25 Tai Pak Tin Street, Kwai Chung, New Territories	Not applicable
119	Wan Chai	2005/2006	Buddhist Sik Tat Kindergarten	2/F, 11 Eastern Hospital Road, Hong Kong	Not applicable
120	Wan Chai	2005/2006	Rhenish Church Kindergarten, Wanchai	G/F and 2/F, 10 Lai Yin Lane, Causeway Bay, Hong Kong	Not applicable
121	Kwun Tong	2005/2006	Christian Little Angel Kindergarten Ngau Tau Kok	2/F, Front Portion, Lee Kee Building, 55 Ngau Tau Kok Road (Excluding Room 8 & Classroom 9), Kowloon	Not applicable
122	Kwun Tong	2005/2006	Living Grace Lutheran Kindergarten	Unit 22-41, G/F, Kai Yue House, Kai Yip Estate, Kowloon	Housing Department (Note 4)
123	Kwun Tong	2005/2006	Agape Methodist Church Kindergarten	Wing A, Units 9, 10, 15 & 16 & Wing B, Units 1-8, Tsui Yung House, G/F Tsui Ping Estate, Kwun Tong, Kowloon	Housing Department (Note 4)
124	Yau Tsim Mong	2005/2006	Twin Stars Kg (Little Buds Kindergarten)	1/F Kamly Court, 61 Temple Street, Yaumatei, Kowloon	Not applicable
125	Kowloon City	2006/2007	Douglas Kindergarten	G/F, 78 Tak Ku Ling Road, Kowloon City, Kowloon	Not applicable
126	Kowloon City	2006/2007	Kingsland Kindergarten (Oi Man Estate)	4/F, 403-412 Po Man House, Oi Man Estate, Kowloon	Housing Department (Note 4)
127	Kowloon City	2006/2007	Aunty Lily Playgroup	G/F, 1A Lincoln Road, Kowloon Tong, Kowloon	Not applicable
128	Central & Western	2006/2007	Hop Yat Church Kindergarten	2 Bonham Road, Hong Kong	Not applicable
129	Central & Western	2006/2007	Creativity (Tung Fai) Kindergarten	Shop 2-4, G/F & Shop 4 Mezzanine Floor, Tung Fai Gardens, 17 Po Yan Street, Sheung Wan (Including Child Care Centre), Hong Kong	Not applicable
130	Yuen Long	2006/2007	Ying Yin Catholic Kindergarten	G/F, DD 124, Lot 4166 Occupation Road, Hung Shui Kiu, New Territories	Not applicable
131	Yuen Long	2006/2007	On Kei Kindergarten	On Ga Building, G/F, Shop 12 East & 1/F, 28 Chun Yin Square, Yuen Long, New Territories	Not applicable
132	Yuen Long	2006/2007	Lung Kong World Federation School Limited Lai Tang Yuen-Kaw Kindergarten	Blk 12, Tin Shui Estate, Tin Shui Wai, Yuen Long, New Territories	Housing Department (Note 4)
133	Yuen Long	2006/2007	Academy Kindergarten	G/F, Sau Ping House, Long Ping Estate, Yuen Long, New Territories	Housing Department (Note 4)

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134	Yuen Long	2006/2007	C.P.M.S. Peniel Tin Shing Kindergarten	2/F, Annex Block, Tin Shing Shopping Centre, Tin Shui Wai, Yuen Long, New Territories	Not applicable
135	Tuen Mun	2006/2007	Ling Sun Kindergarten	G/F, 22 Milestone, Nai Wai Tsuen, Lam Tei (DD130), New Territories	Not applicable
136	Tuen Mun	2006/2007	The Lotus Association Of Hong Kong Butterfly Estate Kindergarten	G/F, Tip Chui House, Butterfly Estate, Tuen Mun, New Territories	Housing Department (Note 4)
137	Tuen Mun	2006/2007	Castle Peak Jing Jing Kindergarten (Branch No.2)	1/F, Ka Hay Building, 19 Tseng Choi Street, Tuen Mun, New Territories	Not applicable
138	Tuen Mun	2006/2007	Oscar Anglo-Chinese Kindergarten	G/F, Carpark Block, Yuet Wu Villa, 2 Wu Sau Street, Tuen Mun, New Territories	Not applicable
139	Tuen Mun	2006/2007	Umah English Kindergarten	G/F, High Block, Wu Kwong House, Wu King Estate, Tuen Mun, New Territories	Housing Department (Note 4)
140	Tuen Mun	2006/2007	Oscar International Kindergarten	G/F, Carpark Block, Yuet Wu Villa, 2 Wu Sau Street, Nt	Not applicable
141	North	2006/2007	Tin Ping Estate Catholic Kindergarten	G/F, Tin Yee House, Tin Ping Estate, Sheung Shui, New Territories	Housing Department (Note 4)
142	Sai Kung	2006/2007	Hong Kong Mutual Encouragement Association St. Claire's Kindergarten	Rm 1-16 G/F, Choi Lam House, Tsui Lam Estate, Tseung Kwan O, New Territories	Housing Department (Note 4)
143	Sai Kung	2006/2007	St. John's Lutheran Kindergarten	G/F, Yu Cheong House, Yu Ming Court, Tseung Kwan O, New Territories	Housing Department (Note 4)
144	Sha Tin	2006/2007	Chun Shek Estate Wai Yan Kindergarten	G/F, Shek Fai House, Chun Shek Estate, Shatin, New Territories	Housing Department (Note 4)
145	Sha Tin	2006/2007	New Territories Women & Juveniles Welfare Assn Ltd Leung Sing Tak Kindergarten (Lee On Estate)	G/F, Lee Fung House, Lee On Estate, Ma On Shan, Shatin, New Territories	Housing Department (Note 4)
146	Sha Tin	2006/2007	Shatin Fook Kwan Anglo-Chinese Kindergarten	Shing Wai House, Unit 114-127 Sun Tin Wai, Shatin, New Territories	Not applicable
147	Sha Tin	2006/2007	Greenfield English Kindergarten (The Tolo Place)	(Including Child Care Centre) Kindergarten Space, Level 2 Sunshine Bazaar, Ma On Shan, Shatin, New Territories	Not applicable
148	Sha Tin	2006/2007	Think International Kindergarten (Ma On Shan)	Shop 1, G/F, The Mall, The Waterside, 15 On Chun Street, Ma On Shan, Shatin, New Territories	Not applicable
149	Sha Tin	2006/2007	Po Leung Kuk 86 Hin Keng Kindergarten	G/F, Hin Fu House, Hin Keng Estate, Shatin, New Territories	Housing Department (Note 4)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
150	Sha Tin	2006/2007	Chung Chi Kindergarten	G/F, Pentecostal Mission Hall Complex, The Chinese University of Hong Kong, Sha Tin, New Territories	Not applicable
151	Eastern	2006/2007	King's Kindergarten And Tutorial Centre	Mezz Floor, 991-995 King's Road, Hong Kong	Not applicable
152	Eastern	2006/2007	Dominic Savio Nursery	1/F, Flat A, B & C, On Yip Building, 100-104 Sai Wan Ho Street, Shau Kei Wan, Hong Kong	Not applicable
153	Eastern	2006/2007	Sunny Intelligence Kindergarten	Front Portion, 1/F, Ko Mong Building, 142-146 Shaukeiwan Road, Sai Wan Ho, Hong Kong	Not applicable
154	Southern	2006/2007	St. Peter's Catholic Kindergarten	G-1/F, 220 Aberdeen Main Road, Aberdeen, Hong Kong	Not applicable
155	Southern	2006/2007	Jimmy's Kindergarten	1/F (Including Child Care Centre), Mei Fung Court, Aberdeen Centre, 7-9 Nam Ning Street, Aberdeen Hong Kong	Not applicable
156	Southern	2006/2007	The Salvation Army Ap Lei Chau Kindergarten	G/F, Block A, Tung Cheong House, Lei Tung Estate, Ap Lei Chau, Hong Kong	Housing Department (Note 4)
157	Southern	2006/2007	St. Lorraine English Kindergarten	Kindergarten Premises, Podium Level 2, Block 23, Phase 3, South Horizons, Ap Lei Chau, Hong Kong	Not applicable
158	Tsuen Wan	2006/2007	Fuk Loi Estate Kindergarten	G/F, Wing Lok House, Fok Loi Estate, Tsuen Wan, New Territories	Housing Department (Note 4)
159	Tsuen Wan	2006/2007	New Generation English Kindergarten	Podium C, (Tower 9-12) Riviera Gardens, Tsuen Wan, New Territories	Not applicable
160	Sham Shui Po	2006/2007	Kowloon St. Stephen Kindergarten	1/F, 3 Cheung Sha Wan Road, Kowloon	Not applicable
161	Wong Tai Sin	2006/2007	San Po Kong Swatow Christian Church Little White Flower Kindergarten	1/F, Blk B1&B2 Hong Keung Building, 32 Hong Keung Street, San Po Kong, Kowloon	Not applicable
162	Wong Tai Sin	2006/2007	Pentecostal Church Of Hong Kong Ltd. Hong Lok Kindergarten	G/F, Wah Yuen House, Chuk Yuen South Estate, Wong Tai Sin, Kowloon	Housing Department (Note 3)
163	Wong Tai Sin	2006/2007	Ho Tsz Day Nursery (Sponsored By Sik Sik Yuen)	G/F, Wing A, Yung Yuen House, Chuk Yuen North Estate, Kowloon	Housing Department (Note 4)
164	Wong Tai Sin	2006/2007	Pentecostal Church Of Hong Kong Chuk Yuen Kindergarten	G/F, 109-116 Kwai Yuen House, Chuk Yuen South Estate, Wong Tai Sin, Kowloon	Housing Department (Note 3)
165	Islands	2006/2007	Fatima Kindergarten (Cheung Chau)	G/F., 4 & 5 Kin Sun Lane, Cheung Chau, New Territories	Not applicable
166	Islands	2006/2007	Hillside International Pre-School	G/F, 47 Shui Hau Village, South Lantau, New Territories	Not applicable

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167	Islands	2006/2007	Smart Kid Nursery	Rm A & B, G/F Blk 3 Kam Sau Garden, 23B Peak Road, Cheung Chau, Hong Kong	Not applicable
168	Wan Chai	2006/2007	Happy Valley & Canal Road District Kai-Fong Welfare Association New Foundation Kindergarten	14 King Kwong Street, Happy Valley, Hong Kong	Not applicable
169	Wan Chai	2006/2007	Alice Playgroup	Methodist Church (English Speaking), 271 Queen's Road East, Wan Chai, Hong Kong	Not applicable
170	Kwun Tong	2006/2007	Douglas Kindergarten (Kwun Tong Branch)	Flats 6 - 9, 1/F, Cambridge Building, 41 Hong Ning Road, Kwun Tong, Kowloon	Not applicable
171	Kwun Tong	2006/2007	Ho Tsun Day Nursery (Sponsored By Sik Sik Yuen)	G/F, Tak Lai House, Tak Tin Estate, Lam Tin, Kowloon	Housing Department (Note 4)
172	Kowloon City	2007/2008	True Word Kindergarten	Flats B116 – 119, Lux Theatre Building, 1/F Baker Street, Hung Hom, Kowloon	Not applicable
173	Kowloon City	2007/2008	Oi Man Kindergarten	G/F, Sun Man House, Oi Man Estate, Kowloon City, Kowloon	Housing Department (Note 4)
174	Kowloon City	2007/2008	Holy Carpenter Church Kindergarten	G/F, 1 Dyer Avenue, Hunghom, Kowloon	Not applicable
175	Kowloon City	2007/2008	John's Kindergarten	Shop C, G/F & 1/F, Tung Hei Court, 73 Bulkeley Street, Hunghom, Kowloon	Not applicable
176	Kowloon City	2007/2008	Holy Carpenter Church Golden Jubilee Kindergarten	G/F, 1 Dyer Avenue, Hung Hom, Kowloon	Not applicable
177	Tai Po	2007/2008	Green Leaves Kindergarten	G/F, Block 22-23, Tai Po Centre, Tai Po, New Territories	Not applicable
178	Tai Po	2007/2008	The Church Of Christ In China Tai Po Church Kindergarten (Tai Po Branch)	22 Sui On Street, Tai Po, New Territories	Not applicable
179	Tai Po	2007/2008	Nature Education Kindergarten	Kindergarten Premises, Constellation Cove, No 1 Hung Lam Drive, Tai Po, New Territories	Not applicable
180	Tai Po	2007/2008	Green Leaves Kindergarten (Branch)	Shop 301-309, G/F, Tai Po Aega Mall, Tai Po, New Territories	Not applicable
181	Central & Western	2007/2008	Chung Yun School	1/F, 419S Queen's Road West, Hong Kong	Not applicable
182	Central & Western	2007/2008	St. Luke's Church Kindergarten	6/F, 31 Ka Wai Man Road, Kennedy Town, Hong Kong	Not applicable
183	Yuen Long	2007/2008	Ma On Kong Kindergarten	Hoi Pui Tsuen, Ma On Kong, Pat Heung, Yuen Long, New Territories	Not applicable
184	Yuen Long	2007/2008	Vichy Kindergarten	G/F and 1/F, 153 Shung Ching San Tsuen, Yuen Long, New Territories	Not applicable

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185	Yuen Long	2007/2008	Yuen Long Church (Church Of Christ In China) Ltd., Tin Shui Wai Chan Kwong Kindergarten	Wing A & B, G/F, Yiu Tai House, Tin Yiu Estate, Tin Shui Wai, New Territories	Housing Department (Note 4)
186	Yuen Long	2007/2008	Charles Anglo-Chinese Kindergarten	1/F, Lin Fat Building, 2 Fung Kwan Street, Yuen Long, New Territories	Not applicable
187	Yuen Long	2007/2008	Karlam Nursery	Portion of 1/F, Ho Shun Tai Building, 10 Sai Ching Street, Yuen Long, New Territories	Not applicable
188	Tuen Mun	2007/2008	Dzwen Sheng Tang Kindergarten	G/F - 1/F (Excluding The Church Portion) & 2/F (Class Room 9), 15 Tsing Yin Street, Tuen Mun, New Territories	Not applicable
189	Tuen Mun	2007/2008	Sunbeam Kindergarten	1/F, Chi Lok Fa Yuen, 18 Tsing Hoi Circuit, Tuen Mun, New Territories	Not applicable
190	North	2007/2008	Tsung Kyam Kindergarten	20A Shung Him Tong Village, Fanling, New Territories	Not applicable
191	Sai Kung	2007/2008	Assemblies Of God Mission Hong Kong & Macau District Yan Ming Kindergarten	G/F, Carpark Building, Yan Ming Court, Tseung Kwan O, New Territories	Not applicable
192	Eastern	2007/2008	HK Pok Oi Kindergarten & Educational Centre	1/F Hang Lung Bank Eastern Branch Building, 391 King's Road, North Point, Hong Kong	Not applicable
193	Eastern	2007/2008	Darling Child International Pre-School	G/F, Chai Kung Mansion, Tai Koo Shing, Hong Kong	Not applicable
194	Yau Tsim Mong	2007/2008	Sunnyside Kindergarten	G/F, 4 Jordan Road, Jordan, Kowloon	Not applicable
195	Yau Tsim Mong	2007/2008	Sun Island English Kindergarten (Tai Kok Tsui Branch)	No. 31 Fuk Tsun Street, Portion of G/F & the Whole of 1/F, Tai Kok Tsui, Kowloon	Not applicable
196	Yau Tsim Mong	2007/2008	Sunnyside Playgroup	1/F, Kowloon Union Church, 4 Jordan Road, Yau Ma Tei, Kowloon	Not applicable
197	Tsuen Wan	2007/2008	Tsuen Wan St Teresa Kindergarten	A119, G/F, A212, A221 To A233, A271, 1/F East Asia Gardens, 16 Tsuen Wah Street, Tsuen Wan, New Territories	Not applicable
198	Sham Shui Po	2007/2008	Creative Kindergarten (Yau Yat Chuen)	71 Boundary Street, Kowloon	Not applicable
199	Sham Shui Po	2007/2008	Lae Kwong Kindergarten	1/F, 172-174 Yee Kuk Street, Shamshui, Kowloon	Not applicable
200	Sham Shui Po	2007/2008	Sham Shui Po Fatima School (Branch)	1/F, 386-392 Un Chau Street, Shamshui, Kowloon	Not applicable
201	Wong Tai Sin	2007/2008	Assemblies Of God Wa Wai Kindergarten (Wang Tau Hom)	G/F, Wang On House, Wang Tau Hom Estate, Wong Tai Sin, Kowloon	Housing Department (Note 3)
202	Wong Tai Sin	2007/2008	Choi Fai Estate Bodhi Siksa Anglo-Chinese Kindergarten	G/F, Blk 1 Choi Wah House, Choi Fai Estate, Ngau Chi Wan, Kowloon	Housing Department (Note 4)

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203	Wong Tai Sin	2007/2008	W F B Wong Shing Tsang Nursery School	2/F, Podium, Wong Tai Sin Shopping Centre, Lower Wong Tai Sin Estate, Lung Cheung Road, Wong Tai Sin, Kowloon	Housing Department (Note 3)
204	Islands	2007/2008	Sunshine Preparatory School	Kindergarten, Seaview Crescent, Tung Chung, New Territories	Not applicable
205	Wan Chai	2007/2008	Rosaryhill School	41B Stubbs Road, Hong Kong	Not applicable
206	Wan Chai	2007/2008	St. James' Church Kindergarten	1-2/F, 100 Kennedy Road, Wan Chai, Hong Kong	Not applicable
207	Wan Chai	2007/2008	Methodist Wesley Kindergarten	2/F, 22 Hennessy Road, Wanchai, Hong Kong	Not applicable
208	Kwun Tong	2007/2008	James Anglo-Chinese School Kindergarten	2/F, Lee Foo House, Shun Lee Estate, Kowloon	Not applicable
209	Kowloon City	2008/2009	St. Teresa's School, Kowloon	258 Prince Edward Road, Kowloon	Not applicable
210	Kowloon City	2008/2009	Oi Man Cannan Anglo-Chinese Kindergarten	4/F, Kin Man House, Oi Man Estate, Kowloon City, Kowloon	Housing Department (Note 4)
211	Kowloon City	2008/2009	Good Health Kindergarten (Laguna Verde)	Kindergarten L2, The Greenwood, Tower 1, Laguna Verde, 8 Laguna Verde Avenue, Hung Hom, Kowloon	Not applicable
212	Central & Western	2008/2009	Yuk Ying Kindergarten	1/F, Blk A&C, 316-320 Des Voeux Road West, Western, Hong Kong	Not applicable
213	Central & Western	2008/2009	Wisdom Castle Kindergarten	1/F, Andes Plaza, 323 Queen's Road West, Hong Kong	Not applicable
214	Yuen Long	2008/2009	Joseph Kindergarten	1/F, Ho Shing Building, YLTL Nos 305 & 338, Yuen Long, New Territories	Not applicable
215	Yuen Long	2008/2009	Kam Tin Dragon Kindergarten	G-2/F, Blk A,B,C, DD 109, Lot 1744, 1746, 1743, Kam Tin, New Territories	Not applicable
216	Tuen Mun	2008/2009	But San Kindergarten	29 Tseng Choi Street, Tuen Mun, New Territories	Not applicable
217	Sai Kung	2008/2009	Cumberland Presbyterian Church Po Lam Kindergarten	G/F, Po Chi House, Po Lam Estate, Tseung Kwan O, New Territories	Housing Department (Note 3)
218	Sai Kung	2008/2009	Peace Lutheran Kindergarten	G/F, Kwan Ming House, Yuk Ming Court, Tseung Kwan O, New Territories	Housing Department (Note 3)
219	Sai Kung	2008/2009	Fan Ho Wai Ching Memorial Kindergarten	Wings B&C, G/F, Sheung Yan House (Block 4), Sheung Tak Estate, Tseung Kwan O, New Territories	Housing Department (Note 4)
220	Sha Tin	2008/2009	Sun Island English Kindergarten (Sha Tin Park Branch)	STTL 129, Block B, Flat L3, Sha Tin Park, Shatin, New Territories	Not applicable

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221	Sha Tin	2008/2009	Sun Island Kindergarten (Shatin Park Branch)	L3/F, Apex Garden, Shatin Park Phase II, 1-3 Kong Pui Street, Sha Tin, New Territories	Not applicable
222	Eastern	2008/2009	Elite Kindergarten And Education Centre	1/F, Chaton House & 1/F Fu Bong Mansion, 100-104 & 106-110 Tsat Tsz Mui Road, North Point, Hong Kong	Not applicable
223	Eastern	2008/2009	Darling Babe Pre-School	P426-427, 2/F (Podium Floor), Tsui Kung Mansion, Tai Yue Avenue, Tai Koo Shing, Hong Kong	Not applicable
224	Yau Tsim Mong	2008/2009	St. Maria Kindergarten	G/F, 102 Ivy Street, Tai Kok Tsui, Kowloon	Not applicable
225	Yau Tsim Mong	2008/2009	Gracefield Mongkok Christian Kindergarten	G/F, 19 Greenfield Garden, 2-20 Palm Street, Tai Kok Tsui, Kowloon	Not applicable
226	Southern	2008/2009	Woodland Repulse Bay Pre-School	Flat B, G/F 98 Repulse Bay Road, Repulse Bay, Hong Kong	Not applicable
227	Tsuen Wan	2008/2009	Morning Sun Kindergarten	Rm C1 1/F, 87-105 Tsuen King Circuit, Tsuen Wan, New Territories	Not applicable
228	Tsuen Wan	2008/2009	Tsuen Wan St. Andrew Anglo-Chinese Kindergarten	Block 1, M/F (Including Store Room), Belvedere Gardens Phase 1, TWTL 308, Castle Peak Road, Tsuen Wan, New Territories	Not applicable
229	Wong Tai Sin	2008/2009	Tsz Wan Shan Kaifong Welfare Association Rainbow Anglo-Chinese Kindergarten	G/F, Wing A & Wing B, Chu Fung House, Fung Tak Estate, Wong Tai Sin, Kowloon	Housing Department (Note 4)
230	Kwai Tsing	2008/2009	Cho Yiu Chuen Methodist Kindergarten	3/F, Kai Him Lau (Block 12), Cho Yiu Chuen, Lai King Hill Road, Kwai Chung, New Territories	Not applicable
231	Kwai Tsing	2008/2009	Kwai Chung St. Peter Kindergarten	1/F, Blk B, 25 Tai Pak Tin Street, Kwai Chung, New Territories	Not applicable
232	Kwai Tsing	2008/2009	Tsing Yi Rural Committee Kindergarten	Wings A & B, G/F, Hang Chui House, Cheung Hang Estate, Tsing Yi, New Territories	Housing Department (Note 4)
233	Kwun Tong	2008/2009	Kei Kwong Kindergarten	Blk 10, Lower Ngau Tau Kok Estate, Kwun Tong, Kowloon	(Note 2)
234	Kwun Tong	2008/2009	Ngau Tau Kok Kingsland Kindergarten (II)	Blk 12, Lower Ngau Tau Kok Estate, Ngau Tau Kok, Kwun Tong, Kowloon	(Note 2)
235	Kowloon City	2009/2010	Hunghom Rhenish Church Kindergarten	1/F, 12-16 Pak Tai Street & 1/F, 10 Pak Tai Street, Tokwawan, Kowloon	Not applicable
236	Kowloon City	2009/2010	Delia School Of Canada (Kowloon) - HHKA (Kindergarten Section)	G/F, 66 Gillies Avenue, Hung Hom, Kowloon	Not applicable
237	Central & Western	2009/2010	Hill Road St. Albertus' Kindergarten	1-3/F, Hang Lung Bank Western Branch Building, 11-15 Hill Road, Shek Tong Tsui, Hong Kong	Not applicable

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238	Yuen Long	2009/2010	Tai Kong Po Kindergarten 1st Branch	Portion Of Shop A on G/F, Shops A and B on 1/F and 2/F, 21 Yu King Square Yuk Sing Building, Yuen Long, New Territories	Not applicable
239	Yuen Long	2009/2010	Tai Kong Po Nursery	3/F, 21 Yuk King Square, Yuen Long, New Territories	Not applicable
240	Yuen Long	2009/2010	Hong Kong Society For The Protection Of Children Wai Yin Club Nursery School	3/F, Tin Shui Community Centre, Tin Shui Estate, Tin Shui Wai, New Territories	Home Affairs Department (Note 4)
241	Tuen Mun	2009/2010	N.T. Assemblies Of God Church Wai Man Kindergarten	G/F, High Block, Wu Tsui House, Wu King Estate, Tuen Mun, New Territories	Housing Department (Note 4)
242	Tuen Mun	2009/2010	St. Simon's Leung King Kindergarten	G/F, Leung Yin House, Leung King Estate, Tuen Mun, New Territories	Housing Department (Note 4)
243	Tuen Mun	2009/2010	The Association Of Evangelical Free Churches Of Hong Kong - Evangelical Free Church Of China - So Sum Memorial Nursery School	Wing A, G/F, King Lok House, Shan King Estate, Tuen Mun, New Territories	Housing Department (Note 4)
244	Sha Tin	2009/2010	Degree Masters Association Of Hong Kong Mong Yang Hsueh Chi Kindergarten	G/F, Blk 2, Yiu On Estate, Ma On Shan, Shatin, New Territories	Housing Department (Note 4)
245	Sha Tin	2009/2010	Assemblies Of God Wa Wai Church Hin Keng Anglo-Chinese Kindergarten	G/F, Wings A & B Hin Kwai House, Hin Keng Estate, Shatin, New Territories	Housing Department (Note 4)
246	Eastern	2009/2010	Po Leung Kuk Tong Chor Nam Kindergarten	G/F, Blk C Yiu Lok House, Yiu Tung Estate, Shauiwan, Hong Kong	Housing Department (Note 4)
247	Yau Tsim Mong	2009/2010	Tak Shin Kindergarten and Tutorial Centre	G/F, 38 & 40 Ka Shin Street, 1/F to 2/F, 42 Ka Shin Street, Kowloon	Not applicable
248	Yau Tsim Mong	2009/2010	Peniel School and Kindergarten	G-3/F, 90-98 Portland Street, Mong Kok, Kowloon	Not applicable
249	Southern	2009/2010	Harvest Education Centre	1/F, 145 Ap Lei Chau Main Street, Ap Lei Chau, Hong Kong	Not applicable
250	Southern	2009/2010	Woodland Montessori Pre-School - 109 Repulse Bay Road	Shop G107, G/F, The Repulse Bay, 109 Repulse Bay Road, Hong Kong	Not applicable
251	Tsuen Wan	2009/2010	Morning Sun Kindergarten (Tsuen King Garden)	G/F, Block 11-12, Tsuen King Garden, 76-84 Tsuen King Circuit, Tsuen Wan, New Territories	Not applicable
252	Sham Shui Po	2009/2010	James Day Nursery (Sham Shui Po Branch)	G/F, Block 1, Cronin Garden, 190 Pratas Street, Shamshui, Kowloon	Not applicable
253	Wong Tai Sin	2009/2010	Calvary Children's Centre Kindergarten	6 Shatin Pass Road, Wong Tai Sin, Kowloon	Not applicable

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254	Wong Tai Sin	2009/2010	Assemblies Of God Wa Wai Church Walker Hall Anglo-Chinese Kindergarten	Unit No. 1-12, G/F, Lok Tin House, Tsz Lok Estate, Tsz Wan Shan, Kowloon	Housing Department (Note 4)
255	Kwai Tsing	2009/2010	Lai King Kingsland Kindergarten	G/F, Northern end of Fung King House, Lai King Estate, Kwai Chung, New Territories	Housing Department (Note 3)
256	Kwai Tsing	2009/2010	N. T. Tin Sum Anglo-Chinese Kindergarten	G/F, Hang Chi House (Block 4), Cheung Hang Estate, Phase 2 Tsing Yi, New Territories	Housing Department (Note 4)
257	Islands	2009/2010	The Dynamic Kids Kindergarten	3/F, Fu Tung Shopping Centre, Tung Chung, Lantau Island, New Territories	Not applicable
258	Wan Chai	2009/2010	The Woodland International School	First Floor, Tang Shiu Kin Building, 34 Oi Kwan Road, Wanchai, Hong Kong	Not applicable
259	Kwun Tong	2009/2010	Lok Wah Kindergarten	G/F, Yan Wah House, Lok Wah North Estate, Ngau Tau Kok, Kwun Tong, Kowloon	Housing Department (Note 4)
260	Kwun Tong	2009/2010	Oisca Hong Kong Japanese Kindergarten (Kowloon)	G/F, Phase 4 of Laguna City, Kwun Tong, Kowloon	Not applicable
261	Central & Western	2010/2011	St. Chee Kindergarten	Rm D-F, 1/F, 45-53 Graham Street, Hong Kong	Not applicable
262	Central & Western	2010/2011	Cannan Kindergarten (Central)	1/F, Front 99 Caine Road, Central, Hong Kong	Not applicable
263	Central & Western	2010/2011	Esf International Kindergarten	M/F & 1/F, Tung Fai Garden, 17 Po Yan Street, Sheung Wan, Hong Kong	Not applicable
264	Central & Western	2010/2011	Ling Yan Nursery	Portion of UG/F, 100 Third Street Sai Ying Pun, Hong Kong	Not applicable
265	Yuen Long	2010/2011	Tin Yiu Estate Ho Kwang Hung Kindergarten	Wing A & B, G/F, Yiu Shing House, Tin Yiu Estate, Tin Shui Wai, New Territories	Housing Department (Note 4)
266	Yuen Long	2010/2011	Queen Elizabeth School Old Students' Association Kindergarten	G/F, Shui Yee House, Tin Shui Estate, Tin Shui Wai, New Territories	Housing Department (Note 4)
267	Yuen Long	2010/2011	Creative Kindergarten (Yuen Long)	Kindergarten Premises on Level 4, Sun Yuen Long Centre, 8 Long Yat Road, Yuen Long, New Territories	Not applicable
268	Sai Kung	2010/2011	Gar Lam Kindergarten	1/F, King Wah Building, Lot 942, DD215, Sai Kung, New Territories	Not applicable
269	Eastern	2010/2011	Salem Kindergarten - Shaukeiwan	G/F, Yiu Kwai House, Yiu Tung Estate, Shaukeiwan, Hong Kong	Housing Department (Note 4)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
270	Eastern	2010/2011	Ming Wai Kindergarten (North Point Branch)	Portion of Shop No 1 (Excluding Child Care Centre), G/F & 1/F Fairview Court, No 5 - 13 Tsat Tsz Mui Road, North Point, Hong Kong	Not applicable
271	Yau Tsim Mong	2010/2011	St. Gatwick Kindergarten	1st Floor, Tai Yick Building, 34 Wong Tai Street, Tai Kok Tsui, Kowloon	Not applicable
272	Southern	2010/2011	Panda Pre-School	G/F, Block H2, Chi Fu Fa Yuen, Pokfulam, Hong Kong	Not applicable
273	Kwai Tsing	2010/2011	Creative Kindergarten (Wonderland Villas)	Shop 1, G/F & 1/F, Commercial Complex, Wonderland Villas, 9 Wah King Hill Road, Kwai Chung, New Territories	Not applicable
274	Tuen Mun	2011/2012	Glorious Garden St Teresa Kindergarten	Kindergarten Block, Glorious Garden, No 45 Lung Mun Road, Tuen Mun, New Territories	Not applicable
275	Tuen Mun	2011/2012	Jing Jing Kindergarten (Brilliant Garden)	Front Portion of Shop No. 15 & 16, G/F, Brilliant Garden, 250 Castle Peak Road, Tuen Mun, New Territories	Not applicable
276	Tuen Mun	2011/2012	Jing Jing Kindergarten (Brilliant Garden Branch No.2)	Rear Portion of Shop 15 & 16, G/F Brilliant Garden, 250 Castle Peak Road, Tuen Mun, New Territories	Not applicable
277	Sha Tin	2011/2012	Sha Kok Estate Wai Yan Kindergarten	G/F, Skylark House, Sha Kok Estate, Shatin, New Territories	Housing Department (Note 4)
278	Eastern	2011/2012	Garmen Kindergarten School	G/F, 25 Wing Hing Street and Flat B, 2/F, Timmar Court, 10 Wing Hing Street, North Point, Hong Kong	Not applicable
279	Eastern	2011/2012	Good Health Anglo-Chinese Kindergarten (Siu Sai Wan)	1/F, Cheerful Garden, 23 Siu Sai Wan Road, Chai Wan, Hong Kong	Not applicable
280	Eastern	2011/2012	Good Health Kindergarten (Siu Sai Wan)	G/F, Cheerful Garden, 23 Siu Sai Wan Road, Chai Wan, Hong Kong	Not applicable
281	Eastern	2011/2012	Garmen Nursery	Flat A, 3/F, Timmar Court 10-16 Wing Hing Street, Causeway Bay, Hong Kong	Not applicable
282	Southern	2011/2012	Wah Kwai Estate Anglo-Chinese Kindergarten	G/F, Wah Sin House, Wah Kwai Estate, Pokfulam, Hong Kong	Housing Department (Note 3)
283	Kwai Tsing	2011/2012	Assemblies Of God Wa Wai Kindergarten (Cheung Hong)	G/F, Hong Ping House, Cheung Hong Estate, Tsing Yi, New Territories	Housing Department (Note 3)
284	Islands	2011/2012	Mui Woh Church Kindergarten	49 Mui Wo Rural Committee Road, Lantau Island, New Territories	Not applicable

No.	District	Year in which the school ceased operation	School name	Detailed school address	Government department managing the school premises at present (Note 1)
285	Islands	2011/2012	Lantau International Kindergarten	Flat C & Flat D, G/F, 72-74 Rural Committee Road, Mui Wo, Lantau Island, New Territories	Not applicable
286	Wan Chai	2011/2012	Angel Kindergarten & Tutorial Centre	1/F, 14-16 Johnston Road, Hong Kong	Not applicable
287	Wan Chai	2011/2012	Tinkerbelle Kindergarten	2/F, Causeway Tower, 16-22 Causeway Road, Causeway Bay, Hong Kong	Not applicable

ii and iii. Closed and Vacant Primary Schools and Secondary Schools

(1) Information on 39 Vacant School Premises Re-deployed or Re-allocated for Further Educational Uses (Position as at June 2012)

Note 1: The site area of school premises is in general a rough estimate based on records available to the Education Bureau and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below. For management of the school premises, respective schools / school sponsoring bodies are responsible for the premises management work once the premises are redeployed or re-allocated for further educational uses.

Note 2: Respective school premises have been re-allocated for further educational uses prior to cessation of school operation.

(Secondary schools are denoted with *)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Year in which the school premises was re-deployed / re-allocated for further educational uses
1	Kowloon City	2004/05	The Church of Christ in China Nim Tsi School *	170 Kau Pui Lung Road, Ma Tau Wai, Kowloon	2 137	2001 (Note 2)
2	Kwai Tsing	2004/05	Po Leung Kuk Tsing Yi Secondary School (Skills Opportunity) *	8 Tsing Chin Street, Tsing Yi, New Territories	4 000	2001 (Note 2)
3	North	2004/05	Yan Chai Hospital No.5 Secondary School (Skill Opportunity) *	2 Wo Muk Road, Luen Wo Hui, Fanling, New Territories	4 500	2003 (Note 2)
4	Kwai Tsing	2005/06	Lok Sin Tong Lau Sai Yan Primary School	Estate School No.1, Lai King Estate, Kwai Chung, New Territories	3 900#	2006
5	Islands	2006/07	Cheung Chau Public School	School Road, Cheung Chau, New Territories	5 756	2006

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Year in which the school premises was re-deployed / re-allocated for further educational uses
6	Kowloon City	2006/07	Kowloon City District Kai Fong Welfare Association School	4 Ying Choi Path, Kowloon	1 246	2007
7	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	2007
8	North	2006/07	Sha Tau Kok Government Secondary School *	Sha Tau Kok Road, Sha Tau Kok, New Territories	8 105	2008
9	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung, Kowloon	1 207	2006
10	Sha Tin	2006/07	Hong Kong Municipal Service General Staff Association Sha Kok Primary School	Sha Kok Estate, Shatin, New Territories	5 217#	2009
11	Wan Chai	2006/07	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2 005	2006
12	Yau Tsim Mong	2006/07	Hong Kong Vernacular Normal Schools Alumni Association School	KIL 6719, Sai Yee Street, Mongkok, Kowloon	1 183	2011
13	Islands	2007/08	Caritas St Paul Secondary School *	CC Lot No 1139, Lung Tsai Tsuen and Peak Road, Cheung Chau, New Territories	6 224	2010
14	Eastern	2007/08	The Building Contractors' Association School	62 Tin Hau Temple Road, Causeway Bay, Hong Kong	6 505	2007
15	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	3 122#	2009
16	Sai Kung	2007/08	Hong Kong Taoist Association Tong Tang Sook Fong Memorial School	Estate Primary School No. 2, Phase II, Tsui Lam Estate, Area 5, Tseung Kwan O, New Territories	4 520#	2009
17	Sham Shui Po	2007/08	Kow Kong Commercial Association School	7 Pui Tak Street, Shamshuipo, Kowloon	1 300	2007
18	Sha Tin	2007/08	Ho Fai Primary School (Sponsored by Sik Sik Yuen)	Yiu On Estate, Ma On Shan, Shatin, New Territories	3 900#	2009

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Year in which the school premises was re-deployed / re-allocated for further educational uses
19	Southern	2007/08	Shue Yan Secondary School *	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552	2007
20	Wan Chai	2007/08	St. Margaret's College *	1E Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong	2 974	2008
21	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau, New Territories	857	2008
22	Kowloon City	2008/09	The Society of Natives of Chaolian Cheung Chuk Shan Memorial School	22 Sheung Heung Road, Tokwawan, Kowloon	1 158	2012
23	Sai Kung	2008/09	Grantham College of Education Past Students' Association Tseung Kwan O Primary School	Estate Primary School 1, Tsui Lam Estate, Phase II, Tseung Kwan O, Area 5, New Territories	4 520#	2008
24	Sai Kung	2008/09	Hang Hou Central Shing Hang Fong Memorial Primary School	1 King Yin Lane, Tseung Kwan O, New Territories	3 534	2012
25	Sai Kung	2008/09	Sam Yuk Middle School *	1111 Clear Water Bay Road, Sai Kung, New Territories	41 300	2010
26	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate, Shatin, New Territories	3 900#	2008
27	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate, Shatin, New Territories	3 626#	2008
28	Sha Tin	2008/09	Caritas Shatin Marden Foundation Secondary School *	18-24 Man Lai Road, Shatin, New Territories	5 007	2009
29	Southern	2008/09	Kwong Yuet Tong Excel Foundation Primary School	3 Wah Lam Path, Wah Fu Estate, Pokfulam, Hong Kong	2 442	2008
30	Wan Chai	2008/09	Hong Kong Sam Yuk Secondary School *	17A Ventris Road, Happy Valley, Hong Kong	2 660	2010
31	Yau Tsim Mong	2008/09	Hong Kong Weaving Mills Association Primary School	189 Prince Edward Road, Mongkok, Kowloon	944	2008
32	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2 600	2010

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Year in which the school premises was re-deployed / re-allocated for further educational uses
33	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	8 333	2010
34	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	4 715	2008 (Note 2)
35	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	5 217#	2011
36	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	4 006#	2011
37	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	3 000#	2009
38	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	1 100	2010
39	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	4 231#	2011

(2) Information on 14 Vacant School Premises Earmarked for Further Educational Uses (Position as at June 2012)

Note 1: The site area of school premises is in general a rough estimate based on records available to the Education Bureau and the figures are for reference only. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority refers to internal floor area of the premises and is marked with (#) in the tables below.

Note 2: The management responsibility of the premises rests with the land allocatee of the site in accordance with respective land lease / conditions.

(Secondary schools are denoted with *)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Government department / Party managing the premises at present (Note 2)
1	North	2006/07	Fung Kai No. 2 Secondary School *	15 Jockey Club Road, Sheung Shui, New Territories	2 823	Allocatee of the site (Private land)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m ²) (Note 1)	Government department / Party managing the premises at present (Note 2)
2	Kowloon City	2007/08	Hung Hom Kaifong Association Primary School	16 Station Lane, Kowloon	418	Allocatee of the site (Private land)
3	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	1 150	Education Bureau
4	Kowloon City	2008/09	Poo Ai Catholic Primary School	5 Dyer Avenue, Hunghom, Kowloon	1 748	Allocatee of the site (Private land)
5	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	3 232#	Housing Department
6	Southern	2008/09	Hong Kong Cheng's Clansmen General Association Cheng Jack Yiu School	Ma Hang Village Phase III, Stanley, Hong Kong	4 860#	Housing Department
7	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	3 540#	Housing Department
8	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	5 484	Education Bureau
9	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	3 054#	Housing Department
10	Tseun Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	3 584#	Housing Department
11	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	3 433#	Housing Department
12	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	3 336#	Housing Department
13	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	1 951	Allocatee of the site (Private land)
14	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	3 117	Allocatee of the site (Private land)

(3) Information on 49 Vacant School Premises Returned ^{Note 1} to the Government for Disposal

Note 1 : Return of the vacant school premises means that the Education Bureau has decided that the vacant school premises are not suitable for further school or other educational uses and has informed the Planning Department and other relevant departments to consider alternative uses in accordance with the prevailing applicable arrangement. Some school premises remain in possession of the private lot owners. Some school premises have been re-allocated for alternative uses after cessation of school operation.

Note 2: Information on the site area is provided by the Planning Department after reviewing information on related sites.

Note 3: As the exact date for the return of some premises cannot be traced from the records available to the Education Bureau, only the years when the schools ceased operation are provided in the table.

Note 4: Respective school premises have been assessed as not suitable for further school or other educational uses and relevant government departments have been informed of the return of these premises prior to cessation of school operation.

@ - School premises under consideration/application or available for other uses.

- School premises let out to non-profit making organisations or allocated to other bureau/department for other uses by Lands Department.

(Secondary schools are denoted with *)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
1	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	2 647	Lands Department @	By 2005
2	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	1 913	Lands Department @	By 2005
3	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	1 315	Partly private land owner, partly Lands Department # (let out for use as a public open square)	By 2005
4	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	1 663	Private land owner	By 2005
5	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	1 411	Partly private land owner, partly Lands Department @	By 2005

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
6	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	706	Lands Department @	By 2007
7	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	2 200	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @	2006
8	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	5 932	Lands Department # (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)	By 2007
9	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	1 854	Lands Department @	By 2005
10	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	1 102	Partly private land owner, partly Lands Department # (let out for community and recreation centre use)	By 2007
11	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	1 600	Lands Department @	By 2005
12	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	370	Lands Department # (let out for temporary club and office use)	By 2007

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
13	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	1 752 (Northern Part) 1 681 (Southern Part)	Southern Part private land owner, Northern Part Lands Department @	2006
14	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun Memorial School	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	5 172	Housing Department	2010
15	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	4 146	Private land owner	2006 (Note 3)
16	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	878	Lands Department @	2006
17	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	16 138	Lands Department @	2006
18	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	2 471	Lands Department @	2006
19	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	13 585	Lands Department @	2006
20	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	4 140	Housing Department	2010
21	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	2 427	Partly private land owner, partly Lands Department @	2006 (Note 3)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
22	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	3 173	Partly private land owner, partly Lands Department @	By 2007
23	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	4 458	Lands Department @	By 2007
24	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	969	Lands Department @	By 2007
25	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	1 536	Private land owner	By 2006 (Note 3)
26	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	3 566	Lands Department @	By 2007
27	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	6 297	Partly private land owner, partly Lands Department @	By 2007
28	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	410	Private land owner	By 2007
29	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	3 067	Lands Department @	By 2006 (Note 3)
30	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	2 720	Lands Department @	By 2007
31	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	419	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @	2011

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
32	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	6 950	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @	2012
33	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	7 768	Private land owner	2006 (Note 4)
34	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	3 897	Government Property Agency (The building is fully occupied by various departments for temporary uses, and a government department is applying to take over the site for its long term proposal.)	2007
35	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	386	Lands Department # (allocated to Housing Department for temporary reprovisioning of a Rural Committee Office)	2007
36	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	7 970	Lands Department @	2009
37	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	1 959	Private land owner	2007 (Note 3)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
38	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	3 766	Partly private land owner, partly Lands Department @	2007 (Note 3)
39	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	3 091	Lands Department @	2006 (Note 4)
40	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	2 361	Housing Department (The premises has already been leased to Occupational Safety and Health Council)	2009
41	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	390	Lands Department # (allocated to the Home Affairs Department for community uses)	2008
42	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	878	Lands Department @	2008 (Note 3)
43	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	2 007	Private land owner	2007 (Note 4)
44	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	3 343	Lands Department # (let out for use as an activity centre)	By 2008
45	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	1 499	Lands Department @	2008 (Note 3)
46	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	947	Private land owner	2009

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m ²) (Note 2)	Government departments / Parties managing the premises at present	Year in which the school premises was returned by EDB for disposal
47	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	6 132	Housing Department (The premises has already been leased to Vocational Training Council)	2009
48	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	3 050	Housing Department	2011
49	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	3 600	Housing Department	2010

- (b) In view of the increasing demand from the community for early identification and disposal of vacant school premises to meet educational and other community needs in recent years, we have already strengthened our existing mechanism with a view to planning well ahead on the use of to-be-vacated premises so that they may be recycled as soon as possible after the schools have ceased operation. Moreover, we have enhanced our liaison with various policy bureaux and departments concerned in order to facilitate early identification of those premises that may not be required for educational use and hence could be released for other uses.

The Education Bureau does not keep statistical data on the breakdown of the average duration of vacancy of the primary and secondary school premises earmarked for educational uses or information on districts with the highest vacancy rate. It is worth noting that the vacancy situation / period of individual school premises is subject to changes from time to time due to various reasons, such as the arrangements for decanting uses and short term uses, the difference in the time and procedures required for different types of use as well as the difference in the physical condition of the premises which leads to different scale of renovations or physical upgrading before the premises may be redeployed, etc.

Since all KGs are privately-run and are mostly in private premises, this Bureau does not have information relating to the duration of vacancy of these KG premises.

- (c) In the 2013/14 school year, there will be a reduction in the number of aided primary schools by two. One is converting to whole-day operation and the other will be closed. For the primary school to be closed in the 2013/14 school year, it is under the policy of the "Consolidation of High Cost and Under-utilized Primary Schools". The policy has been implemented since 2003/04 school year in response to the request of the Public Accounts Committee for action to reduce surplus school places, in particular, in the high cost and under-utilized primary schools. A school failing to meet the threshold for the operation of Primary One class in the Primary One Admission exercise will not be allocated Primary One class in that and the subsequent school years, and will close in the fourth school year normally. The gradual phasing out is to minimize the impact on the pupils who will be affected by the closure of schools.

For the primary school to be closed in the 2013/14 school year, there are 30 students likely to be affected and they will be placed to the aided schools in the same district under the same school sponsoring body. Eight teachers and four non-teaching staff will become redundant.

Teachers in aided schools are employed by respective aided schools through the government subvention. The Education Bureau is not in a position to redeploy them to fill the teaching vacancies in other aided schools. Nonetheless, we have all along been rendering assistance to facilitate redundant teachers of aided primary schools to find teaching posts in other aided schools. For instance, school sponsoring bodies operating more than one school are requested to redeploy their own redundant teachers to fill the available vacancies in schools under their sponsorship. Aided schools are also advised to give priority consideration to redundant teachers in filling the vacant teaching posts. Information on anticipated teaching vacancies obtained from aided schools will be uploaded onto the EDB homepage to facilitate their seeking of employment.

- (d) As at June 2012, the Education Bureau has informed the Planning Department of the return ^{Note 1} of 49 vacant school premises for central re-allocation and consideration of alternative uses. Most of the 49 premises have already been returned to the relevant government departments in accordance with the corresponding lease conditions and established policy for other uses. For individual premises on government land allocated to the Education Bureau, according to the prevailing terms and conditions for use of the sites, the Bureau will hand over the premises to the next user department upon approval by the relevant government departments for the future use of the premises concerned.
(Note 1 : Please refer to Note 1 for table (3) of the reply to (a) ii and iii above.)

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 2.4.2013

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

Reply Serial No.

EDB055

Question Serial No.

0579

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 are numbers of cross-boundary students living in the Mainland commute to attend secondary and primary schools and kindergartens (including child care centres) respectively in Hong Kong every day by district (North District, Tai Po, Yuen Long, Tuen Mun and other districts) in the 2008/09 to 2012/13 school years? What are the estimated numbers of such students in the above districts in the coming three school years (i.e. 2013/14, 2014/15 and 2015/16) respectively?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The distribution of cross-boundary students (CBS) by district and by school level from the 2008/09 to 2012/13 school years is detailed at the Appendix.

The Education Bureau collects the figures of CBS through an annual survey conducted among schools. We are not able to project the numbers of CBS in future school years because such projections would depend on a number of variables such as education policies of the Mainland, measures facilitating CBS at the boundary control points, demographic movements of CBS, parental choices and school places allocation results.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

Number of cross-boundary students by district and by school level from the 2008/09 to 2012/13 school years

	2008/09	2009/10	2010/11	2011/12	2012/13
North:					
a. secondary school	876	1002	1205	1432	1569
b. primary school	3276	3393	3619	3928	4379
c. kindergarten (including child care centre)	1629	2225	2787	3677	4281
Tai Po:					
d. secondary school	92	122	139	182	255
e. primary school	195	199	248	351	669
f. kindergarten (including child care centre)	1	19	29	67	190
Yuen Long:					
g. secondary school	100	111	141	196	246
h. primary school	390	396	513	625	1012
i. kindergarten (including child care centre)	56	210	514	1070	1653
Tuen Mun:					
j. secondary school	10	22	32	43	53
k. primary school	49	82	158	305	578
l. kindergarten (including child care centre)	94	225	454	892	1265
Other districts (Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung)					
m. secondary school	NA	10	21	28	30
n. primary school	NA	20	37	67	111
o. kindergarten (including child care centre)	NA	2	2	2	65

Legend:

NA - No data were collected from schools in the respective districts and school year.

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

EDB056

Question Serial No.

0580

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 is the breakdown of the number of primary school pupils residing in North District, Tai Po, Yuen Long, Tuen Mun and other districts but subject to cross-district schooling by districts (North District, Tai Po, Yuen Long, Tuen Mun and other districts) and by school years from 2009/10 to 2012/13? Apart from that, what is the breakdown of the projected shortfall of primary school places by districts ((North District, Tai Po, Yuen Long, Tuen Mun and other districts) and by school years from 2013/14 to 2018/19?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

We do not have readily available information on the number of primary school students who are attending schools in the district different from where they are living. It is also worth noting that the Primary One Admission (POA) system comprises two stages: Discretionary Places Admission stage and Central Allocation stage. About half of the Primary One (P1) places of every school (i.e. those for Discretionary Places Admission Stage and the three choices of schools under “unrestricted school choices” in the Central Allocation Stage) are not restricted to school nets. When parents select schools for their children, they will take into account a number of considerations such as the education philosophy and curricular characteristics of the school etc, apart from the location of the school. Hence, cross-district schooling may be due to parental choices.

Based on the latest information available, the anticipated shortfall of P1 places in the North District under the POA system for 2013 is less than 1 400. For the school years beyond 2013/14, we expect that the demand for P1 school places will reach its peak between 2016/17 to 2018/19 school years and then progressively decrease to a stable level, on the basis that about 50% of babies born to Mainland women in Hong Kong whose fathers are non-Hong Kong permanent residents have returned to Hong Kong for education during 2006 and 2012. However, it is difficult to predict accurately the actual numbers of such babies who would settle in Hong Kong and if so, when, and their distribution by district. An assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year.

The demand for school places arising from return of Type II babies (born to Mainland women in Hong Kong and whose fathers are non-permanent residents of Hong Kong), including cross-boundary students, will decrease in a few years because of the “zero delivery quota” policy for expectant Mainland mothers whose husbands are not Hong Kong residents since 2013. We will closely monitor the future demand for education in Hong Kong as well as changes in the supply and demand of school places in individual districts. We will adopt flexible measures to increase the supply of places in individual districts, if necessary, during this transient period, including borrowing school places from other districts, making use of unused classrooms and converting rooms originally designed for other purposes into additional classrooms, possible use of vacant school premises suitable for school use, and allocating more students to each class.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB057

Question Serial No.

0581

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 respective total expenditures on education for the past three years (2010-11, 2011-12 and 2012-13)? 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 their percentages to the Gross Domestic Product (GDP) of Hong Kong in the respective years and the year-on-year percentage changes of the provisions?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The total expenditure on education for 2010-11 to 2012-13 is as follows:

Financial year	\$ million
2010-11 Actual	60,719
2011-12 Actual	67,891
2012-13 Revised Estimate	77,799

The actual expenditure / provisions for pre-primary, primary, secondary and tertiary education and their percentages to GDP in 2010-11 to 2013-14 are as follows:

	2010-11 Actual		2011-12 Actual			2012-13 Revised Estimate			2013-14 Estimate		
	Amount	% of GDP	Amount	% Change over 2010-11	% of GDP	Amount	% Change over 2011-12	% of GDP	Amount	% Change over 2012-13	% of GDP
	\$ million	%	\$ million	%	%	\$ million	%	%	\$ million	%	%
Pre-primary	2,429	0.13%	2,639	+8.6%	0.13%	2,891	+9.5%	0.14%	3,310	+14.5% ¹	0.15%
Primary	12,451	0.68%	12,662	+1.7%	0.65%	13,745	+8.6%	0.67%	13,943	+1.4%	0.65%
Secondary	21,340	1.17%	22,797	+6.8%	1.16%	23,663	+3.8%	1.16%	23,744	+0.3%	1.10%
Tertiary Education ²	17,550	0.97%	22,419	+27.7% ³	1.15%	30,394	+35.6% ⁴	1.49%	21,994	-27.6% ⁴	1.02%

GDP (\$ million) ⁵	1,817,743	1,957,056	2,040,104	2,152,300
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Notes:

- 1 The increase is mainly due to increase in the fee subsidy rate and in the number of students joining the Pre-primary Education Voucher Scheme (PEVS), as well as the provision of an additional one-off grant for kindergartens under PEVS to improve their school premises and teaching facilities.
- 2 Expenditure on tertiary education covers provision for post-secondary education (excluding vocational education and Project Yi Jin / Yi Jin Diploma programme) and related student financial assistance schemes administered by the Student Financial Assistance Agency.
- 3 The increase is mainly due to the set-up of the Self-financing Post-secondary Education Fund (\$2.5 billion) and higher capital works expenditure (\$2.1 billion).
- 4 The increase in 2012-13 is mainly due to one-off injections into various funds totalling \$7 billion, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). These injections were completed in 2012-13 and hence the decrease in expenditure in 2013-14.
- 5 The figures for 2010-11 and 2011-12 are financial-year-based, while the figures for 2012-13 and 2013-14 are calendar-year-based. The latter are subject to revision by the Census & Statistics Department.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB058**

Question Serial No.

0582

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:

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2010/11, 2011/12 and 2012/13 school years, what were the respective numbers of half-day and whole-day kindergartens? Among the students participating in the PEVS in the same period, what were the respective numbers of students attending half-day and whole-day kindergartens? How many half-day and whole-day kindergartens joining the PEVS in the same period were approved to increase their school fees? What were the highest, lowest and average rates of increase? What were the amounts of school fees before and after the increase?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The numbers of kindergartens (KGs) with half-day (HD) and whole-day (WD) KG classes among those non-profit-making KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2010/11, 2011/12 and 2012/13 school years are as follows:

	2010/11	2011/12	2012/13
with HD classes only	149	140	129
with both HD and WD classes	381	387	383
with WD classes only	227	224	223

The numbers of students under the PEVS attending HD and WD KG classes in KGs participating in the PEVS in the 2010/11, 2011/12 and 2012/13 school years are as follows:

	2010/11 (Note 1)	2011/12 (Note 1)	2012/13 (Note 2)
attending HD classes	86 800	89 600	87 539
attending WD classes	36 100	39 500	41 833

Note 1: Position as at end of the respective 2010/11 and 2011/12 school year.

Note 2: Provisional figures as at mid-September 2012. These figures refer to the total enrolment in these KGs. The actual number of students under the PEVS would be available at the end of the school year.

The numbers of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, the highest, lowest, average rate of increase and the amounts of school fees before and after the increase in the 2010/11, 2011/12 and 2012/13 school years are as follows:

		2010/11		2011/12		2012/13	
Session		WD	HD	WD	HD	WD	HD
Number of NPM KGs under the PEVS with school fees increased		375	317	405	343	436	382
KG with the highest rate of increase							
Rate of increase		27.0%	33.0%	30.3%	53.0%	34.9%	26.0%
School fee	Before increase	\$22,000	\$10,978	\$15,840	\$10,385	\$32,292	\$20,000
	After increase	\$27,940	\$14,630	\$20,640	\$15,905	\$43,560	\$25,200
KG with the lowest rate of increase							
Rate of increase		0.006%	0.005%	0.07%	0.05%	0.03%	0.40%
School fee	Before increase	\$30,998	\$20,416	\$30,000	\$20,900	\$35,016	\$22,510
	After increase	\$31,000	\$20,417	\$30,020	\$20,911	\$35,028	\$22,600
The rate of increase of the weighted average fee							
Rate of increase		3.1%	3.9%	4.3%	4.3%	4.1%	4.1%
Weighted average fee	Before increase	\$29,300	\$18,000	\$30,200	\$18,700	\$31,500	\$19,500
	After increase	\$30,200	\$18,700	\$31,500	\$19,500	\$32,800	\$20,300

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB059**

Question Serial No.

2953

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:

What were the numbers of private independent kindergartens not joining the Pre-primary Education Voucher Scheme in the 2010/11, 2011/12 and 2012/13 school years respectively and their percentage share in the total number of kindergartens in Hong Kong? What were the numbers of students and teachers in these kindergartens and their percentage share in the total numbers of kindergarten students and teachers during those school years?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The respective number of local private independent kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) in the 2010/11, 2011/12 and 2012/13 school years and their percentage share (%) in the total number of KGs in Hong Kong and the numbers of students and teachers in these KGs and their % in the total numbers of KG students and teachers during those school years are as follows:

Local PI KGs not joining the PEVS	2010/11	2011/12	2012/13
Number and % (in brackets) of KGs	96 (10.1%)	93 (9.8%)	104 (10.9%)
Number and % (in brackets) of students	16 348 (11.0%)	18 131 (11.5%)	19 378 (11.8%)
Number and % (in brackets) of teachers	1 145 (11.0%)	1 261 (11.4%)	1 375 (11.6%)

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

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

EDB060

Question Serial No.

2954

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:

What were the respective percentages of teachers holding a certificate in early childhood education or above in non-profit-making kindergartens and private independent kindergartens in the past 3 school years (i.e. 2010/11, 2011/12 and 2012/13 school years) and their respective wastage rates?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The percentages of kindergarten teachers holding Certificate in Early Childhood Education or above in non-profit-making kindergartens in the past three school years (i.e. 2010/11, 2011/12 and 2012/13 (Note 1)) were 71.6%, 79.9% and 86.8% respectively. The wastage rates (Note 2) of kindergarten teachers holding Certificate in Early Childhood Education or above in these kindergartens in the same period were 4.4%, 5.0% and 5.6% respectively.

For private independent kindergartens, the percentages of kindergarten teachers holding Certificate in Early Childhood Education or above in the past three school years (i.e. 2010/11, 2011/12 and 2012/13 (Note 1)) were 53.6%, 61.5% and 70.3% respectively. The wastage rates (Note 2) of kindergarten teachers holding Certificate in Early Childhood Education or above in these kindergartens in the same period were 7.7%, 7.2% and 8.2% respectively.

Note 1: The figures of the 2012/13 school year are provisional.

Note 2: Wastage rate refers to the percentage of teachers of the previous school year who did not serve in kindergartens/kindergarten-cum-child care centres in the 12-month period prior to mid-September of the respective school years.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB061**

Question Serial No.

2955

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 operating scale of kindergartens, what are the respective median numbers of enrolment in the group of kindergartens joining the Pre-primary Education Voucher Scheme and the group that didn't join in each of the past 3 years (i.e. the 2010/11, 2011/12 and 2012/13 school years)? What are the respective highest and lowest numbers of enrolment in these groups?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The respective median numbers, highest numbers and lowest numbers of enrolment in the group of kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the group not joining the PEVS in the 2010/11, 2011/12 and 2012/13 school years are as follows:

KGs joining the PEVS (Note)	2010/11 school year	2011/12 school year	2012/13 school year
The median enrolment	116	124	134
The highest enrolment	1 370	1 434	1 383
The lowest enrolment	7	17	14

KGs not joining the PEVS (Note)	2010/11 school year	2011/12 school year	2012/13 school year
The median enrolment	132	158	183
The highest enrolment	1 445	1 456	1 447
The lowest enrolment	1	3	3

Note: Figures refer to the total enrolment position in KG classes as at September of the respective school years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB062

Question Serial No.

3138

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:

It is stated that a committee will be set up in 2013-14 to examine the feasibility of free kindergarten education and recommend specific proposals to enable all children to have access to quality kindergarten education. An additional one-off grant will also be provided to help kindergartens under the Pre-primary Education Voucher Scheme improve their school premises and teaching facilities. Please provide the details of the plan, the number of kindergartens and students benefitted the timetable of the study and so on. Also, what are the additional manpower and expenditure involved on the implementation of free kindergarten education?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee. As how to take forward free KG education has yet to be worked out, we are unable to provide the estimated increase in manpower and expenditure for the purpose at this stage.

A one-off grant will be provided for all KGs joining the Pre-primary Education Voucher Scheme (PEVS) to improve the teaching and learning environment and facilities through improvement works and procurement of furniture and learning resources, etc. with a view to enhancing the teaching and learning effectiveness of KGs. Subject to the approval of the Finance Committee of the Legislative Council, we will disburse the grant to all KGs under the PEVS in the 2013/14 school year. As the KGs eligible for joining the PEVS in the 2013/14 school year have not yet been finalised, the actual numbers of KGs and students benefitted from the one-off grant are not available at the moment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB063

Question Serial No.

3139

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 18 districts of the respective numbers of international school places, students enrolled and vacancies at primary and secondary levels. Also, please provide the additional numbers of international school places at primary and secondary levels expected to be available in each district in the next three years (2013/14, 2014/15 and 2015/16 school years).

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places, students enrolled, and vacancies by level and by district in which the international schools are located is set out at Annex for illustration purpose. Situation varies among individual schools because of a number of factors including choice of parents in respect of the quality, geographical location, curriculum, religious or cultural background of the schools, as well as whether vacancies are available at the grade levels in demand.

We expect that the provision of additional international school places through the latest School Allocation Exercises on greenfield sites and vacant school premises will gradually materialize in the coming few years. Together with known expansion plans of some existing international schools, it is projected that around 2 500 additional places will be available between 2013/14 and 2015/16 school years. It is however worth noting that the future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment and progress of the construction works involved.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

**Number of international school places,
number of students enrolled and vacancies in 2012/13**

	Number of places		Number of students enrolled		Vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Hong Kong						
Central & Western	1 506	2 211	1 407	2 045	99	166
Wan Chai	1 620	1 087	1 575	935	45	152
Eastern	3 872	3 129	3 267	2 435	605	694
Southern	4 413	5 802	4 189	5 290	224	512
<i>Sub-total</i>	<i>11 411</i>	<i>12 229</i>	<i>10 438</i>	<i>10 705</i>	<i>973</i>	<i>1 524</i>
Kowloon						
Yau Tsim Mong	0	0	0	0	0	0
Sham Shui Po	450	100	450	79	0	21
Kowloon City	4 088	3 272	3 552	2 923	536	349
Wong Tai Sin	0	0	0	0	0	0
Kwun Tong	560	0	384	0	176	0
<i>Sub-total</i>	<i>5 098</i>	<i>3 372</i>	<i>4 386</i>	<i>3 002</i>	<i>712</i>	<i>370</i>
New Territories						
Sai Kung	720	0	717	0	3	0
Sha Tin	900	1 224	897	1 212	3	12
Tai Po	1 475	0	1 114	0	361	0
North	0	240	0	207	0	33
Yuen Long	123	0	65	0	58	0
Tuen Mun	442	289	406	251	36	38
Tsuen Wan	0	0	0	0	0	0
Kwai Tsing	0	0	0	0	0	0
Island	961	198	821	153	140	45
<i>Sub-total</i>	<i>4 621</i>	<i>1 951</i>	<i>4 020</i>	<i>1 823</i>	<i>601</i>	<i>128</i>
Total (rounded to the nearest 100)	21 100	17 600	18 800	15 500	2 300	2 000

Notes:

- (1) Figures do not include special schools. International schools include English Schools Foundation schools but exclude special schools.
- (2) Figures refer to position as at September 2012.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB064**

Question Serial No.

3140

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:

What were the accumulated surpluses from aided secondary and primary schools respectively in each of the years from 2009-10 to 2011-12? Among these aided secondary and primary schools, what were the largest and smallest amounts of surpluses accumulated (and in terms of number of months' expenditure of the schools concerned) respectively? And what was the total accumulated surplus of the publicly-funded universities in each of the years in the same period?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

To provide schools with greater flexibility in the use of funding, aided primary and secondary schools are allowed to retain surplus balance up to twelve months' provision of their recurrent subvention - Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools. The OEBG/EOEBG cumulative surpluses at the end of 2009/10 and 2010/11 school years are tabulated below. Information for 2011/12 school year is not yet available.

	Aided Primary		Aided Secondary	
OEBG/EOEBG cumulative surplus at the end of school year	2009/10	2010/11	2009/10	2010/11
Largest surplus	\$4.6 million (around 9.7 months' expenditure of the school concerned)	\$4.2 million (around 9.2 months' expenditure of the school concerned)	\$6.8 million (around 9.9 months' expenditure of the school concerned)	\$6.2 million (around 11.9 months' expenditure of the school concerned)
Surplus in terms of number of months' expenditure - highest	14.5 months ^{Note} (equivalent to 12 months' provision of the school concerned)	15.0 months ^{Note} (equivalent to 12 months' provision of the school concerned)	14.1 months ^{Note} (equivalent to 12 months' provision of the school concerned)	14.2 months ^{Note} (equivalent to 11.4 months' provision of the school concerned)
Smallest surplus	\$0	\$0	\$0	\$0

	Aided Primary		Aided Secondary	
OEBG/EOEBG cumulative surplus at the end of school year	2009/10	2010/11	2009/10	2010/11
Median surplus	\$1.2 million	\$1.2 million	\$2.7 million	\$2.7 million
Median surplus in terms of number of months' expenditure	4.8 months	4.7 months	5.9 months	5.7 months

Note : The respective school's actual annual expenditure is less than its provision of recurrent subvention for the year.

The University Grants Committee (UGC)-funded reserves of the eight UGC-funded institutions from the 2009/10 to 2011/12 academic years are as follows:

Academic year	2009/10	2010/11	2011/12
UGC-funded Reserves	\$7,965 million	\$8,845 million	\$8,219 million

Note: UGC-funded reserves consist of the General and Development Reserve Fund (GDRF) and matching grants to the institutions.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 21.3.2013

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

EDB065

Question Serial No.

3254

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 a breakdown by the following school type of the number of schools, school places and students enrolled as well as their percentages in the total numbers of the respective school type in each of the past three school years (i.e. 2010/11, 2011/12 and 2012/13):

- a. kindergarten (including kindergarten-cum-child care centre): non-profit-making, private independent;
- b. primary school: government, subsidised, Direct Subsidy Scheme, private, international;
- c. secondary school: government, subsidised, caput, private, international.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Number of Kindergartens, Places, Students and Percentage Shares in Kindergartens by Type, 2010/11 - 2012/13
Appendix 2	Number of Schools, Places, Students and Percentage Shares in Primary Schools by Sector, 2010/11 - 2012/13
Appendix 3	Number of Schools, Places, Students and Percentage Shares in Secondary Day Schools by Sector, 2010/11 - 2012/13

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 19.3.2013

Number of Kindergartens (KG), Places, Students and Percentage Shares in Kindergartens by Type, 2010/11 - 2012/13

Type	2010/11						2011/12						2012/13					
	KGs	%	Places	%	Students	%	KGs	%	Places	%	Students	%	KGs	%	Places	%	Students	%
Non-profit making	805	84.6%	163 165	86.0%	128 742	86.4%	799	84.5%	164 825	85.2%	134 888	85.7%	795	83.1%	166 165	84.1%	139 918	84.9%
Private Independent	146	15.4%	26 563	14.0%	20 198	13.6%	147	15.5%	28 538	14.8%	22 545	14.3%	162	16.9%	31 388	15.9%	24 846	15.1%
All KGs	951	100.0%	189 728	100.0%	148 940	100.0%	946	100.0%	193 363	100.0%	157 433	100.0%	957	100.0%	197 553	100.0%	164 764	100.0%

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September of the respective years.
 - (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.

Number of Schools, Places, Students and Percentage Shares in Primary Schools by Sector, 2010/11 - 2012/13

Sector	2010/11						2011/12						2012/13					
	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%
Government	34	5.9%	23 188	6.6%	22 448	6.8%	34	6.0%	22 233	6.5%	21 615	6.7%	34	6.0%	21 429	6.4%	20 972	6.6%
Aided	428	74.8%	260 949	74.5%	252 893	76.4%	423	74.5%	250 780	73.5%	244 003	75.6%	421	74.0%	242 451	72.6%	237 555	74.8%
DSS	21	3.7%	14 241	4.1%	13 480	4.1%	21	3.7%	15 288	4.5%	14 082	4.4%	21	3.7%	15 438	4.6%	14 275	4.5%
Private	49	8.6%	32 559	9.3%	24 892	7.5%	50	8.8%	32 840	9.6%	25 092	7.8%	52	9.1%	33 344	10.0%	25 796	8.1%
International	40	7.0%	19 364	5.5%	17 399	5.3%	40	7.0%	20 063	5.9%	18 089	5.6%	41	7.2%	21 130	6.3%	18 844	5.9%
All Sectors	572	100.0%	350 301	100.0%	331 112	100.0%	568	100.0%	341 204	100.0%	322 881	100.0%	569	100.0%	333 792	100.0%	317 442	100.0%

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September of the respective years.
 - (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

DSS : Direct Subsidy Scheme

Number of Schools, Places, Students and Percentage Shares in Secondary Day Schools by Sector, 2010/11 - 2012/13

Sector	2010/11						2011/12						2012/13					
	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%
Government	32	6.0%	30 478	6.3%	28 659	6.4%	32	6.1%	32 484	6.2%	29 798	6.4%	32	6.2%	28 850	6.1%	26 313	6.3%
Aided	366	68.7%	368 072	75.7%	344 552	76.6%	365	69.7%	396 668	76.0%	359 310	76.9%	362	69.7%	355 585	75.5%	318 624	76.1%
Caput	4	0.8%	3 716	0.8%	3 519	0.8%	3	0.6%	3 484	0.7%	3 285	0.7%	3	0.6%	3 196	0.7%	2 914	0.7%
DSS	62	11.6%	55 926	11.5%	49 982	11.1%	63	12.0%	62 396	12.0%	52 319	11.2%	61	11.8%	57 779	12.3%	48 985	11.7%
Private	42	7.9%	11 143	2.3%	8 564	1.9%	34	6.5%	9 748	1.9%	7 467	1.6%	32	6.2%	8 002	1.7%	6 421	1.5%
International	27	5.1%	16 651	3.4%	14 461	3.2%	27	5.2%	16 867	3.2%	14 908	3.2%	29	5.6%	17 552	3.7%	15 530	3.7%
All Sectors	533	100.0%	485 986	100.0%	449 737	100.0%	524	100.0%	521 647	100.0%	467 087	100.0%	519	100.0%	470 964	100.0%	418 787	100.0%

- 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 of the respective years.
 - (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

DSS : Direct Subsidy Scheme

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB066**

Question Serial No.

3282

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 were the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past three academic years (i.e. 2010/11 to 2012/13) and what are the expected ratios in the 2013/14 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 the sub-degree (SD), undergraduate degree (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts, Vocational Training Council and self-financing institutions in the 2010/11, 2011/12 and 2012/13 academic years are as follows –

Local/non-local student ratio	2010/11		2011/12		2012/13 [#]	
	Local	Non-local	Local	Non-local	Local	Non-local
<i>UGC-funded programmes</i>						
SD programmes	99.9%	0.1%	100.0%	0% ^{&}	100.0%	0% ^{&}
Ug programmes	90.3%	9.7%	89.9%	10.1%	89.0%	11.0%
TPg programmes	98.2%	1.8%	97.6%	2.4%	97.5%	2.5%
RPg programmes*	31.8%	68.2%	27.5%	72.5%	24.3%	75.7%
<i>Non-UGC-funded programmes</i>						
SD programmes	99.3%	0.7%	99.2%	0.8%	99.2%	0.8%
Ug programmes	96.9%	3.1%	96.4%	3.6%	96.6%	3.4%
Postgraduate (Pg) programmes	63.2%	36.8%	61.8%	38.2%	59.4%	40.6%

Notes:

Provisional figures.

& Figure less than 0.05%.

* 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/places among all non-local students in UGC-funded institutions, the Hong Kong Academy for Performing Arts, Vocational Training Council and self-financing institutions in the 2010/11, 2011/12 and 2012/13 academic years are as follows –

Level of study	Place of origin [@]	2010/11	2011/12	2012/13 [#]
<i>UGC-funded programmes</i>				
SD programmes	The Mainland of China	40.0%	0%	0%
	Other Asian countries/places [^]	20.0%	50.0%	100.0%
Ug programmes	The Mainland of China	82.9%	77.5%	75.2%
	Other Asian countries/places	12.9%	17.9%	20.8%
TPg programmes	The Mainland of China	66.2%	63.2%	66.0%
	Other Asian countries/places	18.5%	19.5%	20.2%
RPg programmes*	The Mainland of China	91.7%	90.2%	88.8%
	Other Asian countries/places	4.9%	5.9%	6.5%
<i>Non-UGC-funded programmes</i>				
SD programmes	The Mainland of China	94.9%	91.5%	92.4%
	Other Asian countries/places	2.3%	2.9%	1.7%
Ug programmes	The Mainland of China	93.9%	77.8%	82.8%
	Other Asian countries/places	2.2%	1.4%	2.2%
Pg programmes	The Mainland of China	73.8%	78.7%	75.9%
	Other Asian countries/places	11.9%	10.6%	8.6%

Notes:

@ Place of origin refers to the nationality of non-local students.

Provisional figures.

* Research postgraduate figures include only students funded by UGC within their normal study periods.

[^] Other Asian countries/places include Korea, Malaysia, Taiwan, India, Macau, etc. Figures do not add up to 100% as they do not include non-local students from non-Asian countries/places.

As the student recruitment process for the 2013/14 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 2013/14 academic year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB067

Question Serial No.

2357

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:

As mentioned in paragraph 74 of the Budget Speech, the Government would inject an additional \$480 million into the HKSAR Government Scholarship Fund for 20 outstanding local students to study in prestigious overseas universities. In this connection, will the Bureau provide the following information:

- What are the specific details, selection procedures and implementation timetable of the scheme and the areas covered under it?
- What are the selection criteria of the scheme? Please define an outstanding student and a prestigious overseas university.
- Have certain prestigious overseas universities been selected? If so, please provide a list of those universities.
- Will arrangements be made for them to study in renowned universities in Hong Kong? If not, what are the reasons?

Asked by: Hon. CHIANG Lai-wan

Reply:

a) The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. Each applicant can only pursue one qualification in each application for the proposed scholarship, with the exception of an applicant pursuing a bachelor degree programme plus a postgraduate diploma/certificate in education in one single application for the proposed scholarship. Pursuing a higher degree may also be considered provided that the programme of study is relevant to teaching in local schools.

With the proposed injection of \$480 million into the HKSAR Government Scholarship Fund (GSF) and an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. The estimated expenditure for the new cohort of awardees will be about \$6 million each year.

Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme up to a maximum of 5 years to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned, etc. Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and 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. 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. We plan to

make available the proposed scholarship for the first cohort of awardees in the 2014/15 school year.

We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

b) & c) Students with outstanding academic achievements may apply for the proposed scholarship. Selection will be based on the applicants' merit and their choice of universities and study programmes. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

d) The proposed scholarship aims at attracting talents who intend to study in prestigious universities outside Hong Kong to return to Hong Kong to join the teaching profession upon graduation. For outstanding students who intend to study in local universities, there are other scholarships available to them.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB068

Question Serial No.

2368

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:

Paragraph 75 of the Budget Speech reads "Hong Kong is an international city. Our people should possess good language proficiency. The Language Fund set up in 1994 provides financial support for projects and activities aimed at promoting bi-literacy and tri-lingualism among our people, including programmes to support non-Chinese speaking students in learning Chinese. I propose to inject \$5 billion into the Language Fund to facilitate its longer term planning." What are the details of the specific plan? What is the estimated number of non-Chinese speaking students benefited in total?

Asked by: Hon. CHIANG Lai-wan

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB069

Question Serial No.

3298

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 Administration continue to promote the 6 industries where Hong Kong enjoys clear advantages? If yes, what amount of provision will be allocated to these 6 industries? What is the specific plan? Please provide the information for each of them in table form.

Asked by: Hon. CHUNG Kwok-pan

Reply:

In recent years, we have implemented/planned to implement a series of measures to develop Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of facilitating measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the HKSAR 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 as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation. In the 2011/12 academic year, about 21 000 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies.

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 –

- (i) Land Grant Scheme (LGS) – The LGS provides land at nominal premium or vacant school premises at nominal rent respectively to non-profit-making self-financing post-secondary institutions for the operation of quality self-financing full-time locally-accredited post-secondary programmes. Since the launch of the LGS in 2002, 10 sites and five vacant school premises have been granted;
- (ii) Start-up Loan Scheme (SLS) – The SLS provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$6.2 billion have been approved. We have expanded the ambit of the SLS in 2012 to provide financial support for the development of student hostels for students of full-time self-financing locally-accredited undergraduate and research postgraduate programmes;
- (iii) The Self-financing Post-secondary Education Fund (SPEF) – The SPEF was set up in November 2011 with an initial commitment of \$2.5 billion. An additional injection of \$1 billion was made in August 2012. The SPEF is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the

quality of self-financing post-secondary education;

- (iv) Qualifications Framework Support Schemes (QFSS) – The QFSS includes a number of financial assistance schemes to encourage and assist education providers in seeking accreditation of their programmes;
- (v) Research Endowment Fund - In 2012-13, we injected \$5 billion into the Research Endowment Fund. We have earmarked \$3 billion in this Fund to support the self-financing degree sector in enhancing its academic and research development; and
- (vi) Sixth Matching Grant Scheme (MGS) – We have launched the \$2.5 billion Sixth MGS to help tertiary institutions tap more funding sources to further consolidate their development, improve the quality of education and foster a philanthropic culture. The Sixth MGS covers all statutory and approved post-secondary institutions, and has a floor of \$60 million for matching by each institution as a guaranteed minimum over the two-year period to help post-secondary institutions with less fund-raising experience.

We will ensure the effective implementation of the abovementioned measures with a view to enhancing Hong Kong's status as a regional education hub.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 27.3.2013

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

EDB070

Question Serial No.

0433

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 following information:

- a. The Estimates show that the Administration incurred an expenditure of \$2.169 billion in implementing the Pre-primary Education Voucher Scheme (PEVS) in 2012-13. If free pre-primary education is to be fully implemented, has the Administration ever assessed the increase in expenditure as compared to the expenditure on PEVS?
- b. In the past 3 years (i.e. 2010/11 to 2012/13 school year), how many children in Hong Kong did not receive any pre-primary education before attending primary one?

Asked by: Hon. CHUNG Shu-kun, Christopher

Reply:

- a. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free kindergarten (KG) education and recommend specific and practicable proposals to implement free KG education. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. As such, we are unable to provide the estimated expenditure for implementing free KG education at this stage.
- b. Pre-primary education is not a pre-requisite for children's admission to primary one. Hence, EDB does not have statistics on the number of children in Hong Kong who did not receive any pre-primary education before attending primary one. That notwithstanding, it is noted that the gross enrolment ratios of participation in KG education in the past 3 years (i.e. 2010/11 to 2012/13 school year) are over 100%.

Note:

1. Gross enrolment ratio 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 KG level refers to children of 3-5 years old.
(Source of population figures: Census and Statistics Department)

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB071

Question Serial No.

0814

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 following information:

- a. It was proposed in paragraph 74 of the Budget Speech that an additional \$480 million would be injected into the HKSAR Government Scholarship Fund to allow outstanding students to take degree courses or teacher training programmes in prestigious overseas universities, on the condition that they have undertaken to teach in Hong Kong upon graduation. How will the Administration ensure that these elite students can cope with the professional work as teachers after returning home upon graduation?
- b. As most currently serving teachers hold a diploma or degree in education, must those students intending to return to teach in Hong Kong upon graduation also obtain a local diploma in education after returning home, before they can teach in Hong Kong?

Asked by: Hon. CHUNG Shu-kun, Christopher

Reply:

- a. Selection of awardees will be based on the applicants' merit and their choice of universities and study programmes. When determining their merit, we will assess the applicants' academic achievements, commitment to education as well as suitability for the teaching profession. This selection mechanism will ensure that applicants selected for the award of the scholarship are not only outstanding, but also have the aptitude for and an interest in joining the teaching profession. Through the study programmes, these awardees will normally acquire subject knowledge and skills required for teaching. For new teachers, irrespective of whether they are local or overseas graduates, induction and mentoring support programmes will be provided by the Education Bureau and schools respectively to enable them to settle in quickly in the school environment.
- b. If the awardees only acquire a degree qualification under the scholarship, they can still return to Hong Kong and teach as a permitted teacher. However, they will have to pursue a teacher training qualification on a part-time basis in a local institution while teaching.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB072

Question Serial No.

2353

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 Bureau on implementing the "Moral and National Education subject", please inform us of –

- (a) the expenditure incurred on implementing the "Moral and National Education subject" and the staff establishment in the past three years (i.e. 2010-11, 2011-12 and 2012-13);
- (b) the expenditure incurred by the Bureau on publicity for the "Moral and National Education subject" from 1 July 2012 to 31 December 2012. How many television commercials have been placed? How many print advertisements have been taken out?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

- (a) The Moral and National Education Support Grant, as a one-off cash grant of \$530,000, was disbursed to each of the public sector schools and Direct Subsidy Scheme schools in August 2012. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. The Grant can be used on any activities relevant to any elements of the MNE curriculum (including anti-drug and values education based on the SSBs' and schools' mission, etc) until the Grant is fully used up. There was no such provision for 2010-11 and 2011-12. There are a total of 12 Curriculum Development Officers and Project Officers of various ranks in the Moral, Civic and National Education (MCNE) Section in the Curriculum Development Institute. They are mainly responsible for curriculum development work relating to values education (e.g. sex education, moral education, life education) in primary and secondary schools, on top of the work related to moral, civic and national education. In other words, the manpower provision for the implementation of the MNE curriculum is absorbed by the existing manpower provision of the MCNE Section.
- (b) The expenditure for the publicity of the Moral and National Education subject from 1 July 2012 to 31 December 2012 was \$0.63 million. No television commercials have been placed nor have print advertisements been taken out.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB073**

Question Serial No.

2970

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

Programme: (1) Director of Bureau's Office
(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:

What were the expenditures on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity in the past five years (i.e. 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13)? Please provide details in the table below -

Dates of duty visits outside Hong Kong	Reasons for visits	No. of entourage	Hotel accommodation and expenditure	Fare class of air ticket and price	Total expenditure

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The expenditures on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity in the past five years (i.e. 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13) with breakdowns of expenditure on hotel accommodation and flight ticket are at Annex.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Date of duty visit outside Hong Kong	Reasons for visits	No. of entourage	Hotel accommodation expenditure^{Notes} (A)	Flight ticket expenditure (B)	Total expenditure (A) + (B)
2008-09					
8 duty visits	<ul style="list-style-type: none"> goodwill visits to Finland, Norway, Canada and Mainland cities to exchange views on education development to attend an international education forum in Australia to attend APEC Education Ministerial meeting in Peru to put in place a mechanism for the smooth running of the student exchange programmes on the Mainland to attend a ceremonial function in the Mainland visit to Sichuan on the planning of re-construction after earthquake 	2 - 5	\$229,900	\$632,210	\$862,110
2009-10					
3 duty visits	<ul style="list-style-type: none"> to lead a delegation of education professionals and sector representatives for professional exchange in Beijing to attend an international education forum in Singapore 	6 - 29	\$50,700	\$186,080	\$236,780

Date of duty visit outside Hong Kong	Reasons for visits	No. of entourage	Hotel accommodation expenditure^{Notes} (A)	Flight ticket expenditure (B)	Total expenditure (A) + (B)
	<ul style="list-style-type: none"> to lead a delegation of students and teachers to Beijing under the Mainland exchange programme 				
2010-11					
3 duty visits	<ul style="list-style-type: none"> to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Malaysia, Indonesia, Korea and Japan to lead a delegation of students and teachers visiting the World Expo 2010 Shanghai China 	3 - 8	\$30,380	\$153,300	\$183,680
2011-12					
3 duty visits	<ul style="list-style-type: none"> goodwill visit to Vietnam and Brunei to enhance collaboration on education front to lead a delegation of students and teachers to commemorate the 100th anniversary of the 1911 Revolution in Wuhan to lead an exchange tour of students and teachers to Sichuan and to officiate at the ceremony on the 	3 - 5	\$51,100	\$97,000	\$148,100

Date of duty visit outside Hong Kong	Reasons for visits	No. of entourage	Hotel accommodation expenditure ^{Notes} (A)	Flight ticket expenditure (B)	Total expenditure (A) + (B)
	pairing up of Hong Kong and Sichuan schools				
2012-13					
4 duty visits	<ul style="list-style-type: none"> courtesy call on the Ministry of Education in Beijing to attend a ceremonial function in the Mainland to attend an education forum in the United Kingdom to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the United States of America 	2 - 5	\$72,300	\$895,600	\$967,900

Notes:

- (i) Overseas subsistence allowance provided to participating officials for self-arrangements of accommodation is not included.
- (ii) Hotel accommodation cost of certain duty visits was partially sponsored by the hosting government.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB074**

Question Serial No.

3105

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 departmental records management work over the past 3 years (up to 2012):

1. Please provide information on the number and rank of officers designated to perform records management work. If there is no officer designated for such work, please provide information on the number of officers and the hours of work involved in records management duties, and the records management duties they have to undertake;
2. Please list in the table below information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal;

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents

3. Please list in the table below information on programme and administrative records which have been transferred to the GRS for retention;

Category of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents

4. Please list in the table below information on records which have been approved for destruction by the GRS.

Category of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents

Asked by: Hon. HO Sau-lan, Cyd

Reply:

1. Information on officers performing records management work over the past 3 years (from 2010 to 2012) is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at senior professional officer level, assisted by 15 Assistant Departmental Records Managers (ADRM)s at professional officer level, have been designated to establish and implement a comprehensive departmental records management programme for the Bureau. A directorate officer has also been designated to oversee the subject.

During the past three years (from 2010 to 2012), around 290 staff members involving managerial, executive, clerical and secretarial officers in various divisions of the Bureau were engaged in records management duties and among them, 18 clerical and secretarial staff members were fully deployed on such duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal over the past 3 years (from 2010 to 2012) is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents
Programme records	1946 - 2012	4 458 records and 260.96 linear metres	1 year to 14 years	42 records are confidential documents
Administrative records	1963 - 2012	6 407 records and 323.69 linear metres	1 year to 7 years	20 records are confidential documents

3. Information on programme and administrative records which have been transferred to the GRS for retention over the past 3 years (from 2010 to 2012) is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents
Programme records	1979 - 2009	24 records and 1.00 linear metres	2010 - 2011	Permanent retention	No
Administrative records	1955 - 1998	4 records and 0.25 linear metres	2010 - 2011	4 years to permanent retention	No

4. Information on records which have been approved for destruction by the GRS over the past 3 years (from 2010 to 2012) is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Years in which the records were transferred to the GRS	Number of years of retention of the records as appraised by the GRS	Are they confidential documents
Programme records	1960 - 2011	85 283 records and 2 197.24 linear metres	2006 - 2011	1 year to 10 years	897 records are confidential documents
Administrative records	1960 - 2010	6 879 records and 407.03 linear metres	2008 - 2012	2 years to 7 years	11 records are confidential documents

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB075

Question Serial No.

2130

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 the data from 2008-09 to 2012-13 on the following items:

- (a) Total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure respectively.
- (b) Please provide a breakdown of the total expenditure on education by recurrent expenditure, non-recurrent and capital account expenditure under General Revenue Account (GRA), capital expenditure under Capital Works Reserve Fund (CWRP) and Loan Fund (LF).
- (c) Please list the following information on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support:
 - (i) The recurrent and non-recurrent expenditures under GRA, their respective percentage shares in GRA as well as in recurrent and non-recurrent expenditures on education.
 - (ii) The total expenditure (including GRA, CWRP and LF) of the above education areas and its share in the total expenditure on education.
 - (iii) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for each of the above education areas and their respective percentage shares in the Gross Domestic Product (GDP).
 - (iv) The total expenditure on education (including GRA, CWRP and LF) of the above education areas and its percentage share in the GDP.
 - (v) The provisions for each of the education areas and their percentage changes in the past 5 years (i.e. 2008-09 to 2012-13).

Asked by: Hon. IP Kin-yuen

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2008-09	2009-10	2010-11	2011-12	2012-13 Revised Estimate
Total expenditure on education					
Amount (\$ million)	74,995	58,240	60,719	67,891	77,799
Percentage share of Total Public Expenditure	22.7%	19.0%	18.9%	17.6%	19.2%
Total recurrent expenditure on education					
Amount (\$ million)	49,863	50,831	51,034	55,526	60,692
Percentage share of Recurrent Government Expenditure	23.3%	23.0%	22.9%	22.9%	23.0%

(b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2008-09	2009-10	2010-11	2011-12	2012-13 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
General Revenue Account					
Recurrent	49,863	50,831	51,034	55,526	60,692
Non-recurrent	19,737	1,002	3,016	4,033	9,607
Capital account	543	670	741	708	696
subtotal	70,143	52,503	54,791	60,267	70,995
Capital Works Reserve Fund	2,801	3,901	4,183	5,749	4,456
Loan Fund	2,051	1,836	1,745	1,875	2,348
Total expenditure on education	74,995	58,240	60,719	67,891	77,799

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2008-09)

2008-09	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,106	4.2%	3.0%	50	0.3%	0.1%	2,156	0.13%
Primary Education	10,842	21.7%	15.5%	162	0.8%	0.2%	11,200	0.67%
Secondary Education	18,860	37.8%	26.9%	528	2.7%	0.8%	19,631	1.17%
Special Education	1,315	2.6%	1.9%	15	0.1%	0.0%	1,369	0.08%
Teacher Training ⁽¹⁾	1,077	2.2%	1.5%	63	0.3%	0.1%	1,140	0.07%
Vocational Education ⁽²⁾	1,825	3.7%	2.6%	9	0.0%	0.0%	1,869	0.11%
Higher Education ⁽³⁾	12,057	24.2%	17.2%	18,687	94.7%	26.6%	30,753	1.83%
Others ⁽⁴⁾	1,779	3.6%	2.5%	225	1.1%	0.3%	2,025	0.12%
Total ⁽⁵⁾	49,863	100%	71.1%	19,737	100%	28.1%	70,143	4.18%
GDP (\$ million) ⁽⁶⁾	1,677,759							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2009-10)

2009-10	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,169	4.3%	4.1%	57	5.7%	0.1%	2,226	0.13%
Primary Education	10,859	21.4%	20.7%	164	16.4%	0.3%	11,253	0.66%
Secondary Education	19,429	38.2%	37.0%	314	31.3%	0.6%	20,048	1.18%
Special Education	1,368	2.7%	2.6%	2	0.2%	0.0%	1,403	0.08%
Teacher Training ⁽¹⁾	1,070	2.1%	2.0%	34	3.4%	0.1%	1,104	0.07%
Vocational Education ⁽²⁾	1,948	3.8%	3.7%	13	1.3%	0.0%	1,999	0.12%
Higher Education ⁽³⁾	12,181	24.0%	23.2%	137	13.7%	0.3%	12,318	0.73%
Others ⁽⁴⁾	1,807	3.6%	3.4%	281	28.0%	0.5%	2,151	0.13%
Total ⁽⁵⁾	50,831	100%	96.8%	1,002	100%	1.9%	52,503	3.10%
GDP (\$ million) ⁽⁶⁾							1,692,995	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2010-11)

2010-11	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,379	4.7%	4.3%	50	1.7%	0.1%	2,429	0.13%
Primary Education	10,895	21.3%	19.9%	290	9.6%	0.5%	11,453	0.63%
Secondary Education	19,658	38.5%	35.9%	577	19.1%	1.1%	20,577	1.13%
Special Education	1,422	2.8%	2.6%	25	0.8%	0.0%	1,489	0.08%
Teacher Training ⁽¹⁾	1,057	2.1%	1.9%	48	1.6%	0.1%	1,104	0.06%
Vocational Education ⁽²⁾	1,916	3.8%	3.5%	14	0.5%	0.0%	1,964	0.11%
Higher Education ⁽³⁾	11,812	23.1%	21.6%	1,229	40.7%	2.2%	13,049	0.72%
Others ⁽⁴⁾	1,896	3.7%	3.5%	783	26.0%	1.4%	2,725	0.15%
Total ⁽⁵⁾	51,034	100%	93.1%	3,016	100%	5.5%	54,791	3.01%
GDP (\$ million) ⁽⁶⁾							1,817,743	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2011-12)

2011-12	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,637	4.7%	4.4%	2	0.0%	0.0%	2,639	0.13%
Primary Education	11,770	21.2%	19.5%	34	0.8%	0.1%	12,052	0.62%
Secondary Education	21,836	39.3%	36.2%	28	0.7%	0.0%	22,179	1.13%
Special Education	1,565	2.8%	2.6%	4	0.1%	0.0%	1,606	0.08%
Teacher Training ⁽¹⁾	1,029	1.9%	1.7%	15	0.4%	0.0%	1,044	0.05%
Vocational Education ⁽²⁾	2,064	3.7%	3.4%	0	0.0%	0.0%	2,105	0.11%
Higher Education ⁽³⁾	12,614	22.7%	20.9%	2,994	74.2%	5.0%	15,609	0.80%
Others ⁽⁴⁾	2,010	3.6%	3.3%	956	23.7%	1.6%	3,035	0.16%
Total ⁽⁵⁾	55,526	100%	92.1%	4,033	100%	6.7%	60,267	3.08%
GDP (\$ million) ⁽⁶⁾							1,957,056	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2012-13 Revised Estimate)

2012-13 Revised Estimate	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non- recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,889	4.8%	4.1%	0	0.0%	0.0%	2,889	0.14%
Primary Education	12,849	21.2%	18.1%	75	0.8%	0.1%	13,186	0.65%
Secondary Education	22,747	37.5%	32.0%	97	1.0%	0.1%	23,157	1.14%
Special Education	1,740	2.9%	2.5%	8	0.1%	0.0%	1,797	0.09%
Teacher Training ⁽¹⁾	1,138	1.9%	1.6%	90	0.9%	0.1%	1,227	0.06%
Vocational Education ⁽²⁾	2,250	3.7%	3.2%	55	0.6%	0.1%	2,342	0.11%
Higher Education ⁽³⁾	14,937	24.6%	21.0%	9,079	94.5%	12.8%	24,017	1.18%
Others ⁽⁴⁾	2,142	3.5%	3.0%	202	2.1%	0.3%	2,379	0.12%
Total ⁽⁵⁾	60,692	100%	85.5%	9,607	100%	13.5%	70,995	3.48%
GDP (\$ million) ⁽⁶⁾	2,040,104							

(c) (ii) Total expenditure on education by level and its percentage share

	2008-09		2009-10		2010-11		2011-12		2012-13 Revised Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,156	2.9%	2,226	3.8%	2,429	4.0%	2,639	3.9%	2,891	3.7%
Primary Education	12,211	16.3%	12,190	20.9%	12,451	20.5%	12,662	18.7%	13,745	17.7%
Secondary Education	20,158	26.9%	20,697	35.5%	21,340	35.1%	22,797	33.6%	23,663	30.4%
Special Education	1,443	1.9%	1,484	2.5%	1,554	2.6%	1,676	2.5%	1,960	2.5%
Teacher Training ⁽¹⁾	1,173	1.6%	1,140	2.0%	1,142	1.9%	1,085	1.6%	1,279	1.6%
Vocational Education ⁽²⁾	2,493	3.3%	2,872	4.9%	2,396	3.9%	2,449	3.6%	2,603	3.3%
Higher Education ⁽³⁾	33,235	44.3%	15,336	26.3%	16,537	27.2%	21,443	31.6%	29,206	37.5%
Others ⁽⁴⁾	2,125	2.8%	2,296	3.9%	2,868	4.7%	3,140	4.6%	2,451	3.2%
Total ⁽⁵⁾	74,995	100%	58,240	100%	60,719	100%	67,891	100%	77,799	100%

(c) (iv) Total expenditure on education by level and as % of GDP

	2008-09		2009-10		2010-11		2011-12		2012-13 Revised Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,156	0.13%	2,226	0.13%	2,429	0.13%	2,639	0.13%	2,891	0.14%
Primary Education	12,211	0.73%	12,190	0.72%	12,451	0.68%	12,662	0.65%	13,745	0.67%
Secondary Education	20,158	1.20%	20,697	1.22%	21,340	1.17%	22,797	1.16%	23,663	1.16%
Special Education	1,443	0.09%	1,484	0.09%	1,554	0.09%	1,676	0.09%	1,960	0.10%
Teacher Training ⁽¹⁾	1,173	0.07%	1,140	0.07%	1,142	0.06%	1,085	0.06%	1,279	0.06%
Vocational Education ⁽²⁾	2,493	0.15%	2,872	0.17%	2,396	0.13%	2,449	0.13%	2,603	0.13%
Higher Education ⁽³⁾	33,235	1.98%	15,336	0.91%	16,537	0.91%	21,443	1.10%	29,206	1.43%
Others ⁽⁴⁾	2,125	0.13%	2,296	0.14%	2,868	0.16%	3,140	0.16%	2,451	0.12%
Total ⁽⁵⁾	74,995	4.47%	58,240	3.44%	60,719	3.34%	67,891	3.47%	77,799	3.81%
GDP (\$ million) ⁽⁶⁾	1,677,759		1,692,995		1,817,743		1,957,056		2,040,104	

(c) (v) Total expenditure on education by level and percentage change

	2008-09	2009-10		2010-11		2011-12		2012-13 Revised Estimate	
	Amount	Amount	Change over 2008-09	Amount	Change over 2009-10	Amount	Change over 2010-11	Amount	Change over 2011-12
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,156	2,226	3.2%	2,429	9.1%	2,639	8.6%	2,891	9.5%
Primary Education	12,211	12,190	-0.2%	12,451	2.1%	12,662	1.7%	13,745	8.6%
Secondary Education	20,158	20,697	2.7%	21,340	3.1%	22,797	6.8%	23,663	3.8%
Special Education	1,443	1,484	2.8%	1,554	4.7%	1,676	7.9%	1,960	16.9%
Teacher Training ⁽¹⁾	1,173	1,140	-2.8%	1,142	0.2%	1,085	-5.0%	1,279	17.9%
Vocational Education ⁽²⁾	2,493	2,872	15.2%	2,396	-16.6%	2,449	2.2%	2,603	6.3%
Higher Education ⁽³⁾	33,235	15,336	-53.9%	16,537	7.8%	21,443	29.7%	29,206	36.2%
Others ⁽⁴⁾	2,125	2,296	8.0%	2,868	24.9%	3,140	9.5%	2,451	-21.9%
Total ⁽⁵⁾	74,995	58,240	-22.3%	60,719	4.3%	67,891	11.8%	77,799	14.6%

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. With effect from the 2011/12 school year, the scheme has been running on a recurrent basis and the expenditure is reflected under recurrent expenditure of secondary education.

Notes

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.*
2. *Expenditure on vocational education covers provision for vocational and technical education provided by the Vocational Training Council and related student financial assistance schemes administered by the Student Financial Assistance Agency.*
3. *Expenditure on higher education covers provision for post-secondary education (excluding vocational education and Project Yi Jin / Yi Jin Diploma programme) and related student financial assistance schemes administered by the Student Financial Assistance Agency. The decrease in expenditure in 2009-10 is mainly due to the completion of the one-off funding for the establishment of the \$18 billion Research Endowment Fund in 2008-09. The increase in expenditure in 2011-12 is mainly due to the set-up of the Self-financing Post-secondary Education Fund (\$2.5 billion) and higher capital works expenditure (\$2.1 billion). The increase in expenditure in 2012-13 is mainly due to one-off injections into various funds totaling \$7 billion, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion).*
4. *Others include expenditure on Project Yi Jin / Yi Jin Diploma programme, home-school co-operation activities, school uniformed group activities, bureau support, etc. and other non-recurrent expenditure.*
5. *The sums of figures may not add up to total due to rounding.*
6. *The figures for 2008-09 to 2011-12 are financial-year-based, while the figure for 2012-13 is calendar-year-based. They are subject to further revision by the Census & Statistics Department.*

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB076

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

Question Serial No.

2131

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 the respective amounts 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 Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2010-11 to 2012-13.

Asked by: Hon. IP Kin-yuen

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out below –

	Financial Provision			Unit Cost		
	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate
	\$ million	\$ million	\$ million	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	1,867	2,012	2,184	N/A	N/A	N/A
Government primary schools ²	827	848	912	41,456	45,139	51,040
Aided primary schools	9,530	10,028	11,007	35,706	39,227	44,590
English Schools Foundation Junior Schools	116	116	117	20,666	20,741	20,940
Primary schools under the Direct Subsidy Scheme	458	530	610	33,454	37,196	42,300
Government secondary schools ²	1,255	1,339	1,408	49,775	52,084	57,610
Aided secondary schools	15,924	17,275	18,213	42,717	44,972	49,230
Caput schools	161	164	170	45,437	49,196	52,480
English Schools Foundation Secondary Schools	168	169	170	28,611	28,775	28,880
Secondary schools under the Direct Subsidy Scheme	2,167	2,315	2,328	42,473	44,047	46,190
Aided special schools	1,489	1,606	1,797	170,619	180,003	199,410
Vocational Training Council ³						
- Higher technician / technician level	1,713	1,854	2,013	64,300	69,000	78,500
- Craft level				55,000	55,500	55,700
University Grants Committee-funded Institutions ⁴	11,016	11,634	13,559	213,700	222,127	211,380
The Hong Kong Institute of Education ⁴	528	551	619	145,900	144,715	138,320

There is no government funding allocated directly to the training providers of the Project Yi Jin / Yi Jin Diploma programme and adult education. Students taking courses under Project Yi Jin / Yi Jin Diploma programme or the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Student Financial Assistance Agency.

Notes

1. The financial provision covers government 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.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.

3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the 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 under Head 190 University Grants Committee are as follows –

	2010-11 Actual \$ million	2011-12 Actual \$ million	2012-13 Revised Estimate \$ million
City University of Hong Kong	1,341	1,383	1,580
Hong Kong Baptist University	663	684	817
Lingnan University	277	283	336
The Chinese University of Hong Kong	2,494	2,661	3,160
The Hong Kong Institute of Education	528	551	619
The Hong Kong Polytechnic University	1,814	1,902	2,201
The Hong Kong University of Science and Technology	1,409	1,475	1,710
The University of Hong Kong	2,490	2,695	3,136
Total	11,016	11,634	13,559

The non-recurrent funding under the Matching Grant Scheme is not included. The unit cost figures are calculated on an academic year and a full-time-equivalent basis.

The lower unit costs in 2012/13 academic year are mainly due to increase in student numbers under the new four-year curriculum, partly offset by price adjustments in 2012/13.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB077

Question Serial No.

2132

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

Programme: (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Education Services and Subsidies
(6) Vocational Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2011-12 and 2012-13:

- (a) The items of one-off provisions for education under the General Revenue Account and the amount involved.
- (b) All the items of non-recurrent grants/subventions for education under the General Revenue Account and the amount of provision involved.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) In 2011-12, one-off injections totalling \$3,300 million under the General Revenue Account were made to various funds, viz the Self-financing Post-secondary Education Fund (\$2,500 million), the HKSAR Government Scholarship Fund (\$250 million) and the Education Development Fund (\$550 million). The first two injections were designated for post-secondary education, while the one for the Education Development Fund was not designated for any specific education level.

The one-off injections made in 2012-13 under the General Revenue Account amounted to a total of \$7,000 million, including \$5,000 million for the Research Endowment Fund, \$1,000 million each for the Self-financing Post-secondary Education Fund and the HKSAR Government Scholarship Fund. These injections were all designated for post-secondary education.

- (b) The non-recurrent grants / capital subventions under GRA by education level are set out in the following table:

	2011-12 Actual \$ million	2012-13 Revised Estimate \$ million	Remarks
Higher Education	240.6	24.2	Funding provision mainly for the development of the new undergraduate programme arising from the New Academic Structure, the Pilot Mainland Experience Scheme for post-secondary students and the After-school Learning Support Partnership Pilot Scheme. The decrease in 2012-13 is mainly due to the completion on the development of the new undergraduate programme arising from the new Academic Structure.
Secondary Education	340.8	410.4	Funding provision mainly for the maintenance, repairs and minor improvement projects in secondary schools, migration grants to schools for the implementation of the new senior secondary curriculum, grant for establishment of incorporated management committees and promotion of e-learning.
Primary Education	278.5	336.4	Funding provision mainly for the maintenance, repairs and minor improvement projects in primary schools, the After-school Learning Support Partnership Pilot scheme, grant for establishment of incorporated management committees and promotion of e-learning.
Pre-primary Education	0	0	-
Special Education	41.2	57.3	Funding provision mainly for the maintenance, repairs and minor improvement projects in special schools, migration grants to schools for the implementation of the new senior secondary curriculum, grant for establishment of incorporated management committees and promotion of e-learning.
Vocational Education	40.0	37.6	Funding provision mainly for the replacement and additional furniture and equipment for existing teaching and training venues under Vocational Training Council (VTC), measures to support the development of the New Academic Structure and development of information technology systems in VTC.

The figures quoted above only refer to provisions under Head 156 Government Secretariat: Education Bureau.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB078

Question Serial No.

2133

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 give, for each of the 18 school districts, a breakdown on the number of kindergartens (including kindergarten-cum-child care centres), primary and secondary schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools, and provide the respective totals of these items, for the 2012/13 school year.

Asked by: Hon. IP Kin-yuen

Reply:

The number of kindergartens (including kindergarten sections of kindergarten-cum-child care centres), primary and secondary day schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools broken down by district in the 2012/13 school year are detailed at Appendix 1.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 15.3.2013

Table 1: Number of Kindergartens by District and by Type, 2012/13 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	30	9	39
Wan Chai	23	6	29
Eastern	65	15	80
Southern	24	17	41
Yau Tsim Mong	29	8	37
Sham Shui Po	42	2	44
Kowloon City	57	33	90
Wong Tai Sin	46	1	47
Kwun Tong	67	3	70
Sai Kung	46	14	60
Sha Tin	58	14	72
Tai Po	29	6	35
North	41	5	46
Yuen Long	67	5	72
Tuen Mun	58	5	63
Tsuen Wan	30	6	36
Kwai Tsing	60	3	63
Islands	23	10	33
All Districts	795	162	957

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, 2012/13 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	1 893	1 559	407	290	2 300	1 849
	K2	2 012	1 683	330	230	2 342	1 913
	K3	1 877	1 631	207	152	2 084	1 783
	All Grades	5 782	4 873	944	672	6 726	5 545
Wan Chai	K1	2 150	1 897	332	268	2 482	2 165
	K2	2 163	1 918	401	323	2 564	2 241
	K3	2 086	1 821	233	208	2 319	2 029
	All Grades	6 399	5 636	966	799	7 365	6 435
Eastern	K1	4 279	3 261	966	744	5 245	4 005
	K2	4 380	3 398	743	601	5 123	3 999
	K3	3 927	3 133	642	504	4 569	3 637
	All Grades	12 586	9 792	2 351	1 849	14 937	11 641
Southern	K1	1 208	1 021	1 061	641	2 269	1 662
	K2	1 373	1 080	944	588	2 317	1 668
	K3	1 656	1 214	562	368	2 218	1 582
	All Grades	4 237	3 315	2 567	1 597	6 804	4 912
Yau Tsim Mong	K1	1 665	1 397	669	476	2 334	1 873
	K2	1 766	1 473	527	427	2 293	1 900
	K3	1 761	1 507	391	327	2 152	1 834
	All Grades	5 192	4 377	1 587	1 230	6 779	5 607
Sham Shui Po	K1	3 318	2 570	104	67	3 422	2 637
	K2	3 277	2 588	130	85	3 407	2 673
	K3	3 398	2 639	84	49	3 482	2 688
	All Grades	9 993	7 797	318	201	10 311	7 998
Kowloon City	K1	4 907	4 184	4 071	3 433	8 978	7 617
	K2	5 059	4 289	4 016	3 487	9 075	7 776
	K3	4 755	4 062	3 364	2 978	8 119	7 040
	All Grades	14 721	12 535	11 451	9 898	26 172	22 433
Wong Tai Sin	K1	2 650	2 175	21	10	2 671	2 185
	K2	2 777	2 273	4	2	2 781	2 275
	K3	2 903	2 376	0	0	2 903	2 376
	All Grades	8 330	6 824	25	12	8 355	6 836

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 490	3 653	88	49	4 578	3 702
	K2	4 695	3 789	189	109	4 884	3 898
	K3	4 834	3 913	130	90	4 964	4 003
	All Grades	14 019	11 355	407	248	14 426	11 603
Sai Kung	K1	2 552	2 061	858	667	3 410	2 728
	K2	2 657	2 182	701	568	3 358	2 750
	K3	2 427	2 002	456	390	2 883	2 392
	All Grades	7 636	6 245	2 015	1 625	9 651	7 870
Sha Tin	K1	4 028	3 263	903	707	4 931	3 970
	K2	4 128	3 440	778	652	4 906	4 092
	K3	3 821	3 201	682	575	4 503	3 776
	All Grades	11 977	9 904	2 363	1 934	14 340	11 838
Tai Po	K1	1 667	1 491	493	365	2 160	1 856
	K2	1 882	1 679	418	328	2 300	2 007
	K3	1 687	1 528	349	284	2 036	1 812
	All Grades	5 236	4 698	1 260	977	6 496	5 675
North	K1	3 529	3 365	343	208	3 872	3 573
	K2	3 683	3 539	264	207	3 947	3 746
	K3	3 488	3 366	242	188	3 730	3 554
	All Grades	10 700	10 270	849	603	11 549	10 873
Yuen Long	K1	5 220	4 664	329	259	5 549	4 923
	K2	5 396	4 833	444	336	5 840	5 169
	K3	5 299	4 793	357	279	5 656	5 072
	All Grades	15 915	14 290	1 130	874	17 045	15 164
Tuen Mun	K1	3 991	3 545	239	148	4 230	3 693
	K2	4 081	3 629	246	170	4 327	3 799
	K3	3 948	3 533	132	102	4 080	3 635
	All Grades	12 020	10 707	617	420	12 637	11 127
Tsuen Wan	K1	2 051	1 810	394	271	2 445	2 081
	K2	2 117	1 821	312	246	2 429	2 067
	K3	2 058	1 754	220	175	2 278	1 929
	All Grades	6 226	5 385	926	692	7 152	6 077
Kwai Tsing	K1	3 792	3 002	179	144	3 971	3 146
	K2	3 918	3 158	162	138	4 080	3 296
	K3	3 811	3 050	185	162	3 996	3 212
	All Grades	11 521	9 210	526	444	12 047	9 654

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 140	820	451	344	1 591	1 164
	K2	1 310	951	390	263	1 700	1 214
	K3	1 225	934	245	164	1 470	1 098
	All Grades	3 675	2 705	1 086	771	4 761	3 476
All Districts	K1	54 530	45 738	11 908	9 091	66 438	54 829
	K2	56 674	47 723	10 999	8 760	67 673	56 483
	K3	54 961	46 457	8 481	6 995	63 442	53 452
	All Grades	166 165	139 918	31 388	24 846	197 553	164 764

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2012.
- (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, 2012/13 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	334	117	451
	K2	329	100	429
	K3	246	55	301
	All Grades	909	272	1 181
Wan Chai	K1	253	64	317
	K2	245	78	323
	K3	265	25	290
	All Grades	763	167	930
Eastern	K1	1 018	222	1 240
	K2	982	142	1 124
	K3	794	138	932
	All Grades	2 794	502	3 296
Southern	K1	187	420	607
	K2	293	356	649
	K3	442	194	636
	All Grades	922	970	1 892
Yau Tsim Mong	K1	268	193	461
	K2	293	100	393
	K3	254	64	318
	All Grades	815	357	1 172
Sham Shui Po	K1	748	37	785
	K2	689	45	734
	K3	759	35	794
	All Grades	2 196	117	2 313
Kowloon City	K1	723	638	1 361
	K2	770	529	1 299
	K3	693	386	1 079
	All Grades	2 186	1 553	3 739
Wong Tai Sin	K1	475	11	486
	K2	504	2	506
	K3	527	0	527
	All Grades	1 506	13	1 519

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	837	39	876
	K2	906	80	986
	K3	921	40	961
	All Grades	2 664	159	2 823
Sai Kung	K1	491	191	682
	K2	475	133	608
	K3	425	66	491
	All Grades	1 391	390	1 781
Sha Tin	K1	765	196	961
	K2	688	126	814
	K3	620	107	727
	All Grades	2 073	429	2 502
Tai Po	K1	176	128	304
	K2	203	90	293
	K3	159	65	224
	All Grades	538	283	821
North	K1	164	135	299
	K2	144	57	201
	K3	122	54	176
	All Grades	430	246	676
Yuen Long	K1	556	70	626
	K2	563	108	671
	K3	506	78	584
	All Grades	1 625	256	1 881
Tuen Mun	K1	446	91	537
	K2	452	76	528
	K3	415	30	445
	All Grades	1 313	197	1 510
Tsuen Wan	K1	241	123	364
	K2	296	66	362
	K3	304	45	349
	All Grades	841	234	1 075
Kwai Tsing	K1	790	35	825
	K2	760	24	784
	K3	761	23	784
	All Grades	2 311	82	2 393

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	320	107	427
	K2	359	127	486
	K3	291	81	372
	All Grades	970	315	1 285
All Districts	K1	8 792	2 817	11 609
	K2	8 951	2 239	11 190
	K3	8 504	1 486	9 990
	All Grades	26 247	6 542	32 789

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2012.
- (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, 2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	6	6	30
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
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	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
All Districts	34	421	21	52	41	569

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, 2012/13 School Year

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
Central & Western	P1	4	110	97	40	1 100	1 090	3	99	99	19	730	490	8	192	198	74	2 231	1 974
	P2	4	110	103	41	1 125	1 071	3	99	99	15	567	392	7	174	178	70	2 075	1 843
	P3	4	110	95	40	1 120	1 006	3	99	98	12	469	310	12	294	276	71	2 092	1 785
	P4	4	110	102	41	1 145	1 059	3	94	94	12	478	314	12	294	247	72	2 121	1 816
	P5	4	120	115	38	1 110	1 065	3	90	90	13	523	333	12	294	262	70	2 137	1 865
	P6	4	128	114	39	1 248	1 158	3	83	82	11	463	274	10	258	246	67	2 180	1 874
	All Grades	24	688	626	239	6 848	6 449	18	564	562	82	3 230	2 113	61	1 506	1 407	424	12 836	11 157
Wan Chai	P1	12	300	304	38	1 030	1 054	0	0	0	18	723	576	12	320	322	80	2 373	2 256
	P2	12	300	319	38	1 055	1 040	0	0	0	17	666	562	14	370	352	81	2 391	2 273
	P3	12	300	303	38	1 055	1 028	0	0	0	17	666	539	13	345	328	80	2 366	2 198
	P4	13	325	334	37	1 030	1 019	0	0	0	18	707	565	13	345	338	81	2 407	2 256
	P5	13	390	395	36	1 145	1 076	0	0	0	15	624	485	4	120	116	68	2 279	2 072
	P6	11	352	361	38	1 316	1 263	0	0	0	16	697	491	4	120	119	69	2 485	2 234
	All Grades	73	1 967	2 016	225	6 631	6 480	0	0	0	101	4 083	3 218	60	1 620	1 575	459	14 301	13 289
Eastern	P1	16	425	364	80	2 175	2 105	7	231	207	5	192	150	34	782	661	142	3 805	3 487
	P2	15	400	360	75	2 050	1 984	6	198	167	4	180	127	22	593	491	122	3 421	3 129
	P3	15	400	371	78	2 145	2 003	6	198	168	4	180	112	21	554	453	124	3 477	3 107
	P4	15	425	364	77	2 120	2 041	6	198	160	5	192	112	19	516	428	122	3 451	3 105
	P5	14	420	409	76	2 250	2 121	6	190	166	5	186	114	27	732	612	128	3 778	3 422
	P6	15	480	483	77	2 346	2 236	7	202	182	5	162	107	26	695	622	130	3 885	3 630
	All Grades	90	2 550	2 351	463	13 086	12 490	38	1 217	1 050	28	1 092	722	148	3 872	3 267	767	21 817	19 880

Appendix 1(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	123	28	745	680	5	140	140	20	481	444	42	929	849	100	2 420	2 236
	P2	5	125	123	29	770	717	5	140	140	19	483	453	32	785	733	90	2 303	2 166
	P3	5	125	121	27	740	638	5	150	149	19	483	441	28	685	647	84	2 183	1 996
	P4	6	150	140	30	820	736	5	150	149	17	437	373	27	683	663	85	2 240	2 061
	P5	6	180	164	29	870	766	5	150	144	17	457	406	27	678	654	84	2 335	2 134
	P6	5	160	140	29	928	831	4	120	117	9	243	193	26	653	643	73	2 104	1 924
	All Grades	32	865	811	172	4 873	4 368	29	850	839	101	2 584	2 310	182	4 413	4 189	516	13 585	12 517
Yau Tsim Mong	P1	9	225	171	65	1 750	1 785	10	285	286	4	140	142	0	0	0	88	2 400	2 384
	P2	8	200	158	60	1 735	1 755	9	261	254	4	140	142	0	0	0	81	2 336	2 309
	P3	7	200	153	58	1 705	1 728	8	237	249	3	105	110	0	0	0	76	2 247	2 240
	P4	8	210	192	58	1 705	1 755	5	175	169	3	105	110	0	0	0	74	2 195	2 226
	P5	7	190	172	60	1 985	1 840	5	185	163	3	105	108	0	0	0	75	2 465	2 283
	P6	6	170	159	60	1 978	1 941	5	185	164	3	105	111	0	0	0	74	2 438	2 375
	All Grades	45	1 195	1 005	361	10 858	10 804	42	1 328	1 285	20	700	723	0	0	0	468	14 081	13 817
Sham Shui Po	P1	11	275	252	66	1 860	1 912	10	309	274	31	1 228	919	0	0	0	118	3 672	3 357
	P2	9	240	233	65	1 885	1 889	10	309	270	29	1 123	833	0	0	0	113	3 557	3 225
	P3	11	330	297	65	1 920	1 882	9	309	280	29	1 027	812	0	0	0	114	3 586	3 271
	P4	12	360	306	64	1 920	1 890	9	310	290	27	963	748	5	150	150	117	3 703	3 384
	P5	12	360	360	67	2 145	2 084	9	294	283	29	1 088	854	5	150	150	122	4 037	3 731
	P6	12	404	378	68	2 416	2 236	9	304	278	21	839	608	5	150	150	115	4 113	3 650
	All Grades	67	1 969	1 826	395	12 146	11 893	56	1 835	1 675	166	6 268	4 774	15	450	450	699	22 668	20 618

Appendix 1(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	483	92	2 505	2 548	9	290	285	39	1 633	1 228	41	1 030	890	199	5 908	5 434
	P2	18	450	479	89	2 430	2 361	9	278	287	38	1 530	1 173	28	748	664	182	5 436	4 964
	P3	18	450	481	86	2 390	2 336	9	278	270	33	1 365	1 037	26	676	637	172	5 159	4 761
	P4	18	450	471	88	2 475	2 466	8	240	223	32	1 299	997	20	538	443	166	5 002	4 600
	P5	18	540	558	86	2 660	2 560	8	240	232	33	1 387	960	20	541	460	165	5 368	4 770
	P6	18	576	584	86	2 757	2 614	7	210	204	33	1 400	962	20	555	458	164	5 498	4 822
	All Grades	108	2 916	3 056	527	15 217	14 885	50	1 536	1 501	208	8 614	6 357	156	4 088	3 552	1 049	32 371	29 351
Wong Tai Sin	P1	4	100	87	94	2 365	2 300	0	0	0	15	511	459	0	0	0	113	2 976	2 846
	P2	3	75	63	91	2 340	2 242	0	0	0	14	468	408	0	0	0	108	2 883	2 713
	P3	3	75	72	89	2 290	2 234	0	0	0	13	402	380	0	0	0	105	2 767	2 686
	P4	2	50	48	91	2 350	2 372	0	0	0	12	367	391	0	0	0	105	2 767	2 811
	P5	2	60	59	88	2 550	2 478	0	0	0	13	461	425	0	0	0	103	3 071	2 962
	P6	4	96	84	90	2 743	2 694	0	0	0	13	472	372	0	0	0	107	3 311	3 150
	All Grades	18	456	413	543	14 638	14 320	0	0	0	80	2 681	2 435	0	0	0	641	17 775	17 168
Kwun Tong	P1	9	225	230	134	3 445	3 549	5	132	119	3	135	122	3	105	66	154	4 042	4 086
	P2	9	225	226	131	3 390	3 445	4	132	104	3	135	106	3	105	69	150	3 987	3 950
	P3	9	225	222	132	3 445	3 485	4	132	70	3	135	102	2	70	58	150	4 007	3 937
	P4	9	225	231	135	3 525	3 624	3	99	50	3	135	87	2	70	55	152	4 054	4 047
	P5	9	270	269	120	3 570	3 647	3	90	76	3	135	95	3	105	71	138	4 170	4 158
	P6	9	288	287	118	3 744	3 789	4	128	97	3	135	80	3	105	65	137	4 400	4 318
	All Grades	54	1 458	1 465	770	21 119	21 539	23	713	516	18	810	592	16	560	384	881	24 660	24 496

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	5	100	99	74	1 850	1 727	15	491	413	2	50	19	4	120	120	100	2 611	2 378
	P2	4	100	93	72	1 775	1 649	15	491	469	1	25	8	4	120	118	96	2 511	2 337
	P3	3	75	65	73	1 750	1 635	15	491	433	1	25	1	4	120	120	96	2 461	2 254
	P4	4	100	106	75	1 825	1 734	19	599	560	0	0	0	4	120	120	102	2 644	2 520
	P5	3	90	78	73	2 100	1 933	19	621	559	1	25	2	4	120	119	100	2 956	2 691
	P6	3	96	90	74	2 272	2 108	13	409	355	1	25	1	4	120	120	95	2 922	2 674
	All Grades	22	561	531	441	11 572	10 786	96	3 102	2 789	6	150	31	24	720	717	589	16 105	14 854
Sha Tin	P1	5	125	134	137	3 640	3 588	9	283	271	13	313	282	5	150	149	169	4 511	4 424
	P2	5	125	133	134	3 520	3 423	9	283	277	10	271	255	5	150	148	163	4 349	4 236
	P3	4	100	106	126	3 340	3 359	9	283	277	10	277	252	5	150	150	154	4 150	4 144
	P4	5	125	126	126	3 385	3 431	9	283	276	8	224	218	5	150	150	153	4 167	4 201
	P5	5	150	151	122	3 605	3 512	9	278	278	9	240	224	5	150	150	150	4 423	4 315
	P6	5	160	158	123	3 837	3 732	9	283	267	10	268	260	5	150	150	152	4 698	4 567
	All Grades	29	785	808	768	21 327	21 045	54	1 693	1 646	60	1 593	1 491	30	900	897	941	26 298	25 887
Tai Po	P1	6	150	138	74	1 895	1 904	0	0	0	0	0	0	9	278	231	89	2 323	2 273
	P2	3	75	67	65	1 670	1 622	0	0	0	0	0	0	8	266	193	76	2 011	1 882
	P3	2	50	43	63	1 620	1 544	0	0	0	0	0	0	7	239	182	72	1 909	1 769
	P4	2	50	52	63	1 620	1 578	0	0	0	0	0	0	7	239	184	72	1 909	1 814
	P5	2	60	57	56	1 680	1 637	0	0	0	0	0	0	7	231	170	65	1 971	1 864
	P6	2	64	63	58	1 824	1 709	0	0	0	0	0	0	7	222	154	67	2 110	1 926
	All Grades	17	449	420	379	10 309	9 994	0	0	0	0	0	0	45	1 475	1 114	441	12 233	11 528

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	8	200	206	102	2 775	3 026	0	0	0	0	0	0	0	0	0	110	2 975	3 232
	P2	7	175	166	98	2 655	2 811	0	0	0	0	0	0	0	0	0	105	2 830	2 977
	P3	5	125	120	96	2 610	2 730	0	0	0	0	0	0	0	0	0	101	2 735	2 850
	P4	4	100	101	96	2 610	2 663	0	0	0	0	0	0	0	0	0	100	2 710	2 764
	P5	3	90	88	91	2 750	2 803	0	0	0	0	0	0	0	0	0	94	2 840	2 891
	P6	2	64	64	89	2 906	2 926	0	0	0	0	0	0	0	0	0	91	2 970	2 990
	All Grades	29	754	745	572	16 306	16 959	0	0	0	0	0	0	0	0	0	601	17 060	17 704
Yuen Long	P1	15	375	396	160	4 000	3 961	8	250	247	2	60	30	1	15	2	186	4 700	4 636
	P2	16	400	410	142	3 575	3 631	8	250	246	2	60	31	1	18	8	169	4 303	4 326
	P3	15	375	384	142	3 525	3 532	8	240	215	2	60	31	1	20	10	168	4 220	4 172
	P4	15	400	411	148	3 675	3 779	6	180	161	2	60	36	1	20	13	172	4 335	4 400
	P5	15	450	453	147	4 025	4 093	5	150	143	2	60	35	1	25	19	170	4 710	4 743
	P6	14	448	439	145	4 509	4 449	5	150	126	2	60	31	1	25	13	167	5 192	5 058
	All Grades	90	2 448	2 493	884	23 309	23 445	40	1 220	1 138	12	360	194	6	123	65	1 032	27 460	27 335
Tuen Mun	P1	4	100	104	126	3 245	3 198	4	128	128	1	30	12	4	88	83	139	3 591	3 525
	P2	4	100	101	113	2 940	2 896	4	128	126	1	45	12	3	66	63	125	3 279	3 198
	P3	4	100	102	108	2 800	2 680	4	128	117	1	45	10	3	72	56	120	3 145	2 965
	P4	4	100	98	108	2 820	2 762	4	128	122	1	45	7	3	72	68	120	3 165	3 057
	P5	4	120	119	109	3 210	2 991	4	128	119	1	45	10	3	72	67	121	3 575	3 306
	P6	4	128	128	111	3 456	3 256	4	128	122	1	45	13	3	72	69	123	3 829	3 588
	All Grades	24	648	652	675	18 471	17 783	24	768	734	6	255	64	19	442	406	748	20 584	19 639

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	293	64	1 730	1 758	0	0	0	1	33	19	0	0	0	75	2 038	2 070
	P2	10	275	295	63	1 730	1 764	0	0	0	1	35	12	0	0	0	74	2 040	2 071
	P3	10	275	277	62	1 705	1 704	0	0	0	1	36	20	0	0	0	73	2 016	2 001
	P4	10	275	278	63	1 750	1 796	0	0	0	2	33	14	0	0	0	75	2 058	2 088
	P5	10	300	297	62	1 860	1 875	0	0	0	2	43	11	0	0	0	74	2 203	2 183
	P6	10	320	314	63	2 016	2 033	0	0	0	2	47	16	0	0	0	75	2 383	2 363
	All Grades	60	1 720	1 754	377	10 791	10 930	0	0	0	9	227	92	0	0	0	446	12 738	12 776
Kwai Tsing	P1	0	0	0	111	3 005	2 869	3	99	89	0	0	0	0	0	0	114	3 104	2 958
	P2	0	0	0	108	2 925	2 792	3	99	96	0	0	0	0	0	0	111	3 024	2 888
	P3	0	0	0	107	2 900	2 833	3	99	84	0	0	0	0	0	0	110	2 999	2 917
	P4	0	0	0	110	2 995	2 903	3	99	93	0	0	0	0	0	0	113	3 094	2 996
	P5	0	0	0	109	3 475	3 145	3	105	99	0	0	0	0	0	0	112	3 580	3 244
	P6	0	0	0	106	3 576	3 291	3	111	79	0	0	0	0	0	0	109	3 687	3 370
	All Grades	0	0	0	651	18 876	17 833	18	612	540	0	0	0	0	0	0	669	19 488	18 373
Islands	P1	0	0	0	37	855	796	0	0	0	7	168	164	8	204	167	52	1 227	1 127
	P2	0	0	0	38	905	827	0	0	0	6	153	147	7	169	143	51	1 227	1 117
	P3	0	0	0	40	950	840	0	0	0	4	106	101	6	144	137	50	1 200	1 078
	P4	0	0	0	40	1 040	959	0	0	0	3	90	90	6	148	127	49	1 278	1 176
	P5	0	0	0	38	1 140	1 023	0	0	0	3	90	89	6	148	132	47	1 378	1 244
	P6	0	0	0	37	1 184	1 107	0	0	0	3	90	89	6	148	115	46	1 422	1 311
	All Grades	0	0	0	230	6 074	5 552	0	0	0	26	697	680	39	961	821	295	7 732	7 053

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
All Districts	P1	141	3 560	3 481	1 522	39 970	39 850	88	2 737	2 558	180	6 427	5 056	171	4 213	3 738	2 102	56 907	54 683
	P2	132	3 375	3 329	1 452	38 475	37 919	85	2 668	2 535	164	5 881	4 661	134	3 564	3 160	1 967	53 963	51 604
	P3	127	3 315	3 212	1 430	38 010	37 197	83	2 644	2 410	152	5 381	4 258	128	3 369	3 054	1 920	52 719	50 131
	P4	131	3 455	3 360	1 450	38 810	38 567	80	2 555	2 347	145	5 135	4 062	124	3 345	2 986	1 930	53 300	51 322
	P5	127	3 790	3 744	1 407	42 130	40 649	79	2 521	2 352	149	5 469	4 151	124	3 366	2 982	1 886	57 276	53 878
	P6	124	3 934	3 846	1 411	45 056	43 373	73	2 313	2 073	133	5 051	3 608	120	3 273	2 924	1 861	59 627	55 824
	All Grades	782	21 429	20 972	8 672	242 451	237 555	488	15 438	14 275	923	33 344	25 796	801	21 130	18 844	11 666	333 792	317 442

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) Figures on operating classes in a very small number of schools (other than 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) in accordance with the planned class sizes as adopted by schools concerned.

Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2012/13 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	13	10	0	240	- 6	257
	P2	7	54	0	175	- 4	232
	P3	15	114	1	159	18	307
	P4	8	86	0	164	47	305
	P5	5	45	0	190	32	272
	P6	14	90	1	189	12	306
	All Grades	62	399	2	1 117	99	1 679
Wan Chai	P1	- 4	- 24	0	147	- 2	117
	P2	- 19	15	0	104	18	118
	P3	- 3	27	0	127	17	168
	P4	- 9	11	0	142	7	151
	P5	- 5	69	0	139	4	207
	P6	- 9	53	0	206	1	251
	All Grades	- 49	151	0	865	45	1 012
Eastern	P1	61	70	24	42	121	318
	P2	40	66	31	53	102	292
	P3	29	142	30	68	101	370
	P4	61	79	38	80	88	346
	P5	11	129	24	72	120	356
	P6	- 3	110	20	55	73	255
	All Grades	199	596	167	370	605	1 937

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	2	65	0	37	80	184
	P2	2	53	0	30	52	137
	P3	4	102	1	42	38	187
	P4	10	84	1	64	20	179
	P5	16	104	6	51	24	201
	P6	20	97	3	50	10	180
	All Grades	54	505	11	274	224	1 068
Yau Tsim Mong	P1	54	- 35	- 1	- 2	0	16
	P2	42	- 20	7	- 2	0	27
	P3	47	- 23	- 12	- 5	0	7
	P4	18	- 50	6	- 5	0	- 31
	P5	18	145	22	- 3	0	182
	P6	11	37	21	- 6	0	63
	All Grades	190	54	43	- 23	0	264
Sham Shui Po	P1	23	- 52	35	309	0	315
	P2	7	- 4	39	290	0	332
	P3	33	38	29	215	0	315
	P4	54	30	20	215	0	319
	P5	0	61	11	234	0	306
	P6	26	180	26	231	0	463
	All Grades	143	253	160	1 494	0	2 050

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 33	- 43	5	405	140	474
	P2	- 29	69	- 9	357	84	472
	P3	- 31	54	8	328	39	398
	P4	- 21	9	17	302	95	402
	P5	- 18	100	8	427	81	598
	P6	- 8	143	6	438	97	676
	All Grades	- 140	332	35	2 257	536	3 020
Wong Tai Sin	P1	13	65	0	52	0	130
	P2	12	98	0	60	0	170
	P3	3	56	0	22	0	81
	P4	2	- 22	0	- 24	0	- 44
	P5	1	72	0	36	0	109
	P6	12	49	0	100	0	161
	All Grades	43	318	0	246	0	607
Kwun Tong	P1	- 5	- 104	13	13	39	- 44
	P2	- 1	- 55	28	29	36	37
	P3	3	- 40	62	33	12	70
	P4	- 6	- 99	49	48	15	7
	P5	1	- 77	14	40	34	12
	P6	1	- 45	31	55	40	82
	All Grades	- 7	- 420	197	218	176	164

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	1	123	78	31	0	233
	P2	7	126	22	17	2	174
	P3	10	115	58	24	0	207
	P4	- 6	91	39	0	0	124
	P5	12	167	62	23	1	265
	P6	6	164	54	24	0	248
	All Grades	30	786	313	119	3	1 251
Sha Tin	P1	- 9	52	12	31	1	87
	P2	- 8	97	6	16	2	113
	P3	- 6	- 19	6	25	0	6
	P4	- 1	- 46	7	6	0	- 34
	P5	- 1	93	0	16	0	108
	P6	2	105	16	8	0	131
	All Grades	- 23	282	47	102	3	411
Tai Po	P1	12	- 9	0	0	47	50
	P2	8	48	0	0	73	129
	P3	7	76	0	0	57	140
	P4	- 2	42	0	0	55	95
	P5	3	43	0	0	61	107
	P6	1	115	0	0	68	184
	All Grades	29	315	0	0	361	705

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	- 6	- 251	0	0	0	- 257
	P2	9	- 156	0	0	0	- 147
	P3	5	- 120	0	0	0	- 115
	P4	- 1	- 53	0	0	0	- 54
	P5	2	- 53	0	0	0	- 51
	P6	0	- 20	0	0	0	- 20
	All Grades	9	- 653	0	0	0	- 644
Yuen Long	P1	- 21	39	3	30	13	64
	P2	- 10	- 56	4	29	10	- 23
	P3	- 9	- 7	25	29	10	48
	P4	- 11	- 104	19	24	7	- 65
	P5	- 3	- 68	7	25	6	- 33
	P6	9	60	24	29	12	134
	All Grades	- 45	- 136	82	166	58	125
Tuen Mun	P1	- 4	47	0	18	5	66
	P2	- 1	44	2	33	3	81
	P3	- 2	120	11	35	16	180
	P4	2	58	6	38	4	108
	P5	1	219	9	35	5	269
	P6	0	200	6	32	3	241
	All Grades	- 4	688	34	191	36	945

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 18	- 28	0	14	0	- 32
	P2	- 20	- 34	0	23	0	- 31
	P3	- 2	1	0	16	0	15
	P4	- 3	- 46	0	19	0	- 30
	P5	3	- 15	0	32	0	20
	P6	6	- 17	0	31	0	20
	All Grades	- 34	- 139	0	135	0	- 38
Kwai Tsing	P1	0	136	10	0	0	146
	P2	0	133	3	0	0	136
	P3	0	67	15	0	0	82
	P4	0	92	6	0	0	98
	P5	0	330	6	0	0	336
	P6	0	285	32	0	0	317
	All Grades	0	1 043	72	0	0	1 115
Islands	P1	0	59	0	4	37	100
	P2	0	78	0	6	26	110
	P3	0	110	0	5	7	122
	P4	0	81	0	0	21	102
	P5	0	117	0	1	16	134
	P6	0	77	0	1	33	111
	All Grades	0	522	0	17	140	679

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	79	120	179	1 371	475	2 224
	P2	46	556	133	1 220	404	2 359
	P3	103	813	234	1 123	315	2 588
	P4	95	243	208	1 073	359	1 978
	P5	46	1 481	169	1 318	384	3 398
	P6	88	1 683	240	1 443	349	3 803
	All Grades	457	4 896	1 163	7 548	2 286	16 350

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) 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, 2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	4	17
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	8	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
Sham Shui Po	1	15	1	9	4	1	31
Kowloon City	3	27	0	5	2	5	42
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	6	1	0	35
Sai Kung	1	18	0	8	1	0	28
Sha Tin	2	37	0	6	2	1	48
Tai Po	2	17	0	2	0	0	21
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	8	0	47
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	32	362	3	61	32	29	519

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, 2012/13 School Year

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
Central & Western	S1	4	144	144	30	1 080	1 040	0	0	0	15	499	518	0	0	0	13	359	335	62	2 082	2 037
	S2	4	144	143	30	1 080	1 028	0	0	0	15	493	503	0	0	0	12	325	320	61	2 042	1 994
	S3	5	180	171	31	1 116	1 062	0	0	0	15	493	482	0	0	0	12	316	307	63	2 105	2 022
	S4	5	190	180	33	1 216	1 135	0	0	0	15	477	448	0	0	0	11	298	293	64	2 181	2 056
	S5	5	200	171	33	1 273	1 109	0	0	0	15	467	431	0	0	0	11	298	285	64	2 238	1 996
	S6	5	200	180	33	1 232	983	0	0	0	15	467	358	0	0	0	11	325	271	64	2 224	1 792
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	290	234	10	290	234
	All Grades	28	1 058	989	190	6 997	6 357	0	0	0	90	2 896	2 740	0	0	0	80	2 211	2 045	388	13 162	12 131
Wan Chai	S1	12	432	429	38	1 332	1 275	0	0	0	8	322	254	0	0	0	7	173	164	65	2 259	2 122
	S2	12	432	425	38	1 332	1 223	0	0	0	8	326	266	0	0	0	7	173	156	65	2 263	2 070
	S3	13	468	448	39	1 368	1 239	0	0	0	8	330	239	0	0	0	7	173	149	67	2 339	2 075
	S4	13	494	467	42	1 481	1 297	0	0	0	12	450	375	0	0	0	6	148	137	73	2 573	2 276
	S5	13	520	465	41	1 580	1 278	0	0	0	11	435	352	0	0	0	6	148	137	71	2 683	2 232
	S6	13	520	472	42	1 630	1 209	0	0	0	14	478	348	0	0	0	6	148	113	75	2 776	2 142
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	124	79	5	124	79
	All Grades	76	2 866	2 706	240	8 723	7 521	0	0	0	61	2 341	1 834	0	0	0	44	1 087	935	421	15 017	12 996
Eastern	S1	16	576	569	98	3 348	2 906	0	0	0	16	597	541	0	0	0	21	550	489	151	5 071	4 505
	S2	16	576	566	93	3 240	2 815	0	0	0	16	597	513	0	0	0	23	611	507	148	5 024	4 401
	S3	18	648	639	98	3 456	3 032	0	0	0	16	625	524	0	0	0	21	521	407	153	5 250	4 602
	S4	18	684	668	106	3 914	3 390	0	0	0	16	625	580	0	0	0	18	445	323	158	5 668	4 961
	S5	18	720	649	108	4 239	3 405	0	0	0	16	625	517	0	0	0	19	465	339	161	6 049	4 910
	S6	18	720	632	109	4 266	3 377	0	0	0	17	669	514	0	0	0	15	366	238	159	6 021	4 761
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	171	132	7	171	132
	All Grades	104	3 924	3 723	612	22 463	18 925	0	0	0	97	3 738	3 189	0	0	0	124	3 129	2 435	937	33 254	28 272

Appendix 1(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	52	1 800	1 491	0	0	0	11	390	354	10	230	218	33	855	828	106	3 275	2 891
	S2	0	0	0	53	1 872	1 521	0	0	0	11	390	346	10	230	213	32	834	829	106	3 326	2 909
	S3	0	0	0	55	1 908	1 625	0	0	0	11	390	321	10	185	159	33	856	833	109	3 339	2 938
	S4	0	0	0	61	2 090	1 780	0	0	0	11	375	306	9	157	149	31	820	747	112	3 442	2 982
	S5	0	0	0	60	2 200	1 772	0	0	0	11	375	284	9	157	139	32	842	751	112	3 574	2 946
	S6	0	0	0	62	2 280	1 667	0	0	0	11	375	278	8	119	116	30	795	691	111	3 569	2 752
	S7	0	0	0	0	0	0	0	0	0	0	0	0	8	134	108	30	800	611	38	934	719
	All Grades	0	0	0	343	12 150	9 856	0	0	0	66	2 295	1 889	64	1 212	1 102	221	5 802	5 290	694	21 459	18 137
Yau Tsim Mong	S1	9	324	266	49	1 728	1 636	4	144	76	14	525	515	0	0	0	0	0	0	76	2 721	2 493
	S2	9	324	290	48	1 679	1 608	4	144	100	13	508	488	0	0	0	0	0	0	74	2 655	2 486
	S3	9	324	281	53	1 859	1 745	4	142	119	13	545	486	0	0	0	0	0	0	79	2 870	2 631
	S4	9	342	306	61	2 213	2 028	4	152	142	13	545	451	2	54	7	0	0	0	89	3 306	2 934
	S5	9	360	295	59	2 241	1 957	4	160	140	13	545	437	2	54	10	0	0	0	87	3 360	2 839
	S6	9	360	284	59	2 276	1 931	4	160	124	13	545	404	3	81	66	0	0	0	88	3 422	2 809
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	54	2 034	1 722	329	11 996	10 905	24	902	701	79	3 213	2 781	7	189	83	0	0	0	493	18 334	16 192
Sham Shui Po	S1	5	144	140	71	2 484	2 473	4	144	139	37	1 400	1 249	6	180	172	1	15	6	124	4 367	4 179
	S2	5	144	136	71	2 520	2 482	4	144	144	34	1 354	1 157	6	180	137	1	15	10	121	4 357	4 066
	S3	6	180	154	78	2 808	2 711	5	180	178	34	1 383	1 170	6	180	122	1	15	6	130	4 746	4 341
	S4	6	190	164	72	2 658	2 529	4	152	150	37	1 404	1 239	7	240	161	1	20	22	127	4 664	4 265
	S5	5	200	129	74	2 856	2 593	5	198	192	36	1 385	1 163	6	210	142	1	20	22	127	4 869	4 241
	S6	6	200	113	74	2 873	2 480	5	192	187	35	1 424	1 132	6	225	134	1	15	13	127	4 929	4 059
	S7	0	0	0	0	0	0	0	0	0	0	0	0	1	30	15	0	0	0	1	30	15
	All Grades	33	1 058	836	440	16 199	15 268	27	1 010	990	213	8 350	7 110	38	1 245	883	6	100	79	757	27 962	25 166

Appendix 1(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
Kowloon City	S1	8	288	267	119	4 208	4 038	0	0	0	20	746	723	5	125	122	24	542	493	176	5 909	5 643
	S2	8	288	284	119	4 212	3 931	0	0	0	19	706	675	7	175	165	24	542	469	177	5 923	5 524
	S3	8	288	264	131	4 677	4 264	0	0	0	20	744	679	6	150	125	22	497	447	187	6 356	5 779
	S4	8	304	281	139	5 054	4 547	0	0	0	25	939	793	6	150	149	21	472	436	199	6 919	6 206
	S5	8	320	269	137	5 398	4 488	0	0	0	30	920	804	7	175	154	17	477	446	199	7 290	6 161
	S6	8	320	267	137	5 436	4 405	0	0	0	30	908	744	5	145	103	17	477	400	197	7 286	5 919
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	125	93	9	265	232	14	390	325
	All Grades	48	1 808	1 632	782	28 985	25 673	0	0	0	144	4 963	4 418	41	1 045	911	134	3 272	2 923	1 149	40 073	35 557
Wong Tai Sin	S1	3	108	85	91	3 183	3 069	0	0	0	6	246	245	4	140	110	0	0	0	104	3 677	3 509
	S2	3	108	74	89	3 147	2 964	0	0	0	6	246	244	4	140	99	0	0	0	102	3 641	3 381
	S3	3	108	89	97	3 363	3 179	0	0	0	6	270	215	4	140	114	0	0	0	110	3 881	3 597
	S4	3	114	100	108	3 697	3 442	0	0	0	6	270	193	3	105	85	0	0	0	120	4 186	3 820
	S5	3	120	86	108	4 047	3 561	0	0	0	6	270	179	3	105	69	0	0	0	120	4 542	3 895
	S6	4	160	119	105	4 120	3 628	0	0	0	6	270	186	4	145	72	0	0	0	119	4 695	4 005
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	19	718	553	598	21 557	19 843	0	0	0	36	1 572	1 262	22	775	549	0	0	0	675	24 622	22 207
Kwun Tong	S1	8	288	287	106	3 672	3 592	5	180	175	25	909	751	0	0	0	0	0	0	144	5 049	4 805
	S2	8	288	272	105	3 672	3 616	5	180	182	26	972	812	0	0	0	0	0	0	144	5 112	4 882
	S3	9	324	309	117	4 176	4 029	6	216	210	27	1 032	872	0	0	0	0	0	0	159	5 748	5 420
	S4	9	342	327	124	4 446	4 240	6	228	216	29	1 164	972	0	0	0	0	0	0	168	6 180	5 755
	S5	9	360	319	127	4 840	4 311	6	240	216	30	1 165	913	0	0	0	0	0	0	172	6 605	5 759
	S6	9	360	305	125	4 880	4 177	6	240	224	32	1 213	929	0	0	0	0	0	0	172	6 693	5 635
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	52	1 962	1 819	704	25 686	23 965	34	1 284	1 223	169	6 455	5 249	0	0	0	0	0	0	959	35 387	32 256

Appendix 1(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	5	144	140	73	2 556	2 372	0	0	0	34	1 092	1 034	1	25	8	0	0	0	113	3 817	3 554
	S2	5	144	139	72	2 556	2 408	0	0	0	32	1 047	951	0	0	0	0	0	0	109	3 747	3 498
	S3	5	180	163	82	2 916	2 673	0	0	0	31	1 025	876	1	25	6	0	0	0	119	4 146	3 718
	S4	5	190	194	90	3 230	2 969	0	0	0	34	1 155	983	1	25	2	0	0	0	130	4 600	4 148
	S5	5	200	178	89	3 440	2 850	0	0	0	39	1 230	989	1	25	6	0	0	0	134	4 895	4 023
	S6	5	200	200	93	3 600	2 959	0	0	0	40	1 302	988	0	0	0	0	0	0	138	5 102	4 147
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	30	1 058	1 014	499	18 298	16 231	0	0	0	210	6 851	5 821	4	100	22	0	0	0	743	26 307	23 088
Sha Tin	S1	8	288	287	147	5 094	4 653	0	0	0	24	835	836	13	253	251	6	180	176	198	6 650	6 203
	S2	8	288	280	147	5 130	4 659	0	0	0	24	840	774	12	258	256	6	180	176	197	6 696	6 145
	S3	9	324	313	160	5 670	5 045	0	0	0	23	803	727	12	252	251	6	180	176	210	7 229	6 512
	S4	9	342	322	171	6 208	5 624	0	0	0	24	807	698	12	252	251	6	180	180	222	7 789	7 075
	S5	9	360	339	171	6 566	5 467	0	0	0	29	944	760	12	234	227	6	180	173	227	8 284	6 966
	S6	10	360	324	178	6 920	5 605	0	0	0	30	980	743	12	234	208	9	162	170	239	8 656	7 050
	S7	0	0	0	0	0	0	0	0	0	0	0	0	11	207	194	9	162	161	20	369	355
	All Grades	53	1 962	1 865	974	35 588	31 053	0	0	0	154	5 209	4 538	84	1 690	1 638	48	1 224	1 212	1 313	45 673	40 306
Tai Po	S1	3	108	95	67	2 268	2 132	0	0	0	9	360	272	0	0	0	0	0	0	79	2 736	2 499
	S2	3	108	80	64	2 268	2 130	0	0	0	9	360	278	0	0	0	0	0	0	76	2 736	2 488
	S3	2	72	46	74	2 591	2 367	0	0	0	9	360	205	0	0	0	0	0	0	85	3 023	2 618
	S4	3	114	68	82	2 850	2 560	0	0	0	9	360	277	0	0	0	0	0	0	94	3 324	2 905
	S5	6	200	144	80	3 040	2 582	0	0	0	9	360	291	0	0	0	0	0	0	95	3 600	3 017
	S6	7	280	173	81	3 160	2 634	0	0	0	9	360	277	0	0	0	0	0	0	97	3 800	3 084
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	882	606	448	16 177	14 405	0	0	0	54	2 160	1 600	0	0	0	0	0	0	526	19 219	16 611

Appendix 1(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
North	S1	6	216	205	72	2 448	2 414	0	0	0	5	200	202	0	0	0	3	60	50	86	2 924	2 871
	S2	6	216	207	70	2 410	2 417	0	0	0	5	198	202	0	0	0	3	60	50	84	2 884	2 876
	S3	6	216	192	83	2 914	2 809	0	0	0	5	200	211	0	0	0	3	60	54	97	3 390	3 266
	S4	6	228	180	90	3 078	2 909	0	0	0	5	200	200	0	0	0	1	20	22	102	3 526	3 311
	S5	6	240	149	87	3 240	2 931	0	0	0	5	200	193	0	0	0	1	20	13	99	3 700	3 286
	S6	8	320	213	88	3 272	2 859	0	0	0	5	200	196	3	115	80	1	20	18	105	3 927	3 366
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	38	1 436	1 146	490	17 362	16 339	0	0	0	30	1 198	1 204	3	115	80	12	240	207	573	20 351	18 976
Yuen Long	S1	16	576	563	127	4 374	4 169	0	0	0	24	803	716	0	0	0	0	0	0	167	5 753	5 448
	S2	16	576	567	128	4 409	4 183	0	0	0	23	791	706	0	0	0	0	0	0	167	5 776	5 456
	S3	20	720	693	147	5 166	4 752	0	0	0	22	781	645	0	0	0	0	0	0	189	6 667	6 090
	S4	21	760	714	153	5 563	5 054	0	0	0	21	775	652	3	46	26	0	0	0	198	7 144	6 446
	S5	21	800	778	152	5 876	4 973	0	0	0	20	740	559	7	218	138	0	0	0	200	7 634	6 448
	S6	21	800	753	156	6 048	4 998	0	0	0	21	835	631	13	500	367	0	0	0	211	8 183	6 749
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	115	4 232	4 068	863	31 436	28 129	0	0	0	131	4 725	3 909	23	764	531	0	0	0	1 132	41 157	36 637
Tuen Mun	S1	8	288	284	132	4 632	4 193	0	0	0	0	0	0	0	0	0	4	96	78	144	5 016	4 555
	S2	8	288	285	133	4 632	4 086	0	0	0	0	0	0	0	0	0	3	72	63	144	4 992	4 434
	S3	10	360	321	148	5 208	4 605	0	0	0	0	0	0	0	0	0	2	48	42	160	5 616	4 968
	S4	10	380	359	158	5 683	4 986	0	0	0	0	0	0	0	0	0	2	48	44	170	6 111	5 389
	S5	10	400	381	164	6 247	5 308	0	0	0	0	0	0	0	0	0	0	0	0	174	6 647	5 689
	S6	10	400	371	175	6 657	5 535	0	0	0	0	0	0	0	0	0	1	25	24	186	7 082	5 930
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	56	2 116	2 001	910	33 059	28 713	0	0	0	0	0	0	0	0	0	12	289	251	978	35 464	30 965

Appendix 1(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	4	144	147	48	1 728	1 740	0	0	0	0	0	0	0	0	0	0	0	0	52	1 872	1 887
	S2	4	144	147	48	1 728	1 702	0	0	0	0	0	0	0	0	0	0	0	0	52	1 872	1 849
	S3	5	180	180	56	1 997	1 977	0	0	0	0	0	0	0	0	0	0	0	0	61	2 177	2 157
	S4	5	190	195	62	2 204	2 114	0	0	0	0	0	0	0	0	0	0	0	0	67	2 394	2 309
	S5	5	200	195	62	2 319	2 065	0	0	0	0	0	0	0	0	0	0	0	0	67	2 519	2 260
	S6	5	200	188	61	2 319	2 104	0	0	0	0	0	0	0	0	0	0	0	0	66	2 519	2 292
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	28	1 058	1 052	337	12 295	11 702	0	0	0	0	0	0	0	0	0	0	0	0	365	13 353	12 754
Kwai Tsing	S1	0	0	0	122	4 356	4 347	0	0	0	0	0	0	0	0	0	0	0	0	122	4 356	4 347
	S2	0	0	0	123	4 356	4 319	0	0	0	0	0	0	0	0	0	0	0	0	123	4 356	4 319
	S3	0	0	0	140	4 968	4 743	0	0	0	0	0	0	0	0	0	0	0	0	140	4 968	4 743
	S4	0	0	0	155	5 358	5 047	0	0	0	0	0	0	0	0	0	0	0	0	155	5 358	5 047
	S5	0	0	0	153	5 720	5 002	0	0	0	0	0	0	0	0	0	0	0	0	153	5 720	5 002
	S6	0	0	0	159	5 960	5 122	0	0	0	0	0	0	0	0	0	0	0	0	159	5 960	5 122
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	852	30 718	28 580	0	0	0	0	0	0	0	0	0	0	0	0	852	30 718	28 580
Islands	S1	3	108	67	24	792	765	0	0	0	9	246	216	4	120	109	3	66	53	43	1 332	1 210
	S2	3	108	95	24	828	755	0	0	0	9	246	233	4	120	115	2	44	41	42	1 346	1 239
	S3	3	108	97	28	972	912	0	0	0	9	246	239	7	193	133	2	44	34	49	1 563	1 415
	S4	3	114	105	30	1 064	879	0	0	0	9	300	254	5	135	111	1	22	12	48	1 635	1 361
	S5	3	120	112	30	1 120	930	0	0	0	12	370	246	5	135	73	1	22	13	51	1 767	1 374
	S6	3	120	105	30	1 120	918	0	0	0	13	405	253	6	164	81	0	0	0	52	1 809	1 357
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	678	581	166	5 896	5 159	0	0	0	61	1 813	1 441	31	867	622	9	198	153	285	9 452	7 956

Appendix 1(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	118	4 176	3 975	1 466	51 083	48 305	13	468	390	257	9 170	8 426	43	1 073	990	115	2 896	2 672	2 012	68 866	64 758
	S2	118	4 176	3 990	1 455	51 071	47 847	13	468	426	250	9 074	8 148	43	1 103	985	113	2 856	2 621	1 992	68 748	64 017
	S3	131	4 680	4 360	1 617	57 133	52 769	15	538	507	249	9 227	7 891	46	1 125	910	109	2 710	2 455	2 167	75 413	68 892
	S4	133	4 978	4 630	1 737	62 007	56 530	14	532	508	266	9 846	8 421	48	1 164	941	98	2 473	2 216	2 296	81 000	73 246
	S5	135	5 320	4 659	1 735	66 242	56 582	15	598	548	282	10 031	8 118	52	1 313	958	94	2 472	2 179	2 313	85 976	73 044
	S6	141	5 520	4 699	1 767	68 049	56 591	15	592	535	291	10 431	7 981	60	1 728	1 227	91	2 333	1 938	2 365	88 653	72 971
	S7	0	0	0	0	0	0	0	0	0	0	0	0	25	496	410	70	1 812	1 449	95	2 308	1 859
	All Grades	776	28 850	26 313	9 777	355 585	318 624	85	3 196	2 914	1 595	57 779	48 985	317	8 002	6 421	690	17 552	15 530	13 240	470 964	418 787

- 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 2012.
 - (3) Figures on operating classes in a very small number of schools (other than 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) in accordance with the planned class sizes as adopted by schools concerned.
 - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2012/13 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	0	40	0	- 19	0	24	45
	S2	1	52	0	- 10	0	5	48
	S3	9	54	0	11	0	9	83
	S4	10	81	0	29	0	5	125
	S5	29	164	0	36	0	13	242
	S6	20	249	0	109	0	54	432
	S7	0	0	0	0	0	56	56
	All Grades	69	640	0	156	0	166	1 031
Wan Chai	S1	3	57	0	68	0	9	137
	S2	7	109	0	60	0	17	193
	S3	20	129	0	91	0	24	264
	S4	27	184	0	75	0	11	297
	S5	55	302	0	83	0	11	451
	S6	48	421	0	130	0	35	634
	S7	0	0	0	0	0	45	45
	All Grades	160	1 202	0	507	0	152	2 021
Eastern	S1	7	442	0	56	0	61	566
	S2	10	425	0	84	0	104	623
	S3	9	424	0	101	0	114	648
	S4	16	524	0	45	0	122	707
	S5	71	834	0	108	0	126	1 139
	S6	88	889	0	155	0	128	1 260
	S7	0	0	0	0	0	39	39
	All Grades	201	3 538	0	549	0	694	4 982

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	309	0	36	12	27	384
	S2	0	351	0	44	17	5	417
	S3	0	283	0	69	26	23	401
	S4	0	310	0	69	8	73	460
	S5	0	428	0	91	18	91	628
	S6	0	613	0	97	3	104	817
	S7	0	0	0	0	26	189	215
	All Grades	0	2 294	0	406	110	512	3 322
Yau Tsim Mong	S1	58	92	68	10	0	0	228
	S2	34	71	44	20	0	0	169
	S3	43	114	23	59	0	0	239
	S4	36	185	10	94	47	0	372
	S5	65	284	20	108	44	0	521
	S6	76	345	36	141	15	0	613
	S7	0	0	0	0	0	0	0
	All Grades	312	1 091	201	432	106	0	2 142
Sham Shui Po	S1	4	11	5	151	8	9	188
	S2	8	38	0	197	43	5	291
	S3	26	97	2	213	58	9	405
	S4	26	129	2	165	79	- 2	399
	S5	71	263	6	222	68	- 2	628
	S6	87	393	5	292	91	2	870
	S7	0	0	0	0	15	0	15
	All Grades	222	931	20	1 240	362	21	2 796

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	21	170	0	23	3	49	266
	S2	4	281	0	31	10	73	399
	S3	24	413	0	65	25	50	577
	S4	23	507	0	146	1	36	713
	S5	51	910	0	116	21	31	1 129
	S6	53	1 031	0	164	42	77	1 367
	S7	0	0	0	0	32	33	65
	All Grades	176	3 312	0	545	134	349	4 516
Wong Tai Sin	S1	23	114	0	1	30	0	168
	S2	34	183	0	2	41	0	260
	S3	19	184	0	55	26	0	284
	S4	14	255	0	77	20	0	366
	S5	34	486	0	91	36	0	647
	S6	41	492	0	84	73	0	690
	S7	0	0	0	0	0	0	0
	All Grades	165	1 714	0	310	226	0	2 415
Kwun Tong	S1	1	80	5	158	0	0	244
	S2	16	56	- 2	160	0	0	230
	S3	15	147	6	160	0	0	328
	S4	15	206	12	192	0	0	425
	S5	41	529	24	252	0	0	846
	S6	55	703	16	284	0	0	1 058
	S7	0	0	0	0	0	0	0
	All Grades	143	1 721	61	1 206	0	0	3 131

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	4	184	0	58	17	0	263
	S2	5	148	0	96	0	0	249
	S3	17	243	0	149	19	0	428
	S4	- 4	261	0	172	23	0	452
	S5	22	590	0	241	19	0	872
	S6	0	641	0	314	0	0	955
	S7	0	0	0	0	0	0	0
	All Grades	44	2 067	0	1 030	78	0	3 219
Sha Tin	S1	1	441	0	- 1	2	4	447
	S2	8	471	0	66	2	4	551
	S3	11	625	0	76	1	4	717
	S4	20	584	0	109	1	0	714
	S5	21	1 099	0	184	7	7	1 318
	S6	36	1 315	0	237	26	- 8	1 606
	S7	0	0	0	0	13	1	14
	All Grades	97	4 535	0	671	52	12	5 367
Tai Po	S1	13	136	0	88	0	0	237
	S2	28	138	0	82	0	0	248
	S3	26	224	0	155	0	0	405
	S4	46	290	0	83	0	0	419
	S5	56	458	0	69	0	0	583
	S6	107	526	0	83	0	0	716
	S7	0	0	0	0	0	0	0
	All Grades	276	1 772	0	560	0	0	2 608

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	11	34	0	- 2	0	10	53
	S2	9	- 7	0	- 4	0	10	8
	S3	24	105	0	- 11	0	6	124
	S4	48	169	0	0	0	- 2	215
	S5	91	309	0	7	0	7	414
	S6	107	413	0	4	35	2	561
	S7	0	0	0	0	0	0	0
	All Grades	290	1 023	0	- 6	35	33	1 375
Yuen Long	S1	13	205	0	87	0	0	305
	S2	9	226	0	85	0	0	320
	S3	27	414	0	136	0	0	577
	S4	46	509	0	123	20	0	698
	S5	22	903	0	181	80	0	1 186
	S6	47	1 050	0	204	133	0	1 434
	S7	0	0	0	0	0	0	0
	All Grades	164	3 307	0	816	233	0	4 520
Tuen Mun	S1	4	439	0	0	0	18	461
	S2	3	546	0	0	0	9	558
	S3	39	603	0	0	0	6	648
	S4	21	697	0	0	0	4	722
	S5	19	939	0	0	0	0	958
	S6	29	1 122	0	0	0	1	1 152
	S7	0	0	0	0	0	0	0
	All Grades	115	4 346	0	0	0	38	4 499

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 3	- 12	0	0	0	0	- 15
	S2	- 3	26	0	0	0	0	23
	S3	0	20	0	0	0	0	20
	S4	- 5	90	0	0	0	0	85
	S5	5	254	0	0	0	0	259
	S6	12	215	0	0	0	0	227
	S7	0	0	0	0	0	0	0
	All Grades	6	593	0	0	0	0	599
Kwai Tsing	S1	0	9	0	0	0	0	9
	S2	0	37	0	0	0	0	37
	S3	0	225	0	0	0	0	225
	S4	0	311	0	0	0	0	311
	S5	0	718	0	0	0	0	718
	S6	0	838	0	0	0	0	838
	S7	0	0	0	0	0	0	0
	All Grades	0	2 138	0	0	0	0	2 138
Islands	S1	41	27	0	30	11	13	122
	S2	13	73	0	13	5	3	107
	S3	11	60	0	7	60	10	148
	S4	9	185	0	46	24	10	274
	S5	8	190	0	124	62	9	393
	S6	15	202	0	152	83	0	452
	S7	0	0	0	0	0	0	0
	All Grades	97	737	0	372	245	45	1 496

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	201	2 778	78	744	83	224	4 108
	S2	186	3 224	42	926	118	235	4 731
	S3	320	4 364	31	1 336	215	255	6 521
	S4	348	5 477	24	1 425	223	257	7 754
	S5	661	9 660	50	1 913	355	293	12 932
	S6	821	11 458	57	2 450	501	395	15 682
	S7	0	0	0	0	86	363	449
	All Grades	2 537	36 961	282	8 794	1 581	2 022	52 177

- 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 2012.
 - (3) 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.
 - (4) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

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

EDB079

Question Serial No.

2134

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 inform us of all items with unspent provisions on education (including provisions for schools, student financial assistance, capital works and non-recurrent items, etc.), the amount returned to the Treasury in respect of each item and the percentage of its actual provision over estimated provision from 2008-09 to 2012-13 respectively.

Asked by: Hon. IP Kin-yuen

Reply:

The breakdown of unspent provision on education from 2008-09 to 2012-13 by broad categories as required is provided in the **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

Education Expenditure in 2008-09 to 2012-13

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent/ Overspent (-)	% of Actual Expenditure over Approved Estimate	Estimated Amount Unspent/ Overspent (-)	% of Revised Estimate over Approved Estimate
	\$ million		\$ million		\$ million		\$ million		\$ million	
(a) Subventions to schools/ institutions and subsidies to kindergartens	508 (1%)	99%	2,077 (4%)	96%	2,035 (4%)	96%	-729 (-1%)	101%	-229 (0%)	100%
(b) Student financial assistance/ loans to students/ schools/ institutions	1,060 (19%)	81%	940 (17%)	83%	273 (6%)	94%	892 (14%)	86%	1,161 (15%)	85%
(c) Capital works expenditure	398 (12%)	88%	105 (3%)	97%	430 (9%)	91%	398 (6%)	94%	189 (4%)	96%
(d) Operational and other non-recurrent expenditures of Education Bureau and departments under its purview	314 (7%)	93%	303 (7%)	93%	244 (5%)	95%	215 (4%)	96%	185 (4%)	96%
Total	2,280 (3%)	97%	3,425 (6%)	94%	2,982 (5%)	95%	776 (1%)	99%	1,306 (2%)	98%

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

Reply Serial No.

EDB080

Question Serial No.

2135

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 following information for the school years from 2010/11 to 2012/13:

- (a) the actual average teacher-to-student and class-to-teacher ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools;
- (b) the numbers of regular teachers, fixed-term contract teachers and teaching assistants in aided primary and secondary schools as well as special schools;
- (c) a breakdown of the types and numbers of non-establishment teaching staff in aided primary and secondary schools; and
- (d) the average numbers of teaching periods for teachers in government, aided and private primary and secondary schools.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The average student-to-teacher ratios and the average teacher-to-class ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2010/11 to 2012/13 are as follows:

Student-to-Teacher Ratio

	2010/11	2011/12	2012/13*
Government primary schools	15.6:1	15.4:1	14.9:1
Government secondary schools	16.0:1	16.0:1	15.2:1
Aided primary schools	15.3:1	14.8:1	14.4:1
Aided secondary schools	15.4:1	15.2:1	14.4:1
Private primary schools	16.2:1	15.9:1	16.1:1
Private secondary schools	14.6:1	13.5:1	13.8:1
Special schools	5.3:1	5.1:1	4.9:1
DSS schools	13.4:1	13.0:1	12.4:1
International schools	11.5:1	11.7:1	11.0:1

Teacher-to-Class Ratio

	2010/11	2011/12	2012/13*
Government primary schools	1.8:1	1.8:1	1.8:1
Government secondary schools	2.2:1	2.1:1	2.2:1
Aided primary schools	1.9:1	1.9:1	1.9:1
Aided secondary schools	2.2:1	2.2:1	2.3:1
Private primary schools	1.8:1	1.8:1	1.8:1
Private secondary schools	1.7:1	1.7:1	1.5:1
Special schools	2.1:1	2.1:1	2.2:1
DSS schools	2.3:1	2.3:1	2.5:1
International schools	2.1:1	2.0:1	2.1:1

* Provisional figures

Note: The student-to-teacher ratio and the teacher-to-class ratio vary among individual DSS, private and international schools.

- (b) Schools can appoint teachers to fill the posts on the approved teaching establishment (establishment teachers) or posts outside the establishment (non-establishment teachers) by using various grants and other funding. The numbers of establishment teachers and non-establishment teachers in aided primary and secondary schools, and special schools for the school years from 2010/11 to 2012/13 are as follows:

Aided Primary Schools

	2010/11	2011/12	2012/13*
Establishment teachers	14 750	14 680	14 630
Non-establishment teachers	1 830	1 790	1 890

Aided Secondary Schools

	2010/11	2011/12	2012/13*
Establishment teachers	19 350	19 880	18 750
Non-establishment teachers	3 010	3 720	3 380

Special Schools

	2010/11	2011/12	2012/13*
Establishment teachers	1 340	1 420	1 460
Non-establishment teachers	140	150	140

* Provisional figures

The Education Bureau (EDB) does not have information on the number of teaching assistants in schools.

- (c) The EDB does not have the information on the types of non-establishment teaching staff in aided primary and secondary schools.

- (d) The average numbers of teaching periods for government, aided primary and secondary teachers per cycle for the school years from 2010/11 to 2012/13 are as follows:

	Average number of periods per cycle [#]		
	2010/11	2011/12	2012/13*
Government secondary school teachers	26	26	25
Government primary school teachers	26	26	26
Aided secondary school teachers	27	27	26
Aided primary school teachers	26	26	26

* Provisional figures

The above figures are calculated by averaging the number of teaching periods as reported by individual teachers in schools. No adjustment has been made to cater for the variation in the duration of teaching periods, the number of teaching periods per cycle as well as the number of teaching days per cycle that exist among schools.

The Education Bureau (EDB) does not have information on the average numbers of teaching periods for private primary and secondary teachers.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 25.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB081**

Question Serial No.

2136

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 provide, on a yearly basis, the following information on public sector primary and secondary schools from 2008/09 to 2012/13 school years:

- the respective numbers of classes and school places reduced due to reduction of classes and the amount of expenditure saved as a result;
- the respective numbers of schools and school places reduced due to closure of schools and the amount of expenditure saved as a result;
- the total reduction in the respective numbers of classes and school places and the total amount of expenditure saved under the above 2 items;
- both the respective and total numbers of redundant teachers arising from reduction of classes and closure of schools.

Asked by: Hon. IP Kin-yuen

Reply:

The information on the number of classes and school places reduced, the number of schools closed as well as the savings involved in government and aided primary and secondary schools from 2008/09 to 2012/13 school years are as follows:

- The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary			Secondary		
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)
2008/09	404	12 524	147	193	7 064	46
2009/10	251	7 505	101	37	1 325	17
2010/11	139	4 017	63	86	2 950	57
2011/12	5	141	3	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 6	Note 6	Note 6

(b) The number of classes and school places reduced due to school closure and the savings involved

School Year	Primary				Secondary			
	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings/ (\$million) (Note 3)
2008/09	19	79	2 449	77	1	7	256	7
2009/10	12	34	1 017	41	3	18	644	19
2010/11	8	26	751	29	0	0	0	0
2011/12	2	8	225	9	0	0	0	0
2012/13	1	3	82	4	1	5	164	5

(c) The total number of classes and school places reduced due to reduction of classes or school closure and the total savings involved

School Year	Primary			Secondary		
	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)
2008/09	483	14 973	223	200	7 320	53
2009/10	285	8 522	142	55	1 969	36
2010/11	165	4 769	92	86	2 950	57
2011/12	13	365	11	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 7	Note 7	Note 7

Remark: Figures may not add up to the corresponding totals owing to rounding.

Notwithstanding the savings in the previous years, 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 \$10,842 million in 2008-09 to \$12,849 million in 2012-13, and from \$18,860 million in 2008-09 to \$22,747 million in 2012-13.

(d) The Education Bureau is very concerned about the stability of the teaching force and closely monitors the overall demand and supply of teachers at the territory level. Measures will be implemented as and when appropriate to resolve the issue of surplus teachers at the territory level. At the same time, schools are requested to make every effort to help address the redundancy problem. However, individual schools are not required to report the number of surplus teachers arising from reduction in teaching posts as the cut in the number of teaching posts of a school may not necessarily result in any surplus teachers. Teacher redundancy may be resolved through natural wastage, deployment of teachers to other schools under the same school sponsorship, creation of teaching posts by the school using various grants, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

Notes:

1. The number of classes reduced is the decrease in the total number of classes between two school years and represents a net reduction of classes.
2. The average class size is 31.9 for primary schools and 37.0 for secondary schools in the 2007/08 school year; 31.0 for primary schools and 36.6 for secondary schools in the 2008/09 school year; 29.9 for primary schools and 35.8 for secondary schools in the 2009/10 school year; 28.9 for primary schools and 34.3 for secondary schools in the 2010/11 school year; 28.1 for primary schools and 33.3 for secondary schools in the 2011/12 school year; and 27.3 for primary schools and 32.7 for secondary schools in the 2012/13 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, other than those arising from closure of schools, 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.
4. In the 2011/12 school year, there is an increase in the number of classes and expenditure in the public sector secondary schools owing to 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 (commonly known as the “double cohort” year). As such, there was no reduction in the total number of classes and school places and thus no savings for secondary schools in the 2011/12 school year.
5. In the 2012/13 school year, the increase in the number of classes in the public sector primary schools outnumbered the decrease in the number of classes due to school closure. As such, there was no reduction in the total number of classes and school places and thus no savings for primary schools in the 2012/13 school year.
6. As stated in Note 4, in the “double cohort” year of 2011/12, there is an increase in the number of classes and expenditure in the public sector secondary schools. With the phasing out of secondary 7 classes in the 2012/13 school year, we should be cautious in interpreting the number of classes reduced. Given the effect of the “double cohort” year, it is not meaningful to compare the number of classes and school places reduced in the 2012/13 school year to the figures in the previous years and to estimate the consequential savings.

7. In respect of the number of classes and school places reduced due to reduction of classes, Note 6 is relevant. As for the information relating to the closure of schools, please refer to our reply to subquestion (b).

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

EDB082

Question Serial No.

2137

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

Programme: (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2008/09 to 2012/13 school years:

- (a) a breakdown by the numbers of newly-arrived students from the Mainland, cross-boundary students, students with one of their parents being non-Hong Kong residents and students with both parents being non-Hong Kong residents who are attending local kindergartens, primary and secondary schools, as well as their distribution by class level and school district;
- (b) the numbers of newly-arrived students from the Mainland who were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district;
- (c) the numbers of cross-boundary students still living in the Mainland but were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district;
- (d) the respective total numbers of cross-boundary students attending local kindergartens, primary and secondary schools. Also, a breakdown by various boundary control points used by these 3 types of students for arrivals and departures.
- (e) In view of the number of cross-boundary students or newly-arrived students from the Mainland, did the Administration increase the number of classes in schools in the 2012/13 school year? If yes, please list the number of classes increased and their respective class levels as well as the number of the schools involved and their respective districts;
- (f) In view of the number of cross-boundary students or newly-arrived students from the Mainland, what is the number of classes the Administration estimated to increase in schools in the 2013/14 school year? Please list the number of classes to be increased and their respective class levels as well as the number of the schools involved and their respective districts.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) We do not collect information on the residency status of the parents of students and are unable to compile the numbers of students whose mothers are Mainland women and fathers are (i) Hong Kong permanent residents or (ii) non-Hong Kong permanent residents. Nevertheless, we collect information on the number of cross-boundary students (CBS) attending kindergartens, primary schools and secondary schools in the New Territories on an annual basis. The relevant information is provided at Appendix 1(a).

Separately, we collect figures of students from the Mainland newly admitted to primary and secondary schools but not kindergartens in Hong Kong. Hence, no information for kindergartens can be provided. The numbers of students from the Mainland newly admitted to primary and secondary schools by district and by class level from 2008/09 to 2012/13 school years are detailed at Appendix 1(b).

- (b) Under the Pre-primary Education Voucher Scheme (PEVS), every child, aged 2 years 8 months or above, as at end August prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Financial Assistance Agency. We do not collect the figures of children issued with Certificate of Eligibility by the category of newly-arrived students and hence are unable to provide the information as requested.
- (c) In designing the survey for collecting CBS figures, the information of kindergarten students in receipt of PEVS is, among other variables, not the target item. Hence, we are unable to provide the information as requested. Nevertheless, the numbers of CBS as grouped by level and district, including those studying in kindergartens in the New Territories are provided in Appendix 1(a). Around 80% of kindergarten pupils in the 2012/13 school year are under the PEVS.
- (d) The respective numbers of CBS studying in kindergartens, primary schools, secondary schools and commuting to schools via various land-based boundary control points from 2008/09 to 2012/13 school years are detailed at Appendix 2.
- (e) Eligible students, irrespective of whether they are CBS or newly-arrived students from the Mainland, may receive education in public sector schools if they so wish. In the 2012/13 school year, as compared with the 2011/12 school year, the total number of operating classes in public sector primary schools is increased by 18 while there is no increase in secondary schools. The year-on-year changes in the total number of operating classes are due to various factors such as the changes in school-age population by level and by district, or parental choices, etc. It is not possible to segregate the impact of CBS and newly-arrived students from the Mainland from other concurrent developments. We are therefore not able to provide the number of additional classes arising solely from the increase of CBS and newly-arrived students from the Mainland.
- (f) Likewise, we are not able to provide the estimated number of additional operating classes that is attributable solely to the increase of CBS and newly-arrived students from the Mainland in public sector schools in the 2013/14 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3 April 2013

Number of cross-boundary students (CBS) admitted to kindergartens, primary and secondary schools by district and by class level from 2008/09 to 2012/13 school years

(i) School Year : 2008/09

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Tai Po	0	0	1	43	57	45	30	17	3	21	25	24	8	11	3	0
North	568	552	509	737	690	635	492	406	316	267	197	190	112	84	17	9
Yuen Long	24	11	21	96	66	61	69	52	46	24	31	23	14	8	0	0
Tuen Mun	49	23	22	30	8	4	3	3	1	2	3	3	2	0	0	0

(ii) School Year : 2009/10

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Sha Tin	0	2	0	11	2	1	1	3	0	2	5	3	0	0	0	0
Tai Po	6	7	6	44	38	40	42	22	13	29	28	28	22	10	3	2
North	782	727	716	719	663	589	579	449	394	286	242	171	177	99	14	13
Yuen Long	106	63	41	84	92	59	55	60	46	24	25	29	19	13	0	1
Tuen Mun	106	77	42	37	25	6	7	3	4	7	4	5	3	2	0	1
Tsuen Wan & Kwai Tsing	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0

(iii) School Year: 2010/11

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Sha Tin	1	0	1	15	11	4	1	2	4	6	4	5	4	1	0	1
Tai Po	11	7	11	74	44	34	38	32	26	38	22	26	30	20	1	2
North	988	934	865	814	674	634	564	533	400	353	256	236	151	166	27	16
Yuen Long	221	187	106	117	89	100	75	73	59	47	26	22	26	17	2	1
Tuen Mun	179	169	106	75	34	28	10	8	3	9	6	4	7	6	0	0
Tsuen Wan & Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

(iv) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Sha Tin	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0
Tsuen Wan & Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	2	0	0

(v) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Sha Tin	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3
Tsuen Wan & Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	1	1	3
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools is conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung.
- (2) In 2008/09 school year, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung.
- (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

Number of students from the Mainland newly admitted to Primary and Secondary Schools by district and by class level from 2008/09 to 2012/13 school years

(i) School Year: 2008/09

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	27	28	13	26	23	15	25	20	11	7	6	0	0
Wan Chai	22	11	6	9	7	7	21	17	25	9	0	0	0
Eastern	70	26	39	36	34	16	84	35	43	31	9	0	0
Southern	34	18	13	17	17	8	26	22	34	16	3	0	0
Sham Shui Po	223	66	85	91	100	74	166	153	111	71	15	2	0
Yau Tsim Mong	133	49	58	57	55	54	93	44	44	30	2	1	0
Kowloon City	84	37	41	47	58	25	81	64	69	46	8	0	0
Wong Tai Sin	104	20	41	65	56	12	59	43	37	16	3	0	0
Kwun Tong	79	40	60	78	82	68	105	132	102	90	17	2	0
Tsuen Wan	92	24	21	27	33	37	34	26	31	12	2	0	0
Tuen Mun	139	46	29	33	31	12	70	34	42	13	2	0	0
Yuen Long	162	35	32	60	47	34	46	44	36	19	2	0	1
North	535	77	59	81	75	55	86	44	51	11	1	0	0
Tai Po	97	15	19	30	35	13	59	35	42	20	0	0	0
Sha Tin	146	38	43	39	60	33	92	34	39	14	4	4	0
Sai Kung	43	5	19	19	21	4	38	10	23	8	1	0	0
Islands	21	4	9	9	5	7	8	3	7	2	1	0	0
Kwai Tsing	107	41	34	56	62	31	107	41	76	27	9	0	0

(ii) School Year: 2009/10

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	25	13	21	21	22	4	6	14	4	3	0	0	0
Wan Chai	20	2	7	11	12	4	18	6	13	12	2	0	0
Eastern	92	17	21	27	22	8	65	49	51	41	4	1	0
Southern	19	7	6	11	18	6	32	19	22	15	1	0	0
Sham Shui Po	135	45	59	68	80	41	132	100	79	60	8	0	0
Yau Tsim Mong	102	35	32	35	47	43	63	66	31	37	1	0	0
Kowloon City	71	21	25	37	50	27	46	65	60	29	4	0	0
Wong Tai Sin	110	17	28	29	43	19	52	28	27	33	3	2	0
Kwun Tong	95	49	55	43	71	43	97	110	101	75	8	2	0
Tsuen Wan	68	19	36	28	45	10	54	47	38	26	3	0	0
Tuen Mun	106	26	28	27	45	12	69	24	43	21	2	0	0
Yuen Long	133	33	39	38	46	29	37	36	51	18	2	0	0
North	459	74	74	75	73	50	95	55	46	28	0	0	0
Tai Po	78	15	8	26	20	5	36	21	21	20	0	0	0
Sha Tin	124	26	20	34	32	18	46	45	39	20	4	1	0
Sai Kung	16	8	18	12	17	9	15	19	9	9	2	0	0
Islands	9	5	6	8	9	8	9	3	2	4	1	0	0
Kwai Tsing	103	30	34	47	38	19	69	62	45	42	3	0	0

(iii) School Year: 2010/11

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	21	13	14	13	14	4	13	6	10	15	0	0	0
Wan Chai	9	4	6	9	2	5	13	9	7	4	1	0	0
Eastern	59	9	14	20	26	15	59	27	40	51	7	0	0
Southern	1	4	9	11	3	5	19	10	12	7	1	0	0
Sham Shui Po	84	32	43	40	54	45	104	88	75	56	14	0	0
Yau Tsim Mong	53	24	27	39	48	19	78	48	34	30	9	0	0
Kowloon City	38	20	18	36	38	17	74	31	39	41	14	2	0
Wong Tai Sin	50	17	26	24	25	15	71	35	46	15	1	1	0
Kwun Tong	79	26	26	51	65	37	98	76	83	64	20	2	0
Tsuen Wan	56	33	29	34	27	43	71	56	67	32	12	0	0
Tuen Mun	64	21	25	27	20	11	79	28	32	27	7	0	0
Yuen Long	110	45	44	50	60	32	68	42	41	26	4	0	0
North	263	54	60	46	64	30	109	32	43	30	11	0	0
Tai Po	35	14	8	22	16	7	39	19	30	26	5	1	0
Sha Tin	63	29	25	20	32	21	92	30	38	26	12	2	0
Sai Kung	20	8	9	17	21	6	17	14	11	20	4	0	0
Islands	2	1	5	4	11	5	8	5	5	2	0	0	0
Kwai Tsing	79	26	33	33	41	15	68	34	42	24	9	0	0

(iv) School Year: 2011/12

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	21	11	11	11	12	6	10	14	7	7	3	0	0
Wan Chai	13	2	1	8	7	5	17	12	12	7	3	0	0
Eastern	40	7	12	26	29	6	54	26	44	40	11	1	0
Southern	17	2	3	13	9	0	30	14	14	5	2	0	0
Sham Shui Po	76	30	30	55	49	20	82	71	85	59	18	1	0
Yau Tsim Mong	47	26	43	39	33	20	95	57	42	29	9	0	0
Kowloon City	35	14	15	34	33	6	80	37	48	40	8	0	0
Wong Tai Sin	50	17	19	31	43	17	56	19	28	28	7	1	0
Kwun Tong	62	16	28	52	42	38	95	101	70	77	11	0	0
Tsuen Wan	34	16	37	34	34	26	43	64	24	25	9	2	0
Tuen Mun	42	16	18	22	31	9	77	34	30	32	10	0	0
Yuen Long	93	34	32	46	56	39	54	54	55	38	11	1	0
North	164	34	44	80	58	39	64	59	55	30	7	0	0
Tai Po	49	14	19	14	16	5	46	25	30	21	4	1	0
Sha Tin	70	34	28	30	35	11	77	41	29	20	10	2	0
Sai Kung	7	4	8	8	13	4	13	15	19	18	4	0	0
Islands	10	4	7	8	9	1	5	4	9	1	0	0	0
Kwai Tsing	54	16	20	19	35	13	64	49	29	28	2	1	0

(v) School Year: 2012/13

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Central & Western	11	3	7	12	12	2	17	4	12	5	2	0
Wan Chai	10	7	4	8	6	2	5	10	8	8	1	0
Eastern	34	17	9	18	19	7	63	23	54	48	9	2
Southern	6	5	5	6	11	2	19	7	10	15	2	0
Sham Shui Po	69	33	44	45	60	22	117	59	74	58	12	0
Yau Tsim Mong	24	14	41	47	36	26	68	34	47	37	13	0
Kowloon City	47	19	18	36	28	11	100	50	50	37	6	0
Wong Tai Sin	43	24	16	21	22	17	58	27	39	25	1	0
Kwun Tong	59	27	26	35	56	26	93	106	87	60	21	1
Tsuen Wan	54	33	21	24	42	15	43	30	28	33	5	0
Tuen Mun	66	22	20	28	32	14	79	41	40	25	9	0
Yuen Long	104	49	44	39	34	36	77	34	67	31	8	1
North	98	29	37	43	50	20	64	42	74	27	4	0
Tai Po	47	18	26	35	12	8	57	28	35	23	6	0
Sha Tin	36	23	25	27	22	12	64	31	39	23	2	0
Sai Kung	9	10	7	9	14	5	23	14	13	23	4	0
Islands	1	7	6	4	2	4	2	1	5	5	1	0
Kwai Tsing	47	16	18	20	26	22	51	36	61	36	7	0

- Notes:
- (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.
 - (2) 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.
 - (3) Figures for Primary 1 include students from the Mainland who might have studied in kindergartens in Hong Kong.
 - (4) Figures for the 2012/13 school year are provisional and subject to revisions.
 - (5) Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.
 - (6) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

Number of cross-boundary students (CBS) studying in kindergartens, primary schools, secondary schools commuting via various land-based boundary control points from 2008/09 to 2012/13 school years

Land-based Boundary Control Point	Level	2008/09	2009/10	2010/11	2011/12	2012/13
Shenzhen Bay	kindergarten	121	329	736	1 567	2 281
	primary school	98	149	260	466	971
	secondary school	20	34	50	196	108
Lok Ma Chau(Huanggang)	kindergarten	160	144	107	60	335
	primary school	234	211	318	98	279
	secondary school	60	61	63	65	98
Man Kam To	kindergarten	3	4	28	4	0
	primary school	181	313	315	358	610
	secondary school	15	15	9	68	9
Sha Tau Kok	kindergarten	302	385	445	412	433
	primary school	592	564	502	469	544
	secondary school	228	220	194	161	136
Lok Ma Chau Spur Line	kindergarten	596	971	1 432	2 090	2 814
	primary school	930	1 158	1 485	1 923	2 462
	secondary school	214	320	432	523	725
Lo Wu	kindergarten	598	848	1 038	1 575	1 591
	primary school	1 875	1 695	1 695	1 962	1 883
	secondary school	541	617	790	868	1 077

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools is conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung.
- (2) In 2008/09 school year, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to include Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to include Tung Chung.

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

EDB083

Question Serial No.

2138

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:

- (a) Please give a breakdown of the numbers of aided and government secondary schools with 2 or less, 3, 4, 5, 6 and 7 or more Secondary 1 to Secondary 5 classes in the 18 school districts in the 3 school years from 2010/11 to 2012/13.
- (b) Please give a breakdown of the total numbers of schools with 2 or less, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the 3 school years from 2010/11 to 2012/13.
- (c) Since the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year, how many schools have joined the Scheme? What is the number of Secondary 1 classes reduced as a result of the Scheme each year up to 2013 school year?
- (d) How many secondary schools with 3 Secondary 1 classes in 2012 school year cannot operate classes with a standard class size of 36? Of these schools, how many operate 3 Secondary 1 classes totalling 51 students only? In what districts are these schools located?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The numbers of aided and government secondary schools with 2 or less, 3, 4, 5, 6 and 7 or more classes at Secondary 1 to Secondary 5 levels by district in the 3 school years from 2010/11 to 2012/13 are set out at Appendices 1, 2 and 3 respectively.
- (b) The total numbers of schools with 2 or less, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the 3 school years from 2010/11 to 2012/13 are as follows:

School Year	Number of schools with 2 or less classes	Number of schools with 3 classes	Number of schools with 4 classes	Number of schools with 5 classes	Number of schools with 6 classes	Number of schools with 7 or more classes
2010/11	21	35	115	215	7	2
2011/12	13	42	303	30	4	2
2012/13	10	43	297	36	4	1

- (c) A total of 221 schools have joined the Voluntary Optimisation of Class Structure Scheme. Under the Scheme, 23, 216 and 213 Secondary 1 classes were reduced in the 2010/11, 2011/12 and 2012/13 school years respectively.
- (d) The numbers of aided and government secondary schools with 3 Secondary 1 classes and less than 36 students per class by district in the 2012/13 school year are as follows:

District	Number of Schools
Eastern	5
Islands	1
Kowloon City	2
Kwai Tsing	2
Kwun Tong	1
North	3
Sai Kung	1
Sha Tin	7
Southern	2
Tai Po	4
Tuen Mun	9
Wong Tai Sin	3
Yuen Long	2
Total:	42

Of the above 42 secondary schools, none of them operate 3 Secondary 1 classes totalling 51 students only.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

**Number of Aided and Government Secondary Schools
with 2 or less, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2010/11 School Year**

District	2 or less classes					3 classes					4 classes					5 classes					6 classes					7 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	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	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
Eastern	2	1	1	1	1	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
Islands	1	0	0	0	0	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
Kowloon City	0	0	0	0	0	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
Kwai Tsing	0	0	0	0	0	3	3	3	0	0	11	8	6	8	8	17	20	22	22	22	0	0	0	0	0	0	0	0	1	1
Kwun Tong	0	0	0	0	0	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
North	0	0	0	0	0	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
Sai Kung	1	0	0	0	0	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
Sham Shui Po	0	0	0	1	1	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
Sha Tin	2	2	2	1	1	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
Southern	2	1	1	1	1	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
Tai Po	8	5	5	3	3	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
Tsuen Wan	0	0	0	0	0	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
Tuen Mun	4	2	1	1	1	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
Wan Chai	0	0	0	0	0	0	0	0	0	0	9	8	8	8	8	3	3	3	3	3	0	1	0	0	0	0	0	1	1	1
Wong Tai Sin	0	0	0	0	0	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
Yau Tsim Mong	1	1	1	0	0	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
Yuen Long	0	0	0	0	0	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

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 2 or less, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2011/12 School Year**

District	2 or less classes					3 classes					4 classes					5 classes					6 classes					7 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	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	6	4	3	3	3	3	5	6	6	6	0	0	0	0	0	0	0	0	0	0
Eastern	1	2	1	1	1	5	4	5	5	4	21	12	6	3	4	1	10	16	19	19	0	0	0	0	0	0	0	0	0	0
Islands	1	1	0	0	0	1	1	2	2	2	4	0	0	0	0	1	5	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	2	2	1	1	0	19	8	8	6	7	7	16	16	18	18	1	3	4	4	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	3	3	3	3	0	28	11	8	6	8	0	17	20	22	22	0	0	0	0	0	0	0	0	0	1
Kwun Tong	0	0	0	0	0	1	1	1	1	1	23	8	7	4	3	3	18	19	21	22	0	0	0	1	1	0	0	0	0	0
North	0	0	0	0	0	3	3	3	3	1	16	2	2	2	3	0	14	14	14	15	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	1	0	0	0	1	0	1	1	0	18	5	3	2	1	0	13	15	16	17	0	0	0	0	1	0	0	0	0	0
Sham Shui Po	0	0	0	1	1	0	0	0	0	0	13	5	5	4	3	2	9	9	10	11	0	1	1	1	1	1	1	1	0	0
Sha Tin	2	2	2	2	1	7	7	6	6	3	26	10	7	6	7	5	21	25	26	29	0	0	0	0	0	0	0	0	0	0
Southern	2	2	1	1	1	2	2	2	2	2	9	8	9	9	7	0	1	1	1	3	1	1	1	1	1	0	0	0	0	0
Tai Po	3	7	4	3	2	4	0	3	3	2	13	1	0	1	2	0	12	13	13	14	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	13	4	2	2	2	0	9	11	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	3	4	2	1	1	8	7	7	5	1	27	8	10	10	8	0	19	19	22	28	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	11	9	8	8	8	1	3	3	3	3	0	0	1	1	0	0	0	0	0	1
Wong Tai Sin	0	0	0	0	0	3	3	2	2	1	18	12	10	6	6	2	8	11	15	16	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	1	1	1	0	0	0	0	0	0	0	10	5	5	5	5	2	7	7	8	7	1	1	1	1	2	0	0	0	0	0
Yuen Long	0	0	0	0	0	2	2	0	0	0	28	3	4	4	3	3	28	29	29	26	1	1	1	1	5	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.

**Number of Aided and Government Secondary Schools
with 2 or less, 3, 4, 5, 6 and 7 or more classes
at Secondary 1 to Secondary 5 levels by district in the 2012/13 School Year**

District	2 or less classes					3 classes					4 classes					5 classes					6 classes					7 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	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	6	6	4	3	3	3	3	5	6	6	0	0	0	0	0	0	0	0	0	0
Eastern	1	1	2	1	1	5	5	4	5	5	18	21	12	6	3	4	1	10	16	19	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	0	0	1	1	1	2	2	4	4	0	0	0	1	1	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	2	2	2	1	1	19	19	8	8	6	6	6	15	15	17	1	1	3	4	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	3	3	3	3	3	28	28	11	8	6	0	0	17	20	22	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	1	1	1	1	1	23	23	8	7	4	3	3	18	19	21	0	0	0	0	1	0	0	0	0	0
North	0	0	0	0	0	3	3	3	3	3	15	16	2	2	2	1	0	14	14	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	1	0	0	1	1	0	1	1	18	18	5	3	2	0	0	13	15	16	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	1	1	0	0	0	0	0	13	13	5	6	4	2	2	9	8	10	1	0	1	1	1	0	1	1	0	0
Sha Tin	1	1	1	1	1	7	7	7	6	6	26	26	10	7	6	5	5	21	25	26	0	0	0	0	0	0	0	0	0	0
Southern	2	2	2	1	1	2	2	2	2	2	9	9	8	9	9	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	2	2	6	3	2	4	4	0	3	3	13	13	1	0	1	0	0	12	13	13	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	13	13	4	2	2	0	0	9	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	2	3	4	2	1	9	8	7	7	5	27	27	8	10	10	0	0	19	19	22	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	11	11	9	8	8	1	1	3	4	3	0	0	0	0	1	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	3	3	3	2	2	17	18	12	10	6	3	2	8	11	15	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	1	1	1	0	0	0	0	0	0	0	9	10	5	5	5	3	2	7	7	8	1	1	1	1	1	0	0	0	1	0
Yuen Long	0	0	0	0	0	2	2	2	0	0	28	28	3	4	4	4	3	28	29	29	0	1	1	1	1	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.

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

EDB084

Question Serial No.

2139

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 (P1) places and students in the respective districts from 2009/10 to 2012/13 school years.
- (b) what were the actual teacher-to-student ratio and teacher-to-class ratio in the 2012/13 school year?
- (c) how many schools have to increase their class size of P1 in order to cater for the increase in the number of cross-boundary students and what are the total numbers of school places involved in the 2012/13 school year and expected for the 2013/14 school year? Please give a breakdown of the distribution of these schools by district, the increase in the numbers of places in each class and each of the respective schools.
- (d) if additional classes or additional places in each class are required in the schools according to the needs of cross-boundary students, will the Administration provide more resources for the schools to employ additional teachers so as to maintain the original teacher-to-student ratio and teacher-to-class ratio?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The number of public sector primary schools by district with breakdown of schools implementing small class teaching from the 2009/10 to 2012/13 school years, as well as the total number of P1 school places and students from the 2009/10 to 2012/13 school years, are tabulated at Annex A.
- (b) In the 2012/13 school year, the overall teacher-to-student ratio in public sector primary schools is 1:14.4 and the overall ratio of teachers to operating class is 1.9:1.
- (c) In light of the upsurge of cross-boundary students and their propensity to choose schools in the North District under the Primary One Admission (POA) system, the number of places per P1 class in the 14 and 12 schools in School Nets 80 and 81 of the North District respectively has been increased by two in the 2012/13 school year. The total number of additional P1 places in respect of individual schools concerned is tabulated at Annex B. Regarding the situation in the North District in the 2013/14 school year, we have been closely liaising with the schools concerned. As announced on 1 February 2013, we will implement special measures after the release of POA allocation results in June 2013 to assist students who are residing in the North District and have chosen a school net in the North District during their POA application but have been allocated P1 places in Tai Po in the Central Allocation exercise, and want to give up the allocated P1 places to study in their home district instead. It is difficult, if not

impossible, to forecast the number of school places required to meet the demand of those eligible applicants at this stage. For illustrative purpose, under the most extreme scenario when all the Tai Po school places included in School Nets 80 and 81 are allocated to students eligible for the special measures and all of them would like to apply for a P1 place in the North District instead, the average number of places for each P1 class in the schools concerned in the North District may need to be raised to 36.

- (d) For schools in the North District that will operate additional P1 classes in the 2013/14 school year, the amount of their operating expenses block grant and teaching staff entitlement will be increased according to the established mechanism. As regards schools in the North District that will be allocated more students per P1 class, the Administration will provide additional resources and support to these schools with a view to enabling teachers to maintain the teaching strategies adopted before and, above all, the quality of education despite the increase in the number of students to be allocated per P1 class.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

District [school-netting under Primary One Admission System]	2009/10 school year				2010/11 school year				2011/12 school year				2012/13 school year			
	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	9 [52.9]	1 255	1 145	17	9 [52.9]	1 205	1 077	17	10 [58.8]	1 235	1 166	17	10 [58.8]	1 210	1 194
Wan Chai [Net 12]	16	10 [62.5]	1 355	1 323	16	10 [62.5]	1 355	1 347	16	10 [62.5]	1 355	1 343	16	10 [62.5]	1 330	1 362
Eastern [Net 14 & 16]	27	15 [55.6]	2 545	2 370	27	16 [59.3]	2 545	2 377	27	17 [63]	2 450	2 324	27	17 [63]	2 600	2 473
Southern [Net 18]	12	9 [75]	970	886	12	9 [75]	865	773	11	9 [81.8]	895	850	11	9 [81.8]	870	804
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]	1 910	1 781	19	11 [57.9]	1 925	1 930
Sham Shui Po [Net 40]	21	0 [0]	2 250	2 103	21	4 [19]	2 070	1 978	21	8 [38.1]	2 125	2 052	21	12 [57.1]	2 135	2 167
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]	3 005	2 938	33	23 [69.7]	3 105	3 158
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]	2 315	2 157	27	24 [88.9]	2 365	2 287
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]	3 590	3 572	32	27 [84.4]	3 670	3 786
Sai Kung [Net 95]	22	22 [100]	1 925	1 814	22	22 [100]	1 775	1 646	22	22 [100]	1 875	1 766	22	22 [100]	1 950	1 827
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]	3 645	3 541	38	28 [73.7]	3 765	3 733
Tai Po [Net 84]	18	16 [88.9]	1 670	1 583	18	16 [88.9]	1 670	1 567	18	16 [88.9]	1 745	1 680	18	16 [88.9]	2 045	2 042
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]	2 830	2 995	28	18 [64.3]	3 187	3 233
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]	3 950	3 953	45	40 [88.9]	4 375	4 367
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]	3 040	2 984	34	30 [88.2]	3 345	3 306
Tsuen Wan [Net 62]	18	10 [55.6]	1 740	1 741	18	10 [55.6]	1 980	1 954	18	10 [55.6]	1 740	1 784	18	10 [55.6]	1 740	1 827
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]	3 190	3 010	33	22 [66.7]	3 270	3 099
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	1 040	972	16	14 [87.5]	950	858	16	15 [93.8]	905	828	16	15 [93.8]	855	798

Notes :

Figures refer to schools participating in Primary One Admission 2009, 2010, 2011 and 2012.

The total number of additional P1 places in schools in Net 80 and Net 81 of the North District in the 2012/13 school year under POA

School Net	School Name	No. of Additional P1 Places in the school
80	FUNG KAI NO.1 PRIMARY SCHOOL	8
80	FUNG KAI INNOVATIVE SCHOOL	8
80	HHCKLA BUDDHIST CHAN SHI WAN PRIMARY SCHOOL	8
80	HHCKLA BUDDHIST WISDOM PRIMARY SCH	12
80	SHEK WU HUI PUBLIC SCHOOL	8
80	WAI CHOW PUBLIC SCHOOL (SHEUNG SHUI)	12
80	YUK YIN SCHOOL	2
80	KAM TSIN VILLAGE HO TUNG SCHOOL	2
80	TUNG KOON SCHOOL	2
80	SKH WING CHUN PRIMARY SCHOOL	8
80	TSANG MUI MILLENNIUM SCHOOL	10
80	LEE CHI TAT MEMORIAL SCHOOL	10
80	TWGHS HK & KLN E.A.M.M.A. LTD. SCHOOL	8
80	TWGHS MA KAM CHAN MEMORIAL PRIMARY SCHOOL	10
81	HHCKLA BUDDHIST CHING KOK LIN ASSN PRIMARY SCHOOL	10
81	FANLING PUBLIC SCHOOL	6
81	FANLING GOVERNMENT PRIMARY SCHOOL	16
81	ALLIANCE PRIMARY SCHOOL, SHEUNG SHUI	6
81	PUI LING SCHOOL OF THE PRECIOUS BLOOD	6
81	FSFTF FONG SHU CHUEN PRIMARY SCHOOL	10
81	FUNG KAI LIU YUN-SUM MEMORIAL SCHOOL	8
81	TA KU LING LING YING PUBLIC SCHOOL	2
81	PENTECOSTAL GIN MAO SHENG PRIMARY SCHOOL	10
81	PENTECOSTAL YU LEUNG FAT PRIMARY SCHOOL	10
81	SKH KA FUK WING CHUN PRIMARY SCHOOL	10
81	FANLING ASSEMBLY OF GOD CHURCH PRIMARY SCHOOL	10

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB085**

Question Serial No.

2140

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) For the 2012/13 school year, please provide the numbers of aided primary and secondary schools which have employed contract teachers to fill permanent teaching posts within their approved teaching establishment, and the numbers of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annexes (as illustrated below):

Aided secondary schools

School district	Number of aided secondary schools in the district in the 2012/13 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers
Central & Western	8	5 2 1	0 1 9
Total:	366	159 49 . . 1	0 1 . . 20
Total balance for all districts:	366	207	1 101

Aided primary schools

School district	Number of aided primary schools in the district in the 2012/13 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers
Total:			

- (b) Regarding the employment of fixed-term contract teachers to fill permanent teaching posts within the approved teaching establishment, what are the numbers of aided primary and secondary schools which employed 4 or more such teachers in the 2011/12 school year and whose number of such teachers has increased in the 2012/13 school year? What is the increase for each school?
- (c) Regarding the fixed-term contract teachers employed to fill permanent teaching posts within the approved teaching establishment in the 2012/13 school year, what is their average total length of service

in the same post in a school? What is their longest total length of service?

- (d) Please provide a breakdown of the numbers of fixed-term contract teachers employed to fill permanent teaching posts within the approved teaching establishment in primary and secondary schools and the respective increase / decrease in each of the school years from 2008/09 to 2012/13 respectively.
- (e) What effective measures has the Administration taken to prevent schools from misusing the permanent teaching posts within the approved teaching establishment for the employment of fixed-term contract teachers?

Asked by: Hon. IP Kin-yuen

Reply:

The posts in the approved teaching establishment of aided schools, except time-limited posts, are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Based on the provisional information provided by schools on the appointment of teachers, while most regular teachers do not have a fixed term of employment, a small number of regular teachers are employed for a clearly defined contract period (DCP). The reply to the five parts of the question is as follows:

- (a) The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2012/13 school year are at Annexes 1 and 2 respectively.
- (b) The numbers of aided secondary and primary schools in the 2012/13 school year with 4 or more regular teachers on DCP terms in the 2011/12 school year and with an increase in the number of such teachers in the 2012/13 school year, and the related statistics are as follows:

Increase in number of regular teachers on DCP terms in 2012/13 as compared with that in 2011/12 (for schools with 4 or more such teachers in 2011/12)	Number of Aided Secondary Schools	Number of Aided Primary Schools
1	17	6
2	12	4
3	6	1
4	1	1
5	4	1
6	2	-
7	1	-
Total	43	13

- (c) Among 1 938 regular teachers on DCP terms in the 2012/13 school year, the average length of service as regular teachers on DCP terms in their existing schools is 1.8 years (up to the end of the 2012/13 school year), and the longest service being 10 years.
- (d) Statistics on the number of regular teachers on DCP terms from 2008/09 to 2012/13 school years are as follows:

	Number of regular teachers on DCP terms (Compare with previous school year)				
	2008/09	2009/10	2010/11	2011/12	2012/13
Aided Secondary Schools	1 150	1 101 (-49)	1 199 (+98)	1 299 (+100)	1 374 (+75)
Aided Primary Schools	373	434 (+61)	477 (+43)	482 (+5)	564 (+82)

- (e) Schools are reminded in relevant Circular Memorandums issued by the Education Bureau (EDB) that the employment of regular teachers with DCP must be based on a prudent assessment of the school development needs with cogent reasons. The same message has also been explained to school councils and school sponsoring bodies through our communication platform. Besides, the EDB continues to monitor schools employing regular teachers on DCP terms and to take suitable follow-up actions. For the persistent cases where schools, without valid reason, have employed a high percentage of regular teachers on DCP terms or employed DCP teachers for a prolonged period, the EDB will intervene. In addition to issuing advisory letters, schools are also required to submit a feasible plan and a timetable for rectifying the problem. If necessary, the EDB will contact respective school sponsoring bodies and urge them to deal with the matter seriously.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Employment of Regular Teachers on Defined Contract Period Terms
by Aided Secondary Schools**

EDB school district	Number of aided secondary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Central & Western	8	4	0
		1	3
		1	6
		2	8
Wan Chai	9	5	0
		4	1
Eastern	24	5	0
		5	1
		4	2
		3	3
		1	4
		1	6
		1	7
		1	10
		1	11
		2	13
Southern	14	5	0
		1	2
		1	4
		1	5
		2	6
		1	8
		1	10
		1	12
		1	16
Sham Shui Po	15	5	0
		1	1
		4	2
		1	3
		3	5
Yau Tsim Mong	12	1	7
		1	0
		2	1
		2	4
		1	5
		3	6
		1	7
Kowloon City	27	1	9
		1	13
		9	0
		4	1
		2	2
		1	3
		3	4
		2	5

EDB school district	Number of aided secondary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		2 1 1 1 1	7 8 9 10 11
Wong Tai Sin	22	7 1 4 1 3 2 2 1 1	0 1 2 3 4 6 7 9 11
Kwun Tong	25	6 1 2 4 3 1 2 1 2 1 1 1	0 1 2 3 4 5 6 7 8 9 10 13
Tsuen Wan	13	3 1 1 2 1 3 1 1	0 1 2 4 5 7 8 31
Tuen Mun	36	9 5 5 2 2 4 1 2 1 2 1 1 1	0 1 2 3 4 5 7 8 9 11 12 13 15
Yuen Long	30	7 7 5 4	0 1 2 4

EDB school district	Number of aided secondary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		1 1 2 1 1 1	6 8 10 11 12 23
North	17	5 2 2 2 2 2 1 1	0 1 2 3 4 7 10 16
Tai Po	17	2 2 2 5 2 1 2 1	0 1 3 4 5 6 8 11
Sha Tin	37	10 5 3 5 1 1 2 1 4 2 1 1 1	0 1 2 3 4 5 6 7 8 9 19 21 28
Sai Kung	18	3 3 2 1 3 2 3 1	0 1 2 4 5 6 7 10
Islands	7	3 2 1 1	0 3 6 8
Kwai Tsing	31	6 5 3 3	0 1 2 3

EDB school district	Number of aided secondary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		3	4
		5	5
		1	6
		2	8
		1	9
		2	13
Total	362	95	0
		48	1
		38	2
		27	3
		33	4
		24	5
		19	6
		18	7
		19	8
		8	9
		8	10
		7	11
		3	12
		7	13
		1	15
		2	16
		1	19
		1	21
		1	23
		1	28
		1	31
Total balance for all districts	362	267#	1 374

Note *: Regular teachers on defined contract period term include full-time and part-time teachers.

#: Number of schools with regular teachers on DCP terms

**Employment of Regular Teachers on Defined Contract Period Terms
by Aided Primary Schools**

EDB school district	Number of aided primary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Central & Western	15	6	0
		4	1
		2	2
		1	3
		1	5
		1	7
Wan Chai	13	7	0
		1	1
		2	2
		3	3
Eastern	22	10	0
		7	1
		2	2
		2	3
		1	6
Southern	10	4	0
		1	1
		3	3
		2	4
Sham Shui Po	18	13	0
		2	1
		1	2
		1	3
		1	5
Yau Tsim Mong	17	9	0
		1	1
		4	2
		1	3
		2	5
Kowloon City	27	22	0
		1	1
		1	2
		1	3
		1	4
		1	6
Wong Tai Sin	27	18	0
		5	1
		3	2
		1	6
Kwun Tong	30	9	0
		3	1
		7	2
		3	3
		1	4

EDB school district	Number of aided primary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		1 2 2 2	5 6 8 10
Tsuen Wan	19	12 3 1 2 1	0 1 2 3 7
Tuen Mun	33	18 4 3 5 1 1 1	0 1 2 3 4 6 7
Yuen Long	42	23 7 2 5 3 1 1	0 1 2 3 4 5 6
North	27	18 1 1 2 1 2 1 1	0 2 3 5 6 7 9 10
Tai Po	17	10 1 5 1	0 1 2 19
Sha Tin	37	25 4 1 3 1 3	0 1 2 3 4 5
Sai Kung	21	11 2 5 2 1	0 1 2 5 11
Islands	16	10 3 2 1	0 1 2 6

EDB school district	Number of aided primary schools in the district in 2012/13	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Kwai Tsing	30	11	0
		5	1
		2	2
		5	3
		2	4
		1	5
		2	6
		2	7
Total	421	236	0
		54	1
		44	2
		36	3
		11	4
		14	5
		11	6
		7	7
		2	8
		1	9
		3	10
		1	11
		1	19
Total balance for all districts	421	185#	564

Note *: Regular teachers on defined contract period term include full-time and part-time teachers.

#: Number of schools with regular teachers on DCP terms

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

EDB086

Question Serial No.

2141

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:

- (a) Please provide the details of the measures for implementing Liberal Studies in the new senior secondary academic structure for the five school years from the 2008/09 to 2012/13 school years and the provisions involved.
- (b) In the 2012/13 school year, schools were allowed to apply to the Education Bureau (EDB) for additional "Liberal Studies Curriculum Support Grant (LSCSG)" at a maximum amount of \$160,000. How many schools have submitted applications and how many of them have been given additional grant?
- (c) Among the schools which have been given additional LSCSG, how many have been given full grant? How many have not been given any additional grant? What are the average grant amount, median grant amount and the lowest grant amount approved in the 2012/13 school year?
- (d) What is/are the main reason(s) for not giving full grant or any grant at all?
- (e) From the 2010/11 to 2012/13 school years, what are the percentages of LSCSG used by schools? Please list out the number of schools by LSCSG utilisation rates: 1-20%, 21-40%, 41-60%, 61-80% and 81-100%.
- (f) Please list out the numbers of teachers and supporting staff employed by the schools with LSCSG from the 2010/11 to 2012/13 school years respectively.
- (g) Have schools been consulted on the effectiveness of LSCSG and their needs for LSCSG? Will the EDB continue to provide LSCSG in response to the needs of the schools, so as to enhance the teaching quality of senior secondary Liberal Studies?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) Schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) since the 2008/09 school year. Schools can flexibly use the grant for facilitating a smooth implementation of the New Senior Secondary (NSS) curriculum, including Liberal Studies. The SSCSG was enhanced from the 2008/09 to the 2011/12 school years to an amount equivalent to the mid-point salary of 0.15 Graduate Master / Mistress (GM) teacher per NSS class. From the 2012/13 school year onwards, the SSCSG is equivalent to the mid-point salary of 0.1 GM teacher per NSS class.

In addition to the SSCSG, the Education Bureau (EDB) provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to each publicly-funded secondary school in the 2010/11 school year for use for a period of two years. After considering the utilisation of the grant in schools and the remaining amounts in the non-recurrent commitment approved by the Finance Committee of the Legislative Council, the EDB extended the tenure of the LSCSG for one more year, and disbursed the remaining amount in the commitment to applicant-schools in the 2012/13 school year.

The provision of LSCSG and SSCSG from the 2008/09 to 2012/13 school years are as follows:

Provisions	2008/09 school year (\$ million)	2009/10 school year (\$ million)	2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (\$ million)
LSCSG	NA	NA	164.5	NA	55.1
SSCSG	190	190	260	390	270

Furthermore, the EDB supports schools through the provision of professional development programmes for teachers, production of curriculum and web-based support materials, arrangement of teacher networks and on-site support.

(b) In the 2012/13 school year, a total of 474 schools applied for the additional LSCSG. Among them, 473 applications were approved. One application was not approved because the school did not offer NSS classes.

(c) In the 2012/13 school year, 240 schools were approved with \$160,000 each and 233 schools with \$71,800 each.

(d) In order to make the best use of the fund, the EDB has thoroughly considered the usage of the LSCSG, the financial position and the justifications for grant application of every school in vetting the applications. More than half the schools had received full grant of \$160,000. Only one school was not allocated any grant because the school did not offer NSS classes.

(e) According to EDB's records, the utilisation rate of the LSCSG for the 2010/11 school year is as follows:

Utilisation rate	<1%	1-20%	21-40%	41-60%	61-80%	81-100%
No. of schools*	76	82	132	135	35	39

* Excluding 15 aided schools which have not reflected properly the LSCSG income and expenditure in their 2010/11 audited accounts.

The information for the 2011/12 and the 2012/13 school years are not yet available.

(f) In line with the principle of school-based management, schools have the flexibility to use the LSCSG for acquiring additional manpower or purchasing learning and teaching materials for the Liberal Studies subject. The EDB does not take stock of the specific detail and expenditure on use of the LSCSG of individual schools. Hence, we cannot provide the number of teachers and supporting staff employed by the schools with LSCSG from the 2010/11 to 2012/13 school years.

(g) The 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 so as to lay a sound foundation for the subject's future development. The EDB understands schools' concern for the provision of supporting measures. The EDB 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB087**

Question Serial No.

2142

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:

- Please set out the measures implemented for New Senior Secondary Applied Learning (ApL) and the details of the provisions involved in the 5 school years from 2008/09 to 2012/13.
- Please provide the number of schools offering New Senior Secondary ApL courses, the number of courses offered, the student applications by grade level, the number of students taking ApL courses and the amount of subsidy provided by the Government in 2011/12 and 2012/13.
- Please give a breakdown of the number of schools offering ApL courses and the student applications for each of the 16 course clusters under the 6 areas of studies in 2011/12 and 2012/13.
- Will the Administration conduct a study on the proposal of fully subsidising ApL courses? If so, what are the specific plan, work schedule and estimated expenditure? If not, what are the reasons?
- Please set out the measures implemented for Other Learning Experiences under the New Senior Secondary academic structure and the details of the provisions involved in the 5 school years from 2008/09 to 2012/13.

Asked by: Hon. IP Kin-yuen

Reply:

- The New Senior Secondary (NSS) Applied Learning (ApL) has commenced its implementation since the 2010/11 school year. The Education Bureau supports schools through production of implementation handbook and prospectus on ApL courses, arrangement of briefing sessions, provision of professional development programmes for teachers, organisation of course exhibitions and arrangement of taster programmes for students to have informed choices of ApL courses. An E-system has also been developed to facilitate the application process and the implementation in schools. In addition, the Government provides Diversity Learning Grant (DLG) to support secondary schools in offering ApL courses. The amount of DLG provided to schools for subsidising students in taking ApL courses from 2008/09 to 2012/13 is as follows:

	2008/09 school year	2009/10 school year	2010/11 school year	2011/12 school year	2012/13 school year
DLG (\$ million)	0 (NSS ApL commenced in the 2010/11 school year)	0 (NSS ApL commenced in the 2010/11 school year)	26	47	49

- (b) Each cohort of ApL courses lasts for two years. In 2011/12 and 2012/13, three cohorts of ApL courses (the 2010-12, 2011-13 and 2012-14 cohorts) have been offered to students. The number of schools offering NSS ApL courses, the number of courses offered, the student applications by level, the number of students taking ApL courses are as follows:

	2010-12 cohort	2011-13 cohort	2012-14 cohort
No. of schools offering NSS ApL courses	303	298	318
No. of courses offered	30	35	35
No. of student applications (Note: student can only apply to start at S5, application by level (S6) is thus not applicable.)	11 887	10 139	10 254
Total no. of students taking ApL courses	6 540	6 061	5 782

The amount of subsidy (DLG) provided by the Government in 2011/12 and 2012/13 is \$47 million and \$49 million respectively.

- (c) The breakdown of the number of schools offering ApL courses and the student applications for each of the 16 course clusters under the 6 areas of studies in 2011/12 and 2012/13 are as follows:

Area of studies	Course clusters	2010-12 cohort		2011-13 cohort		2012-14 cohort	
		Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications
Creative Studies	Design Studies	178	1 615	156	1 122	167	839
	Media Arts	108	473	104	402	107	426
	Performing Arts	81	435	81	433	71	351
Services	Hospitality Services	223	4 065	222	3 170	248	3 466
	Event Management	52	204	40	121	42	152
	Personal and Community Services	164	1 276	162	932	162	906
Business, Management and Law	Business Studies	102	704	100	577	88	435
	Clientele Management	62	351	46	219	41	190
	Legal Studies	54	219	33	98	34	88
Media and Communication	Films, TV and Broadcasting Studies	71	550	60	432	65	425
	Media Production and Public Relations	94	340	103	352	112	339
Applied Science	Medical Science and Health Care	129	688	143	771	155	850

Area of studies	Course clusters	2010-12 cohort		2011-13 cohort		2012-14 cohort	
		Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications
	Psychology	NA (course not yet provided)	N/A (course not yet provided)	86	590	113	672
	Sports	81	326	72	236	72	342
Engineering and Production	Civil and Mechanical Engineering	34	133	46	169	44	153
	Services Engineering	105	508	121	515	131	620
Total		303	11 887	298	10 139	318	10 254

- (d) Based on the experiences gathered from the piloting of ApL in early years and discussion with stakeholders, the current shared funding mode is adopted. Since the introduction of ApL, the Administration has conducted on-going review on ApL, including the subsidy arrangement. The subsidy arrangement using DLG has also been reviewed. For each school, the subsidising percentage has been increased from 75% to 100% of the course fee for the first 10 enrolments, and the subsidy ceiling per student per course has been increased from \$8,250 to \$8,330 for the remaining 110 enrolments. Extra funding has also been put in place to assist schools with genuine financial difficulties.
- (e) Other Learning Experiences under NSS has been implemented since the 2009/10 school year. Preparatory works to ensure a smooth implantation of OLE began before its implementation. The Education Bureau supports schools to implement OLE through organisation of sharing of good practices, development of electronic tools for Student Learning Profile, arrangement of career-related and community service projects for students, and organisation of professional development programmes for teachers. The expenditure of these various measures in the five schools years from 2008/09 to 2012/13 is summarised below:

Expenditure for 2008/09 (\$ million)	Expenditure for 2009/10 (\$ million)	Expenditure for 2010/11 (\$ million)	Expenditure for 2011/12 (\$ million)	Expenditure for 2012/13 (\$ million)
0.5	0.71	1.10	1.15	0.73

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB088

Question Serial No.

2143

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) As stated under Programme (7), the Bureau will continue the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work. Please provide details of the items/content of the pilot project, especially the trial measures on reducing teachers' administrative work. What is the effectiveness? When will the pilot project complete and be implemented in all local schools?
- (b) Apart from conducting the pilot project on reducing teachers' administrative work, what measures and resources do the Bureau have to reduce teachers' stress from teaching and counselling workload?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The Pilot Project on Strengthening Schools' Administration Management (pilot project) started in the 2011/12 school year. It envisages a quadripartite partnership involving schools, school sponsoring bodies (SSBs), non-Government personalities experienced or specialised in management and administrative matters and the Education Bureau. Through examining their current mode of operation and practices in a contextualized manner taking into account the culture and practice of the SSBs and the schools concerned, participating schools identify areas for improvement with a view to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. Professional advice and training are provided for the pilot schools. There are 30 public sector schools currently participating in the pilot project. To explore and identify more practicable modes of operation, the Education Bureau will launch the second phase of the pilot project in mid-2013 with another new batch of 30 public sector schools. Each participating school is provided with an additional grant of about \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc to develop fit-for-purpose systems/practices appropriate to their own circumstances.

The first phase and second phase of the pilot project will continue until the end of August 2013 and the end of 2014 respectively. We believe that the pilot project would provide an authentic basis for formulating policy and measures to better support schools' administration and management work. Meanwhile, good practices and useful information gathered from the pilot project will be disseminated to other public sector schools. We will consider the way forward based on the experiences gained from the pilot project.

- (b) The Government has always put emphasis on reducing teachers' workload and relieving their stress. Apart from the pilot project, the Education Bureau has implemented various measures to simplify the school development and accountability framework as well as school's administrative procedures. Funding flexibility and extra resources are also provided to cater for their school-based needs by employing additional staff and procuring outsourced services to reduce teacher's administrative

workload. As a result of this and other measures, the student to teacher ratio of secondary and primary schools has improved from 19.9:1 and 22.7:1 in the 1997/98 school year to the estimated 14.5:1 and 14.4:1 respectively in the 2012/13 school year.

Besides, stress management and other health care programmes have been offered to middle managers in schools as well as teachers. These programmes have been well-received. In addition, the Quality Education Fund has also expanded its funding support for schools in developing health projects for teachers.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 27 March 2013

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

EDB089

Question Serial No.

2144

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 following information:

- (a) How much resources does the Education Bureau put into national education every year? What are the different kinds of national education activities and the resources allocations for them?
- (b) What is the number of Mainland exchange tours organised by the Education Bureau to be held annually? The number of participating students and the total amount of resources injected?
- (c) Regarding the funding of programmes relevant to national education by the various funds (such as the Quality Education Fund, Civic Education Fund and so on) set up by the Government, what is the amount of funding involved every year?
- (d) What are the total amounts of funding allocated for the National Education Centre and the National Education Services Centre respectively?
- (e) Please provide a list of the non-governmental organisations commissioned to run the Mainland exchange programmes and the respective numbers of programmes they have run.
- (f) What are the provisions for the Passing on the Torch national education activities platform in the 2013/14 Budget? What are the channels of providing the relevant subsidies? As compared with the revised estimate of 2012/13, have the provisions increased or decreased? What are the reasons for the increase/decrease? What are the criteria the Government use to select the non-government organisations taking part in the "Passing on the Torch" programmes? What is the list of these non-government organisations?
- (g) What are the provisions for the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (同根同心) in the 2013/14 Budget? What are the channels of providing the relevant subsidies? As compared with the revised estimate of 2012/13, have the provisions increased or decreased? What are the reasons for the increase/decrease? What are the criteria the Government use to select the non-government organisations taking part in the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students(同根同心)"? What is the list of these non-government organisations?
- (h) How does the Government prevent biased national education in publicly-funded programmes relating to national education? Does the Government have any mechanism to regularly review and assess the content of these programmes? If yes, does/will the Government announce the mechanisms and results of review and assessment to the public? How can the public access to them?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) Curriculum elements of moral, civic and national education, straddling many aspects of values education (e.g. sex education, moral education, life education), are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Hence, we are unable to provide a separate breakdown of expenditures for the related curriculum development work for the 2013-14 estimates. In supporting national education, the Education Bureau (EDB) also offers opportunities for students to join subsidised Mainland exchange programmes to broaden students' horizons, develops learning and teaching resources/materials and facilitates professional interflow among teachers. Detailed breakdown in the 2013-14 estimates is as follows:

Types of allocated resources	Estimated expenditure(\$million)
Mainland exchange programmes for students and teachers	79.8
Learning and teaching resources and materials	7.9
Professional development programmes for teachers	2.5

- (b) It is Government's policy to offer subsidies to every primary and secondary school student to join at least one Mainland exchange programme. The number of places to be provided and the estimated expenditure are shown below:

School year	Number of places	Expenditure (\$million)
2011/12	43 100	52.3
2012/13	30 000 (Estimate)	32.9 (Estimate)
2013/14	50 500 (Estimate)	56.6 (Estimate)
2014/15	55 000 (Estimate)	66.9 (Estimate)
2015/16	59 500 (Estimate)	73.4 (Estimate)

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol "Mainland Exchange Programme 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) in late November 2012.

The number of organised Mainland exchange tours, including those organised by individual schools with government subsidies, varies annually. As for post-secondary students, the EDB has launched a five-year Pilot Mainland Experience Scheme in the academic year of 2011/12 for students of qualified publicly-funded and self-financing post-secondary institutions to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services.

- (c) The ambit of the Quality Education Fund is to support innovative projects to raise the quality of education. Funding support is based on the individual merit of each of the proposals. In the 2011/12 school year, about \$7.5 million was granted to projects relevant to the promotion of national education. There is no Civic Education Fund under the ambit of EDB.
- (d) Since the expiry of service contracts with the National Education Centre (Tai Po) and the National Education Service Centre (Tsing Yi) on 30 June 2012, no funding had been allocated to the two centres.
- (e) The list of non-governmental organisations and the number of commissioned/sponsored Mainland exchange programmes for students in the 2011/12 and 2012/13 school year are shown at Annex.
- (f) The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by the EDB with links to the Mainland exchange programmes organised by the EDB and other non-governmental organisations. Non-profit-making organisations are invited twice a year normally through the web site to include in the platform, for reference by schools, teachers, parents, students and the public, their planned Mainland exchange activities aimed at enhancing students' understanding of the Mainland. There is no funding allocation for the platform from the EDB.

- (g) The amount of provision in 2013-14 for the “Mainland Exchange Programme 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) is estimated to be about \$21 million. Procurement of services for the “Mainland Exchange Programme 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) for the period from 2012-13 to 2013-14 was conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The proposals submitted were assessed on the basis of the terms and specifications listed in the tender document and the lowest conforming offer for each route of the Programme was accepted. The tenderer needed not be a non-government organisation, but had to be an incorporated body in Hong Kong. The tenderer or its partner had to fulfill relevant licensing requirements and both of them had to possess relevant experience in organising or implementing Hong Kong-Mainland student exchange study trips. The service providers selected in the 2012 tender exercise and currently running the Programme are Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司) and Hong Kong-Beijing Management Promotion Centre Limited (港京管理人才交流中心有限公司). The original estimate for 2012 – 13 was \$21 million. It was however revised downwards to \$3.7 million since schools were only invited to enrol for the exchange programme in late November 2012.
- (h) The EDB offers opportunities for students and teachers to join subsidised Mainland exchange programmes to broaden students’ horizons and to facilitate professional interflow among teachers. Details of the EDB commissioned programmes are announced through school circulars. For student programmes, teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors should act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements. The information so obtained is for internal reference only. Students and teachers are encouraged to arrange internal sharing within their schools.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 2.4.2013

List of non-governmental organisations* and the number of commissioned/sponsored
Mainland exchange programmes in the 2011/12 and the 2012/13 school year

2011/12

Name of the organisation	Number of Programmes
Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司)	2
Wofoo Social Enterprises Ltd (和富社會企業有限公司)	2
Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議)	1
National Education Centre Limited ** (國民教育中心有限公司)	1
National Education Services Centre Limited ** (國民教育服務中心有限公司)	1
QualiEd Professional and Continuing Education College (匯知專業持續教育書院)	1
The Warehouse Teenage Club Limited (蒲窩青少年中心)	1

2012/13

Name of the organisation	Number of Programmes
Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)	1

* The list of non-governmental organisations refers to those which have been granted tax exemption under Section 88 of the Inland Revenue Ordinance.

** Financial sponsorship to the National Education Centre Limited and National Education Services Center Limited had ceased since the expiry of their service contracts by end June 2012.

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

EDB090

Question Serial No.

2145

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 numbers in drug using, being abused as well as mental and behavioural problems involving primary students have been increasing. At present, it is stipulated that the provision of student guidance service for primary schools must be selected through the tendering system. Since guidance personnel working in primary schools need to renew their contracts every year, the wastage rate has been on the high side. Last year, the Administration indicated that it would enhance student guidance service through the provision of a top-up student guidance service grant to public sector primary schools.

- (a) What are the details of provisions for student guidance service grant provided by the Administration to primary schools in 2012/13 and 2013/14 school years? What have been added to student guidance service or in what ways has the service been strengthened as a result?
- (b) Will the Administration conduct a territory-wide study on the emotional and behavioural problems of primary students? If yes, what are the specific plan, the work schedule and the estimated expenditure of the study? If no, what are the reasons?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) To further enhance student guidance service in primary schools, a top-up grant has been introduced as from the 2012/13 school year. In this connection, the provision for the Student Guidance Service Grant, including the top-up grant, has been increased from \$120.4 million in the 2011/12 school year to \$184.2 million in the 2012/13 school year. The estimate for the 2013/14 school year is \$204.2 million. Primary schools may, having regard to their own needs, strengthen their manpower and/or procure student guidance service from non-governmental organisations (NGO) to complement and supplement the existing student guidance service. Based on the initial findings we gathered from visits and meetings, schools are able to deploy the new resources flexibly to enhance their developmental, preventive and/or remedial student guidance services, such as turning one-off programme into a series of programmes at grade/class level, expanding the activities and content of some regular guidance programmes to include those students not yet covered, and organising theme-based parental training sessions, etc.
- (b) The Education Bureau understands the needs of students with emotional and/or behavioural difficulties (EBD) in primary schools and has been providing support for the schools through various means to cater for the students' needs.

We encourage schools to adopt the Whole School Approach to identify and support students with EBD through multi-disciplinary collaboration in areas of learning, behaviour and social-emotional development. We have undertaken various projects, including joint projects with other government departments and/or NGOs, for developing resource materials, checklists and assessment tools for use

by schools to support students with EBD. At the same time, our professional staff pays regular school visits to facilitate schools in enhancing their learning and teaching as well as classroom management strategies. Where necessary, we conduct case conferences or design psycho-educational programmes for the students in need. We have also worked with schools to trial run intervention programmes on support for specific groups of students, including those with EBD.

Moreover, we seek to equip teachers with relevant knowledge and skills to address the diverse needs of students with EBD by organising territory-wide and school-based training, sharing and network meetings.

Since the 2004/05 school year, we have been conducting an annual survey on guidance and discipline cases handled by school personnel, including those with EBD, through an electronic reporting mechanism. The information collected facilitates the planning of remedial, preventive and developmental support services for these students.

Through the above measures, we have a good grasp of the situation of students with EBD in schools and have been striving hard to provide appropriate support to both the schools and the students concerned through different means. We do not see the need, in the coming year, to undertake any territory-wide study in this regard.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28 March 2013

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

EDB091

Question Serial No.

2146

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 2012/13 school year, please provide the following information:

- (a) the number of qualified in-service kindergarten teachers in the territory, and the number of principals and teachers among them;
- (b) the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (c) the respective number of teachers in kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (d) 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;
- (e) the respective number and percentage of kindergarten teachers holding and pursuing Certificate/Diploma in Early Childhood Education in the local kindergartens outside the PEVS;
- (f) the respective number and percentage of kindergarten teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE));
- (g) the respective number and percentage of kindergarten principals holding and pursuing BEd(ECE);
- (h) the number of in-service kindergarten teachers who are not expected to pursue diploma programmes or to be able to obtain the Diploma qualification by the end of the 2013/14 school year;
- (i) from 2007/08 to 2011/12 school year, the respective number and annual rate of increase of teachers holding Certificate/Diploma in Early Childhood Education.
- (j) the number and percentage of wastage of whole-day and half-day kindergarten teachers, the age distribution 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. IP Kin-yuen

Reply:

Regarding kindergarten (KG) education in the 2012/13 school year (Note), the reply in seriatim is -

- (a) The number of qualified KG teachers serving in local KGs is 10 591. Among them, 859 are principals and 9 732 are teachers.
- (b) The respective numbers of qualified teachers serving in whole-day KGs, half-day KGs and KGs with both half-day and whole-day classes are 2 050, 3 002 and 5 539.
- (c) The respective numbers of qualified teachers serving in KGs under and not under the PEVS are 8 969 and 1 622.
- (d) Among the serving KG teachers, the number and percentage (in bracket) of teachers holding/pursuing/not enrolled in Certificate in Early Childhood Education (C(ECE)) is tabulated below:

Holding C(ECE)	9 395	(84.8%)
Pursuing C(ECE)	1 384	(12.5%)
Not enrolled in C(ECE)	304	(2.7%)

- (e) Among the serving teachers in KGs not joining the PEVS, 1 361 (74.4%) and 269 (14.6%) are holding and pursuing the C(ECE) qualification respectively.
- (f) Among all the teachers in local KGs, the respective number and percentage (in bracket) of teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE)) are 2 951 (26.6%) and 1 866 (16.8%) respectively.
- (g) The number and percentage (in bracket) of principals in local KGs holding and pursuing BEd(ECE) are 641 (74.6%) and 36 (4.2%) respectively.
- (h) There is no estimate on the number of in-service KG teachers who are not expected to pursue diploma programmes or to be able to obtain the diploma qualification by the end of the 2013/14 school year.
- (i) The respective number and annual rate of increase of teachers holding Certificate/Diploma in Early Childhood Education from 2007/08 to 2011/12 school year is as follows:

School year	2007/08	2008/09	2009/10	2010/11	2011/12
No. of KG teacher holding C(ECE) or above	3 683	4 552	5 562	6 835	8 056
Annual rate of increase*	-	23.6%	22.2%	22.9%	17.9%

* The annual rate of increase refers to the increase in the number of kindergarten teachers holding C(ECE) or above as compared with the number of such teachers in the previous school year.

Note: Figures for the 2012/13 school year are provisional.

- (j) The overall wastage rate of KG teachers is 8.3%. Of the 862 teachers leaving the sector, 263 (30.5%) teachers serve in KGs operating half-day classes only, 139 (16.1%) in KGs operating whole-day classes only and 460 (53.4%) in KGs operating both half-day and whole-day classes. The age distribution of these teachers is provided at the table below and the average length of service is 12.1 years. The number and percentage (in bracket) of these teachers holding C(ECE) and BEd(ECE) are 333 (38.6%) and 119 (13.8%) respectively.

Age Group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
No. of wastage	272	304	151	113	22	862

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB092

Question Serial No.

2147

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 following information:

- (a) What is the 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 from 2008/09 to 2012/13 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- (b) How many kindergartens under the subsidy of the Non-profit-making Kindergarten Rent Reimbursement Scheme have received full reimbursement of rent? How many of them have received 50% reimbursement of rent?
- (c) What are the highest, lowest, median and average rent subsidies received by kindergartens under the Non-profit-making Kindergarten Rent Reimbursement Scheme? What are the highest, lowest, average and median rent subsidies of the kindergartens receiving 50% reimbursement of the rent?
- (d) Among the above applications and applications approved, how many of the kindergartens were included in the PEVS after their conversion to non-profit-making kindergartens from private independent kindergartens? What is the percentage share among the overall applications and applications approved?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The numbers of applications and approvals granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage shares among local KGs and KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2008/09 to 2012/13 school year are provided as follows:

School year	2008/09	2009/10	2010/11	2011/12	2012/13
No. of local KGs	889	872	865	856	861
No. of KGs joining the PEVS	820	800	757	751	735
No. of applications received	10	1	2	6	2
Percentage shares among local KGs	1.1%	0.1%	0.2%	0.7%	0.2%
Percentage shares among KGs joining the PEVS	1.2%	0.1%	0.3%	0.8%	0.3%
No. of approvals granted	4	0	0	0	0
Percentage shares among local KGs	0.4%	Not applicable	Not applicable	Not applicable	Not applicable
Percentage shares among KGs joining the PEVS KGs	0.5%	Not applicable	Not applicable	Not applicable	Not applicable

- (b) Under the Rent Reimbursement Scheme for NPM KGs, 379 KGs and 3 KGs were in receipt of full and 50% rent reimbursement respectively in the 2011-12 financial year.
- (c) The highest, lowest, median and average rent subsidies provided to KGs in receipt of full rent reimbursement and 50% rent reimbursement in the 2011-12 financial year are as follows:

	Full Rent Reimbursement (\$)	50% Rent Reimbursement (\$)
Highest Rent	3,561,000	480,000
Lowest Rent	37,476	167,700
Median Rent	353,430	177,000
Average Rent	415,652	274,900

- (d) Among the above applications and applications approved in the 2008/09 school year, 4 kindergartens (40% of among the overall applications) had been converted from private independent (PI) KGs to NPM KGs for joining the PEVS. For the 2009/10 to 2012/13 school years, no approval was granted.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

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

EDB093

Question Serial No.

2148

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 information on the following from the 2010/11 to 2012/13 school years:

- (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 and the number of these kindergartens providing extended service (please list by school district and provide the total);
- (c) the number of half-day kindergartens under the subsidy of the PEVS and the number of school places provided (please list by school district and provide the total);
- (d) the number of kindergartens providing both whole-day and half-day service under the subsidy of the PEVS and the number of school places provided (please list by school district and provide the total).

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The breakdown of expenditures on pre-primary education from 2010-11 to 2012-13 is tabulated at Appendix I.
- (b) The numbers of whole-day kindergartens (KGs) under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the numbers of school places provided and the numbers of these KGs providing Extended Hours Service by District Council district and the respective total numbers in the 2010/11, 2011/12 and 2012/13 school years are tabulated at Appendix II.
- (c) The numbers of half-day KGs under the subsidy of the PEVS and the numbers of school places provided by District Council district and the respective total numbers in the 2010/11, 2011/12 and 2012/13 school years are tabulated at Appendix III.
- (d) The numbers of KGs providing both whole-day and half-day service under the subsidy of the PEVS and the numbers of school places provided by District Council district and the respective total numbers in the 2010/11, 2011/12 and 2012/13 school years are tabulated at Appendix IV.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Expenditures on pre-primary education from 2010-11 to 2012-13

	2010-11	2011-12	2012-13
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme	1,854.3	1,998.8	2,169.6
Kindergarten and Child Care Centre Fee Remission Scheme	251.0	352.3	422.2
Refund of rent, rates and government rent	193.2	197.3	204.2
Child Care Centre Subsidy Scheme	12.9	13.5	14.6
Principal and teacher training (Note)	32.0	17.5	6.9

Note: Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course for the 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 the PEVS for approved course(s) in early childhood education. There is a drastic drop in the revised estimate for 2012-13 as the commissioned course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required.

**Number of whole-day (WD) kindergartens (KGs)
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS),
No. of school places provided and
No. of these KGs providing Extended Hours Service (EHS) by District Council district and
respective total numbers in the 2010/11, 2011/12 and 2012/13 school years**

School Year	2010/11			2011/12			2012/13		
KGs under the PEVS	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)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)
Central & Western	18	1 349	4	18	1 340	4	18	1 325	4
Wan Chai	13	977	3	13	975	3	11	966	3
Eastern	50	2 840	9	50	2 970	9	50	3 002	9
Southern	18	1 208	4	17	1 151	4	17	1 164	4
Sham Shui Po	34	2 318	7	34	2 483	7	35	2 564	7
Yau Tsim Mong	20	1 600	5	20	1 653	5	20	1 652	5
Kowloon City	29	2 532	5	30	2 654	5	30	2 746	5
Wong Tai Sin	40	2 677	6	41	2 817	6	40	2 943	6
Kwun Tong	55	3 871	10	56	3 928	10	52	3 988	10
Tsuen Wan	20	1 489	4	21	1 608	4	21	1 736	4
Tuen Mun	53	3 254	5	52	3 622	5	52	4 060	5
Yuen Long	54	3 520	5	52	3 823	5	52	4 010	5
North	32	2 232	4	34	2 354	4	34	2 277	4
Tai Po	25	1 822	6	25	2 002	6	25	2 090	6
Sha Tin	47	3 244	7	47	3 350	7	48	3 532	7
Sai Kung	38	2 311	4	38	2 386	4	38	2 493	4
Islands	19	998	1	19	960	1	17	1 019	1
Kwai Tsing	43	2 523	8	44	2 795	8	46	3 171	8
All Districts	608	40 765	97	611	42 871	97	606	44 738	97

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Source of information from Social Welfare Department. Figures refer to the no. of KGs in receipt of subvention from Social Welfare Department to provide the EHS.

**Number of half-day (HD) kindergartens (KGs)
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)
and the No. of school places provided by District Council district and respective total numbers
in the 2010/11, 2011/12 and 2012/13 school years**

School Year	2010/11		2011/12		2012/13	
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)
Central & Western	17	3 994	17	4 148	14	3 674
Wan Chai	15	4 748	14	4 744	9	2 854
Eastern	45	7 645	46	7 738	47	8 204
Southern	12	1 860	11	1 799	11	1 803
Sham Shui Po	26	7 213	27	7 225	26	6 841
Yau Tsim Mong	15	3 550	15	3 527	15	3 540
Kowloon City	33	10 274	33	10 471	31	8 633
Wong Tai Sin	31	5 274	31	5 119	29	4 497
Kwun Tong	43	10 180	43	10 267	42	10 031
Tsuen Wan	21	4 480	21	4 471	21	4 490
Tuen Mun	40	8 432	39	8 243	39	7 860
Yuen Long	49	11 426	49	11 601	48	11 126
North	31	7 366	32	7 878	32	8 423
Tai Po	19	2 903	18	2 846	18	2 842
Sha Tin	39	7 865	38	7 767	38	7 883
Sai Kung	29	5 134	30	4 973	30	4 786
Islands	21	2 781	20	2 631	19	2 423
Kwai Tsing	44	8 936	43	8 497	43	7 842
All Districts	530	114 061	527	113 945	512	107 752

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Number of kindergartens (KGs) providing both whole-day (WD) and half-day (HD) service under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) and the No. of school places provided by District Council district and respective total numbers in the 2010/11, 2011/12 and 2012/13 school years

School Year	2010/11		2011/12		2012/13	
KGs under the PEVS	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	9	1 759	9	1 738	9	2 053
Wan Chai	7	1 731	7	1 849	5	1 548
Eastern	36	7 107	38	7 572	38	7 291
Southern	11	2 245	10	2 159	10	2 163
Sham Shui Po	20	5 646	21	5 783	22	6 181
Yau Tsim Mong	6	1 557	6	1 564	6	1 590
Kowloon City	15	2 931	16	3 527	17	3 755
Wong Tai Sin	25	4 378	26	4 718	25	4 521
Kwun Tong	30	7 866	31	8 387	27	6 999
Tsuen Wan	11	1 788	12	2 147	12	2 271
Tuen Mun	35	8 169	34	8 293	34	8 302
Yuen Long	37	9 003	35	8 765	35	8 685
North	23	6 060	25	6 833	25	7 244
Tai Po	18	3 554	17	3 542	17	3 606
Sha Tin	29	6 049	29	6 054	30	6 408
Sai Kung	25	5 043	26	4 984	26	4 897
Islands	16	3 123	16	2 969	14	2 688
Kwai Tsing	28	5 862	29	6 242	31	6 461
All Districts	381	83 871	387	87 126	383	86 663

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

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

EDB094

Question Serial No.

2149

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 2007/08 to 2012/13 school years, please give a breakdown of:

- (a) the total number of school-age children attending kindergartens and their percentage in each school year;
- (b) the number of local non-profit-making kindergartens, local private independent kindergartens, non-local/international kindergartens, and the number of teachers and students and their total number;
- (c) the number of local non-profit-making kindergartens and the number of teachers and students in the following categories: non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS), non-profit-making kindergartens without joining the PEVS and private independent kindergartens converted to non-profit-making kindergartens under the subsidy of the PEVS;
- (d) the number of local private independent kindergartens without joining the PEVS, and the number of teachers and students;
- (e) the increase/decrease in the number of private independent kindergartens converted to non-profit-making kindergartens, the percentage of such change and the actual accumulated number of each year;
- (f) the number of kindergarten-cum-child care centres in the territory, the number of kindergarten-cum-child care centres joining the PEVS, and the number of teachers and students involved;
- (g) the number of kindergartens/kindergarten-cum-child care centres with whole-day classes, and the number of teachers and students involved, the number of kindergartens/kindergarten-cum-child care centres with whole-day classes under the subsidy of the PEVS, and the number of teachers and students involved, and their percentages among the kindergarten students under the subsidy of the PEVS;
- (h) the respective numbers and percentages of whole-day and half-day kindergarten students under the subsidy of the PEVS; and
- (i) the number of kindergartens withdrew from the PEVS from the 2008/09 to 2012/13 school years, and the percentage of increase/decrease in number as compared with the previous school year.

Asked by: Hon. IP Kin-yuen

Reply:

For the 2007/08 to 2012/13 school years,

- (a) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios (GER) of participation in kindergarten education are tabulated at Appendix I;
- (b) the respective number of local non-profit-making (NPM) KGs, local private independent (PI) KGs, non-local KGs, and the number of teachers and students in these KGs and the respective total numbers are tabulated at Appendix II;
- (c) the respective number of local NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and PI KGs converted to NPM KGs under the subsidy of the PEVS and the number of teachers and students in these KGs are tabulated at Appendix III;
- (d) the respective number of local PI KGs not joining the PEVS, and the number of teachers and students in these KGs are tabulated at Appendix IV;
- (e) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining the PEVS, the percentage of such change and the actual accumulated number are tabulated at Appendix V;
- (f) the respective number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix VI;
- (g) the respective number of local KGs/ KG-cum-CCCs with whole-day (WD) classes, and the numbers of their teachers and students, the number of KGs/ KG-cum-CCCs with WD classes joining the PEVS, and numbers of their teachers and students, and their percentages among the KG students under the subsidy of the PEVS are tabulated at Appendix VII;
- (h) the respective numbers and percentages of WD and HD KG students under the subsidy of the PEVS are tabulated at Appendix VIII; and
- (i) According to the terms and conditions of the PEVS implemented in the 2007/08 school year, the validity period of eligibility of the PEVS was 5 years from the start of 2007/08 school year to the end of the 2011/12 school year. As such, there was no kindergarten withdrawing from the PEVS in this period except those ceased to operate. In the 2012/13 school year, 14 KGs withdrew from the PEVS. As there were no withdrawal cases in the previous school year, no comparison in the percentage of increase/decrease can be made.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

Total number of children attending kindergartens (KGs) and
Gross enrolment ratios (GER) of participation in kindergarten education
from the 2007/08 to 2012/13 school years

School Year	2007/08	2008/09	2009/10	2010/11	2011/12 (Revised)	2012/13 (Provisional)
Total number of children attending KGs (Note 1)	138 393	139 228	141 967	150 457	159 040	166 400
GER (%) (Note 2)	96.7	99.6	100.6	101.5	101.6	102.6

Note 1: Position as at September of the school year.

Note 2: 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%. The school-age population for the KG level refers to children of 3-5. (Source of information: Census and Statistics Department)

Number of local non-profit-making (NPM) kindergartens (KGs), local private independent (PI) KGs, non-local KGs and number of teachers and students in these KGs from the 2007/08 to 2012/13 school years

2007/08 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	780	8 449	112 653
Local PI KGs	133	1 418	19 681
Non-local KGs	76	488	6 059
Total	989	10 355	138 393

2008/09 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	788	8 255	115 635
Local PI KGs	101	1 132	15 873
Non-local KGs	75	479	6 122
Total	964	9 866	137 630

2009/10 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	774	8 428	118 711
Local PI KGs	98	1 120	15 582
Non-local KGs	78	515	6 209
Total	950	10 063	140 502

2010/11 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	769	8 692	125 034
Local PI KGs	96	1 145	16 348
Non-local KGs	86	617	7 558
Total	951	10 454	148 940

2011/12 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	763	9 111	131 121
Local PI KGs	93	1 261	18 131
Non-local KGs	90	687	8 181
Total	946	11 059	157 433

2012/13 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	757	9 708	136 095
Local PI KGs	104	1 375	19 378
Non-local KGs	96	738	9 291
Total	957	11 821	164 764

Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and private independent (PI) KGs converted to NPM KGs under the subsidy of the PEVS and number of teachers and students in these KGs from the 2007/08 to 2012/13 school years

2007/08 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 1)	768	8 297	111 069
NPM KGs not joining the PEVS	12	152	1 584
Total	780	8 449	112 653

Note 1: The above figure includes 100 private independent (PI) KGs converted into NPM operation in the 2007/08 school year, with 878 teachers and 12 144 students.

2008/09 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 2)	776	8 112	114 088
NPM KGs not joining the PEVS	12	143	1 547
Total	788	8 255	115 635

Note 2: The above figure includes 26 PI KGs converted into NPM operation in the 2008/09 school year, with 233 teachers and 3 342 students.

2009/10 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 3)	762	8 285	117 195
NPM KGs not joining the PEVS	12	143	1 516
Total	774	8 428	118 711

Note 3: The above figure includes 4 PI KGs converted into NPM operation in the 2009/10 school year, with 24 teachers and 332 students.

2010/11 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 4)	757	8 533	122 977
NPM KGs not joining the PEVS	12	159	2 057
Total	769	8 692	125 034

Note 4: The above figure includes 2 PI KGs converted into NPM operation in the 2010/11 school year, with 17 teachers and 189 students.

2011/12 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 5)	751	8 949	129 151
NPM KGs not joining the PEVS	12	162	1 970
Total	763	9 111	131 121

Note 5: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2011/12 school year.

2012/13 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 6)	735	9 253	129 372
NPM KGs not joining the PEVS	22	455	6 723
Total	757	9 708	136 095

Note 6: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2012/13 school year.

Number of local private independent (PI) kindergartens (KGs)
not joining the Pre-primary Education Voucher Scheme (PEVS) and
number of teachers and students in these KGs
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11 (Note)	2011/12	2012/13
Local PI KGs not joining the PEVS	Number of KGs	58	57	60	96	93	104
	Number of teachers	720	741	807	1 145	1 261	1 375
	Number of students	10 120	10 442	11 438	16 348	18 131	19 378

Note: When the PEVS was introduced in the 2007/08 school year, a transitional period of three years until the end of the 2009/10 school year was provided for PI KGs to acquire the NPM status to be eligible for joining the PEVS. The figures in the 2010/11 school year include 34 PI KGs which have not acquired the NPM status and hence ceased to be eligible for the PEVS upon the completion of the transitional arrangement and their teachers and students.

Increase/decrease in the number of private independent (PI) kindergartens (KGs)
converted to non-profit-making (NPM) KGs
for joining the Pre-primary Education Voucher Scheme (PEVS),
the percentage of such change and the actual accumulated number
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
PI KGs converted to NPM KGs for joining the PEVS	Increase in number	100	26	4	2	0	0
	Decrease in number (Note)	--	9	7	5	4	1
	Accumulated number	100	117	114	111	107	106
	Percentage of change	--	+17.0%	-2.6%	-2.6%	-3.6%	-0.9%

Note: The decrease is due to closure of the KGs in the respective school years.

Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,
 number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS), and
 number of teachers and students in these KG-cum-CCCs
 from the 2007/08 to 2012/13 school years

2007/08 school year

No. of KG-cum-CCCs	420
No. of KG-cum-CCCs joining the PEVS	374
No. of teachers in KG-cum-CCCs joining the PEVS	3 276
No. of students in KG-cum-CCCs joining the PEVS	35 038

2008/09 school year

No. of KG-cum-CCCs	420
No. of KG-cum-CCCs joining the PEVS	373
No. of teachers in KG-cum-CCCs joining the PEVS	3 217
No. of students in KG-cum-CCCs joining the PEVS	35 323

2009/10 school year

No. of KG-cum-CCCs	423
No. of KG-cum-CCCs joining the PEVS	374
No. of teachers in KG-cum-CCCs joining the PEVS	3 309
No. of students in KG-cum-CCCs joining the PEVS	36 271

2010/11 school year

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

2011/12 school year

No. of KG-cum-CCCs	433
No. of KG-cum-CCCs joining the PEVS	358
No. of teachers in KG-cum-CCCs joining the PEVS	3 480
No. of students in KG-cum-CCCs joining the PEVS	39 601

2012/13 school year

No. of KG-cum-CCCs	434
No. of KG-cum-CCCs joining the PEVS	357
No. of teachers in KG-cum-CCCs joining the PEVS	3 649
No. of students in KG-cum-CCCs joining the PEVS	41 527

Number of local kindergartens (KGs)/ kindergarten-cum-child care centres (KG-cum-CCCs) with whole-day (WD) classes, and number of teachers and students in these KGs/ KG-cum-CCCs, number of KGs/ KG-cum-CCCs with WD classes joining the Pre-primary Education Voucher Scheme (PEVS), and number of teachers and students in these KGs/ KG-cum-CCCs, and the percentages (%) among the KG students under the subsidy of the PEVS

All KGs/ KG-cum-CCCs with WD classes

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Number of KGs/ KG-cum-CCCs	676	677	666	665	668	670
Number of teachers	6 730	6 572	6 693	6 939	7 409	7 891
Number of students	33 636	34 312	35 218	37 850	41 070	44 428

KGs/KG-cum-CCCs with WD classes joining the PEVS

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Number of KGs/ KG-cum-CCCs	641	639	632	608	611	606
Number of teachers	6 385	6 202	6 334	6 387	6 789	7 146
Number of students under PEVS & % (in brackets) to all KG students under PEVS	32 309 (27.0%)	33 007 (28.0%)	34 013 (28.6%)	36 069 (29.4%)	39 499 (30.6%)	41 833 (32.3%)

Numbers and percentages (%) of whole-day (WD) and half-day (HD) kindergarten (KG) students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
No. of WD KG students and % (in brackets) to all KG students under PEVS	32 309 (27.0%)	33 007 (28.0%)	34 013 (28.6%)	36 069 (29.4%)	39 499 (30.6%)	41 833 (32.3%)
No. of HD KG students and % (in brackets) to all KG students under PEVS	87 386 (73.0%)	84 895 (72.0%)	85 094 (71.4%)	86 789 (70.6%)	89 621 (69.4%)	87 539 (67.7%)

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

EDB095

Question Serial No.

2150

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

Programme: (4) Special Education
(6) Vocational Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Budget states: "In the 2011-12 academic year, nearly 500 students with special education needs (SEN) enrolled in local full-time accredited sub-degree and degree programmes. ... I propose to make two separate injections of \$20 million each, bringing the total to \$40 million, into the GSF and Self-financing Post-secondary Education Fund to establish scholarships ... I also propose to allocate \$12 million to the Vocational Training Council each year to purchase equipment and learning aids for students with SEN, providing them with psychological and student counselling services, and enhancing the support for teaching and learning." Please provide the following information with regard to these two measures:

- a. How many of the 500 students with SEN enrolled in sub-degree and degree programmes respectively? Please provide a breakdown by type of SEN.
- b. What are the estimated numbers of scholarships to be awarded to sub-degree and degree students with SEN respectively as a result of the injections of funding into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund? What is the amount to be awarded to each student? Will that be sufficient to cover tuition fees for a self-financing sub-degree or degree programme?
- c. As for sub-degree programmes including subsidised programmes, self-financing programmes provided under the aegis of University Grants Committee-funded institutions and other sub-degree programmes, does the Government provide any subsidies to providers of such programmes for them to provide the requisite equipment and support to students with SEN?
- d. Please provide a breakdown of the annual provision of \$12 million to the Vocational Training Council. Given the amount of the provision, what is the number of staff that can be recruited to provide psychological and student counselling services?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) According to the information provided by institutions, the number of students with special education needs (SEN) pursuing full-time locally-accredited undergraduate and sub-degree programmes respectively in the 2011/12 academic year, with breakdown by types of SEN, are detailed at Annex.
- (b) The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving post-secondary students with SEN in the pursuit of academic and other excellence. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the

implementation details in consultation with the relevant steering committees of the two funds.

All eligible students (including SEN students) in locally-accredited post-secondary education in Hong Kong may apply for means-tested grants to cover tuition fees and academic expenses and loans to meet living expenses under the relevant Financial Assistance Schemes.

- (c) & (d) Overall speaking, many post-secondary education institutions provide special arrangement and support services according to the needs of SEN students, including assigning academic advisors, providing tutorial services, providing special examination and assessment arrangements, arranging for programme applications flexibly, providing special measures for learning support (e.g. extra tutorials and early dissemination of handouts), providing appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, providing career advisory and support services, etc.

The Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to the Vocational Training Council (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. A breakdown of the estimated expenditure is as follows –

	<u>Estimated Expenditure</u> \$ million
(i) Purchase equipment and learning aids	0.5
(ii) Provide psychological and student counselling services	4.4
(iii) Enhance the support for teaching and learning	7.1
	<u>12.0</u>

It is planned that five additional staff with expertise in educational psychology and counselling will be required while clinical psychological services will be hired from outside professional bodies.

The proposed funding allocation to the VTC is due to the large number of SEN students admitted by it. Out of some 530 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes in the 2011/12 academic year, nearly 200 were studying in the VTC with the rest scattered in various post-secondary institutions. Also, the VTC has 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. As regards the University Grants Committee-funded institutions, recurrent grants are given in the form of block grants, and institutions have flexibility in deploying their resources to enhance support for their students (including SEN students).

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 27.3.2013

**Number of SEN Students Pursuing Full-time Locally-accredited
Undergraduate and Sub-degree Programmes in the 2011/12 Academic Year**

Types of SEN	Number of students		
	Sub-degree	Undergraduate	Total
Specific Learning Disabilities	37	11	48
Intellectual Disabilities	0 [#]	0 [#]	0 [#]
Autism Spectrum Disorders	21	6	27
Attention Deficit / Hyperactivity Disorder	11	7	18
Physical Disability	46	45	91
Visual Impairment	28	45	73
Hearing Impairment	74	50	124
Speech and Language Impairment	7	1	8
Others [^]	47	96	143
Total	271	261	532

Notes:

[#] The University Grants Committee does not have the relevant data as students with these SEN types might have been included under the type of “Others”.

[^] Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

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

EDB096

Question Serial No.

2570

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 2007/08 to 2012/13 school years, please provide the following information:

- (a) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (b) the average school fee, median school fee, highest school fee and lowest school fee charged by private independent whole-day and half-day kindergartens;
- (c) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens not joining the PEVS;
- (d) the respective number of whole-day and half-day kindergartens in the PEVS approved to increase their school fees, and the highest, lowest and average rate of increase; and
- (e) the respective 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.

Asked by: Hon. IP Kin-yuen

Reply:

For the 2007/08 to 2012/13 school years:

- (a) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for whole-day (WD) and half-day (HD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) are tabulated at Appendix I;
- (b) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by local private independent KGs are tabulated at Appendix II;
- (c) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by local KGs not joining the PEVS are tabulated at Appendix III;
- (d) the respective number of non-profit making WD and HD KGs in the PEVS that have been approved to increase their school fees, and the highest, lowest and rate of increase of the weighted average school fee are tabulated at Appendix IV; and

- (e) the respective number of applications from parents with children attending KGs for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme and the number and percentage of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling are tabulated at Appendix V.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS)
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Average school fee	WD	\$28,000	\$29,000	\$29,300	\$30,200	\$31,500	\$32,800
	HD	\$17,200	\$17,900	\$18,000	\$18,700	\$19,500	\$20,300
Median school fee	WD	\$27,000	\$28,200	\$28,900	\$30,000	\$31,100	\$32,600
	HD	\$16,300	\$17,200	\$17,800	\$18,500	\$19,500	\$20,300
Highest school fee	WD	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000	\$50,400
	HD	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$25,200
Lowest school fee	WD	\$15,600	\$15,800	\$15,800	\$15,800	\$16,400	\$16,400
	HD	\$8,000	\$9,500	\$10,000	\$10,000	\$10,000	\$10,800

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes
charged by local private independent kindergartens (KGs)
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Average school fee	WD	\$43,300	\$49,900	\$50,900	\$52,400	\$54,700	\$56,900
	HD	\$28,900	\$33,200	\$35,200	\$38,700	\$40,300	\$42,200
Median school fee	WD	\$44,200	\$50,200	\$52,700	\$51,600	\$54,400	\$56,500
	HD	\$24,800	\$33,000	\$35,400	\$38,900	\$39,600	\$40,900
Highest school fee	WD	\$73,600	\$75,800	\$75,800	\$79,600	\$93,600	\$99,600
	HD	\$75,700	\$75,700	\$75,700	\$82,100	\$82,100	\$98,500
Lowest school fee	WD	\$18,200	\$18,800	\$19,400	\$20,400	\$22,300	\$23,300
	HD	\$13,200	\$14,400	\$17,600	\$18,600	\$18,600	\$14,100

Weighted average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes
charged by local kindergartens (KGs)
not joining Pre-primary Education Voucher Scheme (PEVS)
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Average school fee	WD	\$59,400	\$58,200	\$58,800	\$57,500	\$59,700	\$62,000
	HD	\$35,100	\$36,100	\$36,600	\$38,400	\$40,100	\$41,000
Median school fee	WD	\$58,600	\$56,400	\$55,200	\$55,200	\$56,400	\$58,100
	HD	\$34,800	\$34,900	\$37,100	\$38,000	\$39,600	\$39,600
Highest school fee	WD	\$129,200	\$135,600	\$135,600	\$119,800	\$134,100	\$139,700
	HD	\$75,700	\$75,700	\$75,700	\$82,100	\$82,100	\$98,500
Lowest school fee	WD	\$23,300	\$18,800	\$19,400	\$20,400	\$22,300	\$23,300
	HD	\$14,100	\$14,100	\$14,100	\$14,100	\$14,100	\$14,100

Number of non-profit making (NPM)
whole-day (WD) and half-day (HD) kindergartens (KGs)^{Note}
in the Pre-primary Education Voucher Scheme (PEVS) with fee increase, and
the highest, lowest and rate of increase of weighted average school fee
from the 2007/08 to 2012/13 school years

2007/08 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	458	371
The highest rate of increase	52.7%	64.5%
The lowest rate of increase	0.3%	1.0%
The rate of increase of the weighted average fee	8.9%	10.5%

2008/09 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	429	352
The highest rate of increase	20.0%	27.0%
The lowest rate of increase	0.3%	0.08%
The rate of increase of the weighted average fee	4.6%	4.8%

2009/10 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	276	255
The highest rate of increase	13.0%	42.0%
The lowest rate of increase	0.008%	0.01%
The rate of increase of the weighted average fee	1.6%	2.4%

2010/11 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	375	317
The highest rate of increase	27.0%	33.0%
The lowest rate of increase	0.006%	0.005%
The rate of increase of the weighted average fee	3.1%	3.9%

2011/12 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	405	343
The highest rate of increase	30.3%	53.0%
The lowest rate of increase	0.07%	0.05%
The rate of increase of the weighted average fee	4.3%	4.3%

2012/13 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	436	382
The highest rate of increase	34.9%	26.0%
The lowest rate of increase	0.03%	0.40%
The rate of increase of the weighted average fee	4.1%	4.1%

Note: KGs with both HD and WD classes will be counted in both columns for HD and WD.

Number of applications from parents with children attending KGs
for fee remission under the Kindergarten and Child Centre Fee Remission Scheme (KCFRS)
and the number and percentage of students granted with a level of assistance
at 50%, 75% and 100% of the school fee or the fee remission ceiling
from the 2007/08 to 2012/13 school years

School Year		2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (Note 1)
Number of applications from students attending WD KGs (Note 2)		17 156	19 296	18 932	18 806	21 271	23 458
Number of applications from students attending HD KGs (Note 2)		26 791	27 627	22 341	20 153	13 922	14 002
Number & % (in brackets as a percentage of students attending WD KGs in receipt of fee remission) (Note 3)	50% fee remission	6 663 (42.5%)	5 988 (34.4%)	5 490 (33.4%)	5 359 (32.8%)	4 724 (23.3%)	5 468 (25.2%)
	75% fee remission	4 821 (30.7%)	4 915 (28.2%)	4 964 (30.2%)	4 694 (28.7%)	1 541 (7.6%)	1 624 (7.5%)
	100% fee remission	4 201 (26.8%)	6 514 (37.4%)	6 006 (36.5%)	6 300 (38.5%)	13 999 (69.1%)	14 580 (67.3%)
Number & % (in brackets as a percentage of students attending HD KGs in receipt of fee remission) (Note 3)	50% fee remission	1 268 (6.9%)	202 (1.1%)	145 (1.2%)	109 (1.3%)	2 798 (21.9%)	3 122 (25.3%)
	75% fee remission	7 768 (42.0%)	5 472 (29.8%)	4 166 (35.6%)	1 881 (21.6%)	830 (6.5%)	847 (6.9%)
	100% fee remission	9 458 (51.1%)	12 705 (69.1%)	7 390 (63.2%)	6 714 (77.1%)	9 162 (71.6%)	8 369 (67.8%)

Note 1: Figures for the 2012/13 school year are provisional figures as at end January 2013.

Note 2: With effect from the 2009/10 school year, the trial scheme to extend KCFRS to pre-primary children on CSSA has ceased and hence there is a drop in the number of applications.

Note 3: Starting from the 2011/12 school year, the income threshold for full level of financial assistance under the means test mechanism has been raised so that more families will become eligible for full fee remission, hence a greater increase in the number of students in receipt of 100% fee remission.

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

EDB097

Question Serial No.

2571

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 2012/13 school year, please provide the following information:

- (a) the respective number of teachers in whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$14,825 (i.e. salary point 7) or above and below \$14,825, and the percentage share of these teachers in the total number of teachers in whole-day kindergartens;
- (b) the average salary, median salary, highest salary and lowest salary for teachers in whole-day and half-day kindergartens under the subsidy of the PEVS;
- (c) the respective number of principals of whole-day kindergartens under the subsidy of the PEVS whose salary is \$22,405 (i.e. salary point 14) or above and below \$22,405, and the percentage share of these principals in the total number of principals of whole-day kindergartens;
- (d) the average salary, median salary, highest salary and lowest salary for principals of whole-day and half-day kindergartens under the subsidy of the PEVS; and
- (e) the average salary, median salary, highest salary and lowest salary for teachers and principals of local private independent kindergartens as well as whole-day and half-day kindergartens.

Asked by: Hon. IP Kin-yuen

Reply:

For the 2012/13 school year,

- (a) The number and percentage of teachers in whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$14,825 or above and those below \$14,825 are as follows:

Monthly salary level	No. of teachers in WD KGs under the PEVS	Percentage share of the total no. of teachers in WD KGs
\$14,825 or above	1 653	93.4%
Below \$14,825	116	6.6%
Total	1 769	100%

- (b) The average salary, median salary, highest salary and lowest salary of teachers in WD KGs and half-day (HD) KGs under the PEVS are as follows:

	Salary of teachers in KGs under the PEVS		
	KGs with HD classes only (\$)	KGs with WD classes only (\$)	KGs with both HD and WD classes (\$)
Average salary	18,700	19,900	17,100
Median salary	17,700	19,000	16,000
Highest salary	49,600	34,600	62,400
Lowest salary	7,800	9,000	7,000

- (c) & (d)

Information on the salaries of principals is not available.

- (e) The average salary, median salary, highest salary and lowest salary for teachers of local private independent (PI) KGs are as follows:

	Salary of teachers in Local PI KGs		
	KGs with HD classes only (\$)	KGs with WD classes only (\$)	KGs with both HD and WD classes (\$)
Average salary	20,800	17,800	18,100
Median salary	19,300	15,900	16,000
Highest salary	68,500	27,000	68,000
Lowest salary	8,900	9,700	8,300

Note: Information provided in the reply is based on a questionnaire survey on the monthly salary of full-time regular KG teachers conducted in September 2012 by the Education Bureau. Information on the principals has not been collected.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB098

Question Serial No.

2572

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 following information for 2011-12 and 2012-13:

- (a) the respective numbers of whole-day and half-day kindergarten students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the respective numbers and percentages of whole-day and half-day kindergarten students who are issued with education vouchers but still have to pay school fees in excess of the voucher value as well as the average extra amount of school fees paid;
- (b) the respective numbers and percentages of half-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$100, \$100 to below \$400, \$400 to below \$700, \$700 to below \$1,000, \$1,000 to below \$1,300, \$1,300 to below \$1,600 and \$1,600 or above;
- (c) the respective numbers and percentages of whole-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$500, \$500 to below \$1,000, \$1,000 to below \$2,000, \$2,000 to below \$3,000, \$3,000 to below \$4,000 and \$4,000 or above; and
- (d) the expenditures on the amount of subsidy allocated to the PEVS and any other expenditures on pre-primary education (including Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, and rent, rates and government rent subsidies, etc.).

Asked by: Hon. IP Kin-yuen

Reply:

(a), (b) and (c)

The information requested in (a) to (c) is tabulated at Appendix I. On top of the voucher subsidy, the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides parents-in-need with financial assistance in the form of fee remission for their children to receive kindergarten education. The level of fee remission is 100%, 75% or 50% of the difference between the voucher subsidy and the actual fee or \$20,300 for a half-day place and \$32,800 for a whole-day place, whichever is the lower.

(d)

The breakdown of expenditures on pre-primary education from 2011-12 to 2012-13 is tabulated at Appendix II.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

(a) The number of kindergarten students under the PEVS

	2011/12 school year		2012/13 school year [Note]	
	Half-day	Whole-day	Half-day	Whole-day
(i) Number of students under the PEVS	89 621	39 499	87 539	41 833
(ii) Number of students paying school fee on top of the voucher value	76 544	39 499	76 759	41 710
(iii) Percentage (%) of (ii) over (i)	85.4%	100%	87.7%	99.7%
(iv) Average amount of school fee on top of the voucher value	\$4,377	\$15,418	\$4,611	\$15,979

(b) The number of half-day kindergarten students under the PEVS

Range of annual school fee above the voucher value	2011/12 school year		2012/13 school year [Note]	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	286	0.37	0	0.00
\$100 - below \$400	1 384	1.81	640	0.83
\$400 - below \$700	2 957	3.86	920	1.20
\$700 - below \$1,000	2 172	2.84	2 461	3.21
\$1,000 – below \$1,300	2 333	3.05	4 735	6.17
\$1,300 - below \$1,600	1 683	2.20	2 903	3.78
\$1,600 or above	65 729	85.87	65 100	84.81

(c) The number of whole-day kindergarten students under the PEVS

Range of annual school fee above the voucher value	2011/12 school year		2012/13 school year [Note]	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	73	0.18	0	0.00
\$500 - below \$1,000	0	0.00	0	0.00
\$1,000 - below \$2,000	0	0.00	32	0.08
\$2,000 - below \$3,000	117	0.30	0	0.00
\$3,000 - below \$4,000	40	0.10	40	0.10
\$4,000 or above	39 269	99.42	41 638	99.82

Note: Figures for the 2012/13 school year are provisional.

(d) The breakdown of expenditures on pre-primary education in 2011-12 and 2012-13

	2011-12	2012-13
	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme	1,998.8	2,169.6
Kindergarten and Child Care Centre Fee Remission Scheme	352.3	422.2
Refund of rent, rates and government rent	197.3	204.2
Child Care Centre Subsidy Scheme	13.5	14.6
Principal and teacher training (Note)	17.5	6.9

Note: Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course for the 2008 and 2009 Intakes” (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education. There is a drastic drop in the revised estimate for 2012-13 as the commissioned course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB099**

Question Serial No.

2573

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:

- (1) What are the details on the provision of the Learning Support Grant (LSG) for mainstream primary and secondary schools that have participated in integrated education programmes in Hong Kong over the past 3 years? Please give a breakdown, by categories as tabulated below, of the details on the provision allocated to these schools, including the numbers of schools whose applications have reached the ceiling of \$1 million.

Provision of Learning Support Grant (\$)	Primary Schools (number)			Secondary Schools (number)		
	2010/11 school year	2011/12 school year	2012/13 school year	2010/11 school year	2011/12 school year	2012/13 school year
0 to 110,000						
120,000 to 400,000						
400,000 to 600,000						
610,000 to 810,000						
810,000 to below 1 million						
Up to 1 million ceiling						

- (2) As mentioned in this year's Policy Address, starting from the 2013-14 school year, the EDB will raise the ceiling of the annual Learning Support Grant from \$1 million to \$1.5 million per school. What is the amount of provision to be earmarked for implementing such measure? Among the secondary and primary schools concerned, how many of them are expected to reach the ceiling of \$1 million in the 2013/14 school year and hence entitled to an additional provision of LSG?

Asked by: Hon. IP Kin-yuen

Reply:

- (1) To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. The numbers of mainstream public sector primary and secondary schools eligible for LSG and the provision allocated in the 2010/11, 2011/12 and 2012/13 school years are at the Appendix.
- (2) While the calculation basis of the LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. Since the actual amount of LSG received by individual schools is subject to the number of students with SEN admitted in a particular year, we are unable to provide at this stage the number of schools that would

reach the ceiling of \$1 million and hence entitled to the additional provision of LSG in the 2013/14 school year. Yet, with enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students with SEN in these schools.

For budgetary purpose, the estimated expenditure of LSG for public sector primary and secondary schools in the 2013/14 school year is about \$173 million and \$157 million respectively.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

**Distribution of public sector primary and secondary schools according to the specific range of LSG allocated
in the 2010/11, 2011/12 and 2012/13 school years**

Amount of Learning Support Grant allocated (\$)	Number of primary school			Number of secondary school		
	2010/11 school year	2011/12 school year	2012/13 school year	2010/11 school year	2011/12 school year	2012/13 school year
0 - 110,000	5	2	6	67	58	78
120,000 - 400,000	130	128	127	158	159	159
410,000 - 600,000	63	50	54	59	68	63
610,000 - 800,000	64	72	73	23	28	42
810,000 - 990,000	16	27	33	11	17	17
1,000,000	5	9	8	4	9	20

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

EDB100

Question Serial No.

2574

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

Programme: (3) Secondary Education
(4) Special Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

For the 5 school years of 2008/09 to 2012/13, please provide:

- (a) the details of the measures for supporting special schools in implementing the new senior secondary academic structure and the provisions involved.
- (b) how many cases of applications for referral from mainstream schools to special schools are processed by the Government each year? Among which, how many cases are being accepted and being rejected? What are the reasons for the rejection?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) With the implementation of the new senior secondary (NSS) curriculum, 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, the teacher-to-class ratio is further increased to 2.0 teachers per NSS class starting 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 was 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 starting from the 2009/10 school year. In addition, 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. An additional Liberal Studies Curriculum Support Grant was also granted to these special schools in the 2012/13 school year based on their need for additional resources to ensure smooth implementation of the subject.

Apart from the above, resources within the Education Bureau are deployed for enriching the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID) curriculum), strengthening the professional development programmes for teachers, developing resource materials to support learning and teaching of the NSS(ID) curriculum, and enhancing the curriculum continuity at the interface between senior secondary and basic education levels.

The provisions for the 2008/09 to 2012/13 school years are summarized as follows:

	2008/09 school year (\$ million) (Actual)	2009/10 school year (\$ million) (Actual)	2010/11 school year (\$ million) (Actual)	2011/12 school year (\$ million) (Actual)	2012/13 school year (\$ million) (Estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	n/a	31.0	43.8	91.4	96.3
Senior Secondary Curriculum Support Grant	24	22.4	24.8	25.7	10.1
Diversity Learning Grant	n/a	n/a	1.3	2.1	2.6
One-off Liberal Studies Curriculum Support Grant *	n/a	n/a	18.2	n/a	n/a
Additional Liberal Studies Curriculum Support Grant	n/a	n/a	n/a	n/a	5.0
Support for implementation of NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	15.8	10.7	11.2	12.8	9.4
Total	39.8	64.1	99.3	132	123.4

* The One-off Liberal Studies Curriculum Support Grant could be used for two years up to 31 August 2012.

- (b) The numbers of students transferred from mainstream schools to special schools from the 2008/09 to 2012/13 school years are summarized below. No application has been rejected.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13 (up to 15 September 2012)
Number of Students	144	145	171	151	70

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB101

Question Serial No.

2575

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:

- (a) Please provide the numbers of students in primary and secondary schools joining the Integrated Education Programme in the 2010/11, 2011/12 and 2012/13 school years. Please give a breakdown by levels.
- (b) Of all the students with special education needs (SEN), what is the ratio of those who are studying in mainstream schools?
- (c) What is the unit cost of each type of school places in primary and secondary schools joining the Integrated Education Programme?
- (d) What are the respective numbers of educational psychologists, audiologists and speech therapists who are now providing services to primary and secondary schools?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The number of students in schools that have participated in the Integrated Education (IE) Programme by level and by grade in the 2010/11, 2011/12 and 2012/13 school years is set out in 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, Learning Support Grant and additional teachers to cater for low academic achievers.
- (b) As at September 2012, our record shows that about 82% of the students with various types of SEN are studying in mainstream schools.
- (c) In the 2012/13 school year, the estimated average unit cost per place of the IE Programme is \$35,000. This average unit cost is in addition to the unit cost of a mainstream school place and other supportive services for students with SEN in mainstream schools.
- (d) 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. Assessment service is also provided by school-based Education Psychology Service and Speech Therapy Service 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 the

Department of Health or the Hospital Authority for diagnosis and treatment. The specialists in EDB providing support to schools and students in respect of the implementation of integrated education include 37 educational psychologists, eight speech therapists and three audiologists.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Appendix

The number of students in schools that have participated in the Integrated Education Programme
by level and by grade in the 2010/11, 2011/12 and 2012/13 school years

Level	Grade	2010/11 School Year	2011/12 School Year	2012/13 School Year
Primary	P1	52	62	71
	P2	66	55	68
	P3	62	72	61
	P4	76	69	74
	P5	46	70	66
	P6	53	53	72
Secondary	S1	22	9	16
	S2	27	21	14
	S3	32	27	28
	S4	30	26	22
	S5	26	24	29
	S6	5	22	15
	S7	4	4	N/A

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

EDB102

Question Serial No.

2576

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 numbers of classes at each level, number of students, the student unit cost, the teacher-to-class ratio and teacher-to-student ratio for the three school years of 2010/11, 2011/12 and 2012/13 respectively by types of special schools.

Asked by: Hon. IP Kin-yuen

Reply:

The number of classes, number of students, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio of each type of special schools in the 2010/11, 2011/12 and 2012/13 school years are set out in the Appendix. It is a common practice for special schools to adopt flexible groupings across grade levels and individualized education programmes to cater for the special educational needs of the students. Presenting the numbers of classes by level is not therefore reflecting the actual operation in special schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

**Number of Classes, Number of Students, Average Unit Cost per School Place,
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools
in the 2010/11, 2011/12 and 2012/13 School Years**

School Type	2010/11 School Year					2011/12 School Year					2012/13 School Year				
	No. of Classes	No. of Students (as at September 2010)	Average Unit Cost per School Place	Class-to- Teacher Ratio	Teacher- to-Student Ratio	No. of Classes	No. of Students (as at September 2011)	Average Unit Cost per School Place	Class-to- Teacher Ratio	Teacher- to-Student Ratio	No. of Classes	No. of Students (as at September 2012)	Average Unit Cost per School Place	Class-to- Teacher Ratio	Teacher- to-Student Ratio
Visual Impairment	15	143	\$174,500	1 : 2.5	1 : 3.8	15	126	\$197,500	1 : 2.5	1 : 3.4	15	122	\$213,000	1 : 2.5	1 : 3.3
Hearing Impairment	18	136	\$207,000	1 : 2.2	1 : 3.4	18	145	\$221,000	1 : 2.2	1 : 3.6	17	129	\$254,000	1 : 2.3	1 : 3.3
Physical Disability	94	877	\$218,000	1 : 1.9	1 : 4.9	102	932	\$230,000	1 : 1.9	1 : 4.8	101	929	\$249,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability ^{Note}	183	3 072	\$110,000	1 : 2.4	1 : 7.1	192	3 116	\$122,500	1 : 2.4	1 : 6.8	198	3 122	\$140,000	1 : 2.4	1 : 6.6
Moderate Intellectual Disability ^{Note}	183	1 697	\$185,000	1 : 2.2	1 : 4.2	192	1 756	\$198,500	1 : 2.2	1 : 4.1	193	1 786	\$216,500	1 : 2.2	1 : 4.1
Severe Intellectual Disability	105	749	\$242,500	1 : 1.8	1 : 4.0	104	746	\$263,000	1 : 1.8	1 : 4.0	103	729	\$278,000	1 : 1.8	1 : 3.9
School for Social Development	74	710	\$113,500	1 : 1.9	1 : 5.0	80	775	\$120,000	1 : 1.9	1 : 5.0	80	769	\$137,500	1 : 1.9	1 : 5.0
Hospital School	32	358	\$129,000	1 : 1.8	1 : 6.3	33	348	\$138,000	1 : 1.8	1 : 5.9	33	297	\$153,000	1 : 1.8	1 : 4.9

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

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

EDB103

Question Serial No.

2583

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:

There was an estimated provision of \$46.4 million in 2012-13 for the Vocational Training Council to conduct a pilot project on industry attachment programmes for students in 2012/13. What is the latest progress of the project? Please provide a breakdown of the estimated and actual expenditures on the project and the numbers of attachment places offered to students pursuing Higher Diploma and Diploma in Vocational Education programmes. The project has been planned for both the 2012/13 and 2013/14 academic years. Why is there no provision earmarked for the expenditure on the item in the 2013/14 Budget?

Asked by: Hon. IP Kin-yuen

Reply:

To further enhance the practical skills and employability of students of the Vocational Training Council (VTC) pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, the pilot project on industrial attachment would be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences. It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional grant of \$43 million to VTC was provided by the Government in 2012-13 for this two-year period. Hence, no separate funding is required to be provided in 2013-14. The expenditure involved covers the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students. The annual cash flow requirement is estimated at \$9 million, \$18 million and \$16 million respectively from 2012-13 to 2014-15.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB104**

Question Serial No.

2584

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 following information on the staffing and staffing expenses of the Vocational Training Council (VTC):

1. the expenditure on staff emoluments and benefits of the VTC; the amount and proportion of such expenditure which was sourced from government funding; whether the VTC has deployed resources other than government funding (such as donations) for staff employment; if so, please provide an annual breakdown of the number and rank of the staff involved and the related expenditure on emoluments in each of the past 5 years (i.e. from 2008-2009 to 2012-2013);
2. the annual salaries of the 5 highest paid staff;
3. staff employment of various departments under the 3 systems of the VTC in the past 5 years and estimates for 2013/14, including:
 - a. the numbers of teaching and non-teaching staff employed under the 3 systems and the percentages of staff under each system;
 - b. the numbers of teaching and non-teaching staff on temporary/short-term contracts of less than 1 year; the numbers of such staff who have been continuously employed for 2 or more years or more than 6 years but have yet to be offered permanent appointment; and the greatest number of times of contract renewal and the longest duration of such employment;
 - c. the estimated numbers of staff on temporary/short-term contracts to be transferred to new fixed-term contracts; and the numbers of teaching staff among them;
 - d. the numbers of staff on new fixed-term contracts to be promoted or transferred to permanent terms; and the numbers of teaching staff among them.

Asked by: Hon. IP Kin-yuen

Reply:

1. The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) from 2008-09 to 2012-13 are as follows –

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2008-09	1,912	1,486	78
2009-10	1,951	1,533	79
2010-11	2,051	1,543	75
2011-12	2,027	1,636	81
2012-13 (Estimate)	2,188	1,774	81

* Apart from Government subvention, the staff expenses for subvented programmes are also met by income generated by VTC (mainly tuition fees and training charges).

In addition to its recurrent subvented activities, VTC also operates programmes that are self-financed or financed by specific funds from other organisations. VTC staff may be deployed to work on both subvented and self-financed programmes and activities as appropriate to meet operational requirements, and staff costs are charged to relevant accounts. Therefore, breakdown of number and rank of the staff funded by resources other than Government subvention is not available. The total numbers of VTC staff and related expenditure from 2008-09 to 2012-13 are as follows –

Financial Year	Number of teaching staff	Number of administrative and support staff	Total number of staff	Total staff expenses (\$ million)	Staff expenses for non-subvented activities (\$ million)
2008-09	2 658	2 655	5 313	2,359	447
2009-10	2 787	2 874	5 661	2,474	523
2010-11	2 795	2 804	5 599	2,590	539
2011-12	2 620	2 765	5 385	2,568	541
2012-13	2 675	2 810	5 485	2,809	621

2. The annual salaries of the five highest paid staff in the 2012/13 academic year are as follows –

	Annual salary (\$ million)
1 st highest	2.36
2 nd highest	2.16
3 rd highest	1.95
4 th highest	1.86
5 th highest	1.86

3. Information about staff employed under various packages for the past five years is given below.

- (a) The number of teaching and non-teaching staff employed –

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term contract	
2008/09	Teaching	1 248 (23.5%)	904 (17.0%)	506 (9.5%)	5 313
	Administrative and supporting	1 586 (29.9%)	637 (12.0%)	432 (8.1%)	
2009/10	Teaching	1 235 (21.8%)	964 (17.0%)	588 (10.4%)	5 661
	Administrative and supporting	1 571 (27.8%)	747 (13.2%)	556 (9.8%)	
2010/11	Teaching	1 197 (21.4%)	1 002 (17.9%)	596 (10.6%)	5 599
	Administrative and supporting	1 469 (26.2%)	820 (14.6%)	515 (9.2%)	

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term contract	
2011/12	Teaching	1 002 (18.6%)	1 271 (23.6%)	347 (6.4%)	5 385
	Administrative and supporting	1 355 (25.2%)	1 012 (18.8%)	398 (7.4%)	
2012/13	Teaching	979 (17.9%)	1 333 (24.3%)	363 (6.6%)	5 485
	Administrative and supporting	1 329 (24.2%)	1 094 (19.9%)	387 (7.1%)	
2013/14 (Estimate)	Teaching	915 (16.6%)	1 465 (26.6%)	315 (5.7%)	5 500
	Administrative and supporting	1 250 (22.7%)	1 220 (22.2%)	335 (6.1%)	

Note: Figures in brackets represent the ratios as compared to the total number of staff.

- (b) Numbers of staff on short-term contract whose contract duration is less than one year from the 2008/09 to 2012/13 academic years are as follows. The information for the 2013/14 academic year is not yet available.

Academic year	Staff type	Short-term contract for less than one year
2008/09	Teaching	151
	Administrative and supporting	170
2009/10	Teaching	255
	Administrative and supporting	169
2010/11	Teaching	263
	Administrative and supporting	255
2011/12	Teaching	91
	Administrative and supporting	147
2012/13	Teaching	122
	Administrative and supporting	138

Numbers of staff on fixed-term contract who have been continuously employed for two to six years, and numbers of staff employed for more than six years from the 2008/09 to 2012/13 academic years, are shown below. The information for the 2013/14 academic year is not yet available.

Academic year	Number of fixed term contract staff who have served for		Longest serving fixed-term contract staff	
	Two years to six years	More than six years	Years of service	Number of contract renewal
2008/09	594	198	12	6
2009/10	1 085	217	13	7
2010/11	1 215	121	14	7
2011/12	1 125	132	15	8
2012/13	930	156	16	9

- (c) The information for the estimated number of temporary/short-term staff to be transferred to fixed term contracts in the 2013/14 academic year is not yet available.
- (d) Numbers of staff employed under the New Remuneration Package who were transferred to open-ended contracts from the 2009/10 to 2011/12 academic year are given below. The information for the 2012/13 academic year is not yet available.

Academic year	Number of staff employed under New Remuneration Package who were transferred to open-ended contracts		
	Teaching	Administrative and supporting	Total
2009/10	114	13	127
2010/11	94	35	129
2011/12	122	98	220

Note: The mechanism of transfer to open-ended contract was launched in the 2009/10 academic year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB105**

Question Serial No.

2585

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 various levels of training provided by the Vocational Training Council (VTC), please provide the following information:

1. please list out the respective service targets and numbers of participants in pre-employment and in-service training of the member institutions under the VTC in the past 5 years (i.e. 2008/09 to 2012/13);
2. provide a breakdown of
 - (a) the numbers of students,
 - (b) the percentages of the subsidised and non-subsidised,
 - (c) the expenditures on subsidised programmes, and
 - (d) the differences in tuition fees between subsidised and self-financing programmes

for the secondary, Higher Diploma, Foundation Diploma, Certificate and Yi Jin Diploma programmes offered by the VTC in the past 5 years and 2013/14; and

3. provide a breakdown, by department, of the numbers of graduates from subsidised and non-subsidised sub-degree programmes of the VTC who progressed to subsidised top-up programmes, and their percentage shares in the total numbers of graduates.

Asked by: Hon. IP Kin-yuen

Reply:

1. The target students and number of students of vocational education of the member institutions of the Vocational Training Council (VTC) from the 2008/09 to 2012/13 academic year are as follows –
- 2.

Member institution	Target students (for 2012/13 academic year)	Mode of study	Academic year				
			2008/09	2009/10	2010/11	2011/12	2012/13 (Provisional)
Technological and Higher Education Institute of Hong Kong (THEi)	Secondary 6 leavers	Full-time	THEi not yet established				270
Institute of Professional Education And Knowledge (PEAK)	In-service personnels	Part-time	3 573	3 898	1 663	2 157	2 493
School for Higher and Professional Education (SHAPE)	Higher Diploma holders	Full-time	1 415	1 988	1 862	1 828	2 209
		Part-time	1 435	1 330	1 018	1 153	1 692

Member institution	Target students (for 2012/13 academic year)	Mode of study	Academic year				
			2008/09	2009/10	2010/11	2011/12	2012/13 (Provisional)
Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI)	Secondary 6 leavers and in-service personnels	Full-time	39 640	40 753	38 827	32 317	33 435
		Part-time	22 301	26 783	23 542	22 399	20 670
Hospitality Industry Training and Development Centre (HITDC)/ Chinese Cuisine Training Institute (CCTI)	Secondary 3 to 6 leavers	Full-time	1 810	2 661	2 519	1 990	2 204
Maritime Services Training Institute (MSTI)	Secondary 3 to 6 leavers	Full-time	60	60	61	64	60
Youth College (YC)	Secondary 3 to 6 leavers and in-service personnels	Full-time	6 290	6 399	6 364	4 078	6 788
		Part-time	-	80	467	1 084	2 791

Note: There are other part-time programmes funded under Head 141 Government Secretariat: Labour and Welfare Bureau.

2. (a) The numbers of students of Higher Diploma, Foundation Diploma, Yi Jin Diploma and certificate programmes from the 2008/09 to 2013/14 academic years are as follows –

Programmes	Academic year					
	2008/09	2009/10	2010/11	2011/12	2012/13 (Provisional)	2013/14 (Planned)
Higher Diploma	44 367	45 924	43 139	39 744	38 684	37 600
Foundation Diploma	4 861	4 666	5 528	2 715	5 042	5 740
Yi Jin Diploma	581	1 074	1 059	164	472	600
Certificate Programmes	10 699	8 073	8 686	8 367	8 456	8 440

- (b) The ratio of subvented to self-financed student places for the aforementioned programmes is around 60% to 40%.
- (c) A separate breakdown of the expenditures on the subvented programmes mentioned under 2(a) above is not available.
- (d) The tuition fee levels of the full-time programmes mentioned under 2(a) above from the 2008/09 to 2013/14 academic year are as follows –

Programmes		Average tuition fee per annum (\$)					
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
(a)	Subvented						
	Higher Diploma	22,830	22,830	23,370	24,750	28,860	28,860
	Foundation Diploma	16,600	16,600	16,600	17,200	19,600	19,600
	Certificate Programmes	2,400	2,400	2,400	1,970	9,900	9,900
(b)	Self-financed						
	Higher Diploma	39,620	39,850	40,240	41,630	46,030	46,030
	Yi Jin Diploma	29,500	29,500	29,500	29,500	32,000	#

Tuition fee for Yi Jin Diploma for the 2013/14 academic year is not available at this stage.

3. The number of Higher Diploma graduates pursuing further studies in subvented top-up programmes, and the percentage to the total number of graduates from the 2008/09 to 2010/11 academic year are as follows –

Discipline	Academic year					
	2008/09		2009/10		2010/11	
	Subvented	Self-financed	Subvented	Self-financed	Subvented	Self-financed
Applied Science	51 (8%)	- -	43 (6%)	- -	30 (4%)	- -
Business Administration	13 (2%)	24 (1%)	2 (1%)	18 ($<0.5\%$)	- -	9 ($<0.5\%$)
Child Education and Community Services	1 (1%)	- -	6 (2%)	- -	16 (5%)	- -
Design	46 (4%)	3 (1%)	30 (3%)	2 (1%)	46 (4%)	7 (2%)
Engineering	240 (16%)	- -	170 (8%)	- -	198 (10%)	- -
Hotel, Service and Tourism Studies	10 (2%)	3 (1%)	15 (2%)	7 (1%)	14 (2%)	3 (1%)
Information Technology	90 (13%)	33 (6%)	69 (11%)	42 (7%)	73 (10%)	35 (7%)
Overall	451 (9%)	63 (1%)	335 (6%)	69 (1%)	377 (7%)	54 (1%)

Note: Figures in () refers the percentage of graduates pursuing further studies in subvented top-up programmes to the total number of graduates.

The employment survey for graduates in the 2011/12 academic year is being conducted and statistics are not yet available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB106

Question Serial No.

2587

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
700 General non-recurrent

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the injection of \$5 billion into the Language Fund as seed money proposed by the Administration, please provide:

- (1) the details of the past 5 injections into the Language Fund and the accumulated balance;
- (2) the details of the proposed new injection of \$5 billion into the Language Fund as seed money, such as specific recommendations, justifications, objectives of the plan, eligibility, etc.

Asked by: Hon. IP Kin-yuen

Reply:

- (1) There have been six injections into the Language Fund, including the initial injection, since its establishment in 1994. The amount of the past five injections is set out as follows:

Year	Injection (\$ million)
2001	200
2003	400
2005	500
2006	1,100
2010	500

The available balance of the Language Fund as at 31 January 2013 was \$95 million.

- (2) The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB107

Question Serial No.

2589

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:

- (1) Concerning the Administration's proposal to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships, please provide details of its origin, the duration and the number of students to be benefited, etc; and
- (2) Details on the introduction and implementation of all the Government's current scholarship schemes.

Asked by: Hon. IP Kin-yuen

Reply:

(1) A quality teaching force is the key to quality education. The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong.

With the proposed injection of \$480 million into the HKSAR Government Scholarship Fund (GSF) and an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. The estimated expenditure for the new cohort of awardees will be about \$6 million each year.

Selection will be based on the applicants' merit and their choice of universities and study programmes. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme up to a maximum of 5 years to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned, etc. Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and 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. 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. We plan to make available the proposed scholarship for the first cohort of awardees in the 2014/15 school year.

We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

(2) Information on the scholarship schemes under the purview of the Education Bureau and schemes with secretarial support from the Student Financial Assistance Agency and the Research Grants Council (RGC) under the aegis of the University Grants Committee (UGC) are set out below. In addition to the scholarship funds listed in the table, the Agency also provides advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarships Fund.

Name of Scholarship	Aims	Selection Mechanism
Self-financing Post-secondary Education Fund (set up in 2011)	<p>To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.</p> <p>To promote the development of the self-financing post-secondary sector, the Self-financing Post-secondary Scholarship Scheme is set up under the Self-financing Post-secondary Education Fund to offer scholarships and awards to students pursuing full-time locally-accredited self-financing sub-degree or bachelor degree (including top-up degree) programmes at non-profit-making education institutions.</p>	Steering Committee of the Fund.
Scholarship for Prospective English Teachers (set up in 2010)	To attract persons proficient in English to pursue relevant local bachelor degree programmes and/or teacher training programmes to become English Language teachers.	Selection boards comprising school heads and representatives of school sponsoring bodies to interview the applicants so as to identify the most suitable ones for the scholarships.
Hong Kong PhD Fellowship Scheme (set up in 2009)	To attract the best and brightest students in the world to pursue PhD programmes in the UGC-funded institutions in Hong Kong.	Applications are made to the RGC. Individual UGC-funded institutions may conduct interviews with applicants where necessary. Two Selection Panels of the Scheme are formed by the RGC, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the two selection panels with experts in the relevant broad areas.

Name of Scholarship	Aims	Selection Mechanism
HKSAR Government Scholarship Fund (set up in 2008)	<p>To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation;</p> <p>To recognise the achievements of outstanding local and non-local students, with a view to attracting them to stay in Hong Kong after graduation; and</p> <p>To promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run.</p>	<p>Participating institutions according to the stipulated selection criteria of the Fund.</p> <p>Participating institutions of the HKSAR Government Scholarship Fund are the eight UGC-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), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.</p>
Sir Edward Youde Memorial Fund (set up in 1987)	To provide for and encourage the education of, or research by the people of Hong Kong, the Fund has in operation 10 award schemes to encourage academic pursuit at various levels from senior secondary to postgraduate students, with or without special education needs, and from apprentices to working adults.	Award recipients of various schemes are either selected by interview boards or nominations from schools / institutions / educational bodies and the recommendations endorsed by the Fund's Council.
Education Scholarships Fund (set up in 1956)	<p>A total of 181 scholarships have been established under the Fund, with the aim of giving due recognition to meritorious students from primary to tertiary levels.</p> <p>(Note : Distribution of new awards have been suspended for majority of the scholarship schemes starting from 2011/12 because the surplus of the Fund has been largely used up for disbursement of awards in previous years. Most awards distributed in 2011/12 and 2012/13 are for renewal awards.)</p>	Awards are distributed according to the terms and conditions set by individual donors. Most of the awardees are nominees of schools and institutions, while the rest are based on the results of the best performers at public examinations. The nominations / recommendations should then be endorsed by the Education Scholarships Fund Committee.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB108

Question Serial No.

2590

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 distribution of education expenditures between public and private sectors, please provide the following information:

1. What are the respective percentage shares of public education expenditure and private education expenditure in the Gross Domestic Product?
2. In kindergarten education, what are the respective total expenditures paid by public money and by the private sector?
3. With regard to primary schools, what are the respective expenditures paid by public money and by other sources of funds for government and aided primary schools? And what are the respective school fees and other expenses paid by the private sector for Direct Subsidy Scheme (DSS) schools and international schools?
4. With regard to secondary schools, what are the respective expenditures paid by public money and by other sources of funds for public sector secondary schools? And what are the respective school fees and other expenses paid by the private sector for DSS schools and international schools?
5. With regard to sub-degree places, what is the expenditure of subsidised places paid by public money and what are the bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised sub-degree places and self-financing sub-degree places respectively?
6. As for university education, what are the respective expenditures of subsidised degree places, taught postgraduate courses and research postgraduate courses paid by public money? What are the respective bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised degree places and for self-financing degree places respectively?

Asked by: Hon. IP Kin-yuen

Reply:

The information required is shown in the table below:

	2012-13 Revised Estimate
	\$ million
Total public expenditure on education (as % of GDP) ¹	77,799 (3.8%)
Funding allocated to kindergartens / schools / institutions	
- Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ²	2,184
- Primary schools ³	
-- Government primary schools	912
-- Aided primary schools	11,007
-- English Schools Foundation Junior Schools	117
-- Primary schools under the Direct Subsidy Scheme	610
- Secondary schools ³	
-- Government secondary schools	1,408
-- Aided secondary schools	18,213
-- Caput schools	170
-- English Schools Foundation Secondary Schools	170
-- Secondary schools under the Direct Subsidy Scheme	2,328
- University Grants Committee-funded Institutions ⁴	13,559
Financial assistance to students pursuing sub-degree / degree / post-graduate programmes ⁵	
- Tertiary Student Finance Scheme – Publicly-funded Programmes	
-- sub-degree programmes	275
-- degree programmes	825
-- post-graduate programmes	7
- Financial Assistance Scheme for Post-secondary Students	
-- sub-degree programmes	832
-- degree programmes	348

Notes

1. The EDB has no information on education expenditure incurred by the private sector.
2. The financial provision covers government 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. The EDB has no information on expenditure incurred by the private sector on kindergarten.

3. The financial provision covers government subventions to primary and secondary schools. The EDB has no information on education expenditure incurred by the private sector or financed by non-government fund for these schools. International schools (except those of the English Schools Foundation pending the subvention review) are private schools operating on self-financing basis. School fees charged by Direct Subsidy Scheme schools and international schools in 2012/13 school year are provided at Annex 1.
4. Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally to programmes at different levels (e.g. sub-degree, undergraduate, taught postgraduate and research postgraduate) as they see fit. UGC is therefore unable to identify and attribute the actual expenditure on specific levels of studies. Tuition fees for UGC-funded programmes and locally-accredited self-financing programmes in 2012/13 academic year are provided at Annex 2.
5. The financial provision represents projected grants to students in 2012/13 academic year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

School Fees of Direct Subsidy Scheme (DSS) Schools and International Schools

Schools under DSS

For schools under DSS, their school fees in 2012/13 school year are as follows:

Class level Amount of school fee	Primary 1 to 6* (No. of schools)	Secondary 1 to 3* (No. of schools)	Secondary 4 to 6* (No. of schools)
\$0 – \$5,000	0	17	13
\$5,001 – \$10,000	2	8	11
\$10,001 – \$20,000	8	9	12
\$20,001 – \$30,000	6	11	11
\$30,001 – \$50,000	4	9	8
\$50,001 – \$80,000	1	2	2
\$80,001 – \$98,000	0	0	1

* For schools that are charging different school fees for different class levels, the highest school fee within the range of class level is used for classification purpose.

International schools

For international schools, their school fees in 2012/13 school year range from \$5,800 to \$153,700 at primary level and from \$33,600 to \$173,400 at secondary level.

Tuition Fees for Sub-degree and Degree Places

UGC-funded programmes

The tuition fee for local students of the UGC-funded sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is set at \$31,575 per year, while that of Hong Kong Institute of Education is \$15,040 per year. The tuition fee for local students of the UGC-funded undergraduate, taught postgraduate and research postgraduate programmes is \$42,100 per year.

Locally-accredited self-financing programmes

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2012/13 academic year are appended in the table below:

Institution	Sub-degree[#] (\$)	Undergraduate (\$)
Caritas Bianchi College of Careers	49,045 - 53,840	-
Caritas Institute of Higher Education	49,045 - 52,750	57,230
Centennial College	-	87,000
Chu Hai College of Higher Education	-	55,000
City University of Hong Kong	47,250 - 56,250	-
Hang Seng Management College	45,000	63,500
HKU SPACE Po Leung Kuk Community College	51,150	-
Hong Kong Adventist College	39,600	-
Hong Kong Art School	43,000	77,522
Hong Kong Baptist University	48,750 - 58,720	-
Hong Kong Buddhist College	38,000	-
Hong Kong College of Technology	41,000 - 49,480	-
Hong Kong Institute of Technology	35,800	42,120 - 45,000
Hong Kong Shue Yan University	-	55,000
Kaplan Business and Accountancy School	48,000	-
Lingnan University	43,800 - 50,000	-
Pui Ching Academy	39,000	-
Sacred Heart Canossian College of Commerce	43,700	-
SCAD Foundation (Hong Kong) Limited /Savannah College of Art and Design, Inc	-	266,939
The Chinese University of Hong Kong	42,000 - 49,150	-
The Hong Kong Institute of Education	41,800 - 46,800	72,000 - 77,500
The Hong Kong Polytechnic University	49,200 - 54,120	-
The Open University of Hong Kong	43,000 - 55,800	49,600 - 62,000
The University of Hong Kong	52,500 - 62,000	57,200
Tung Wah College	52,500 - 79,200	66,000 - 99,200
Vocational Training Council	46,500 - 47,750	66,150 - 75,900
Yew Chung Community College	53,550	-
YMCA College of Careers	43,000	-

[#] Excluding 1-year Pre-Associate Degree / Foundation Year Programmes

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

Reply Serial No.

EDB109

Question Serial No.

2591

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:

- (1) a breakdown of the expenditures in the original estimate for 2012-13, the revised estimate for 2012-13 and the estimate for 2013-14, together with the reasons for the changes;
- (2) details on the school-based professional support services for kindergartens, primary and secondary schools;
- (3) details on the assessment tools for School Self Evaluation and the conducting of External School Reviews;
- (4) details on the assistance in various education reform initiatives; and
- (5) details on the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work.

Asked by: Hon. IP Kin-yuen

Reply:

Re (1). The breakdown of the expenditures under Programme 7 Policy and Support for 2012-13 and 2013-14 is as follows:

	2012-13 Original Estimate	2012-13 Revised Estimate	2013-14 Estimate
	\$ million	\$ million	\$ million
One-off injections to various funds			
- Research Endowment Fund	-	5,000.0	-
- HKSAR Government Scholarship Fund	-	1,000.0	-
- Self-financing Post-secondary Education Fund	-	1,000.0	-
Cash flow for various support schemes / programmes such as Qualifications Framework Support Schemes and Project Yi Jin / Yi Jin Diploma programme	307.1	237.2	331.9
Operational expenses of EDB for formulation of policies and provision of support to the education sector	1,529.0	1,507.1	1,638.5
Total	1,836.1	8,744.3 (+376.2%)	1,970.4 (-77.5%)

The revised estimate for 2012-13 under Programme 7 Policy and Support is \$6,908.2 million or 376.2% higher than its original estimate. This is mainly due to the charging of a total of \$7 billion in-year injections that were approved by the Finance Committee during the year. These injections were completed in 2012-13 and hence the decrease of \$6,773.9 million or 77.5% in expenditure in 2013-14.

In accordance with the established mechanism, provisions for initiatives under planning will not be included in the original estimate of Head 156 Government Secretariat: Education Bureau. After the approval of the Finance Committee, the related expenditure of the initiatives will be included in the revised estimate of Head 156.

Re (2) to (5). Details on various education services / initiatives are as follows:

Education services / initiatives	Resources implication
<u>School-based professional support services for kindergartens, primary and secondary schools</u> In the 2012/13 school year, EDB provides 187 kindergartens, 279 secondary, 415 primary and 20 special schools with a wide range of school-based support services such as catering for learning diversity, supporting non-Chinese Speaking Students to learn Chinese Language and supporting students with special educational needs. EDB will invite schools to take part in school-based support programmes in the 2013/14 school year in April 2013. The school-based support services may, depending on the needs and circumstances of participating schools, take various forms such as	The school-based support services are mainly funded by the Education Development Fund. With regard to the programmes held / to be held in the 2012/13 school year, an amount of \$88 million has

Education services / initiatives	Resources implication
<p>University-school Partnership projects, professional school development programmes, School Support Partners (Seconded Teacher) Scheme and inter-school collaboration and professional sharing.</p>	<p>been earmarked within the Fund.</p>
<p><u>Assessment tools for School Self Evaluation and the conducting of External School Reviews</u></p> <p>To support the development of a strong school self-evaluation culture, EDB regularly updates the contents of the evaluation tools, which include Key Performance Measures, E-platform for School Development and Accountability (ESDA), Stakeholder Survey, the Schools Value-Added Information System (SVAIS) and Assessment Programme for Affective and Social Outcomes (APASO). To complement the school self-evaluation (SSE), EDB will carry out External School Reviews (ESR) in 108 and 116 schools in the 2012/13 and 2013/14 school years respectively.</p>	<p>This support service is an integral part of the day-to-day work of EDB. Hence, the resources implications are absorbed within the operational expenses of EDB and no breakdown can be provided.</p>
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>The New Academic Structure (NAS) has been implemented since September 2009 as a crucial part of the education reform which commenced in 2001. In order to provide up-to-date information on the implementation and latest development of the NAS as well as the smooth articulation to Multiple Pathways on the NAS, support measures for enhancing communication with the general public and various stakeholders have been taken since 2005 such as consultation documents, curriculum and assessment guides, publications, videos, DVDs, Information kids, newspaper supplement, Announcement of Public Interest, posters, designated webpages, liaison meetings, training workshops and seminars.</p> <p>The New Senior Secondary (NSS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests abilities and needs. The first 3-year cycle of the NSS (2009-10 to 2011-12) has been implemented smoothly. International recognition and different feedback vindicate its positive impact on students. Following its smooth delivery, EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority have joined hands to review the curriculum implementation, the Hong Kong Diploma of Secondary Education Examination and their impact with a view to fine-tuning the curriculum and assessment, and addressing the practical concerns of schools and students and improving the curriculum and assessment.</p> <p>In the meantime, EDB will continue to support the implementation of the NSS curriculum through, for example, the continued provision of support and training to help build the professional capacity of teachers, fostering professional exchanges and sharing of good practices, development of quality learning and teaching resource materials, and disbursement of various NSS grants to enable schools to provide quality secondary education for the benefit of the students.</p>	<p>In 2005, the Finance Committee approved a non-recurrent commitment of \$2,447.2 million for implementing the measures to support the development of the new academic structure in both secondary school and UGC sectors. The spending up to end 2012-13 is estimated to be \$2,442 million.</p> <p>The total provision for disbursement of various recurrent NSS grants under Programme 3 Secondary Education is about \$380 million a year.</p>

Education services / initiatives	Resources implication
<p>The NAS has also been implemented in the post-secondary education sector starting from the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes aiming to infuse students with a broadened knowledge base, balanced development, sound language and other generic skills, as well as a propensity for life-long learning. The four-year undergraduate programme, which comprises the core, major and elective courses with an emphasis on general education and exposure to both academic and non-academic skills and knowledge, will provide smoother articulation for further studies or work in Hong Kong. The international recognition given to the NAS also facilitates students' articulation to other major education systems in the world. EDB has set up a liaison group joined by representatives from all UGC-funded institutions to oversee the implementation of the NAS in the UGC-funded sector. There is also regular communication between EDB and the self-financing post-secondary education sector on the NAS implementation.</p> <p><i>Student assessment</i></p> <p>The Basic Competency Assessment (BCA) is an initiative put forward by the Education Commission in its "Report on Reform Proposals for the Education System in Hong Kong" published in 2000. The BCA comprises the Territory-wide System Assessment (TSA) and the Student Assessment.</p> <p><i>School places allocation</i></p> <p>As part of the Education Reform initiatives, the arrangements under the Primary 1 and Secondary 1 places allocation systems have been revised starting from 2000, including the abolition of the Academic Aptitude Test. The revised arrangements continue in the 2012/13 and 2013/14 school years.</p>	<p>The recurrent provision for implementing the BCA is about \$80 million a year.</p> <p>The support services for this initiative have become an integral part of the day-to-day work of EDB. Hence, the resources implications are absorbed within the operational expenses of EDB and no breakdown can be provided.</p>
<p><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p>The Pilot Project on Strengthening Schools' Administration Management (pilot project) started in the 2011/12 school year. It envisages a quadripartite partnership involving schools, school sponsoring bodies (SSBs), non-Government personalities experienced or specialised in management and administrative matters and EDB. Through examining their current mode of operation and practices in a contextualized manner taking into account the culture and practice of the SSBs and the schools concerned, participating schools identify areas for improvement with a view</p>	<p>The financial provision for conducting the pilot project with a total of \$27 million for the first and second phases at school level is under Programme 2 Primary Education and Programme 3 Secondary</p>

Education services / initiatives	Resources implication
<p>to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. Professional advice and training are provided for the pilot schools. There are 30 public sector schools currently participating in the pilot project. To explore and identify more practicable modes of operation, EDB will launch the second phase of the pilot project in mid-2013 with another new batch of 30 public sector schools. Each participating school is provided with an additional grant of about \$0.45 million for employing additional administrative staff and/or procuring necessary services, etc. to develop fit-for-purpose systems/practices appropriate to their own circumstances. The first phase and second phase of the pilot project will continue until the end of August 2013 and the end of 2014 respectively. We believe that the pilot project would provide an authentic basis for formulating policy and measures to better support schools' administration and management work. Meanwhile, good practices and useful information gathered from the pilot project will be disseminated to other public sector schools.</p>	<p>Education.</p>

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB110

Question Serial No.

2592

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:

At present, how many funds and scholarship schemes are available under the various authorities administered by the Secretary for Education, such as the Education Bureau, Student Financial Assistance Agency and University Grants Committee? Please give a breakdown of these funds and scholarship schemes by their years of establishment, aims and assessors as well as their balances, incomes, expenditures and numbers of beneficiaries in each of the past 3 years (from 2010-11 to 2012-13).

Asked by: Hon. IP Kin-yuen

Reply:

Information on the scholarship schemes and funds under the purview of the Education Bureau and scholarship schemes with secretarial support from the Student Financial Assistance Agency and the Research Grants Council under the aegis of the University Grants Committee are at the annex. In addition to the scholarship funds listed in the table, the Agency also provides advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarships Fund.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

Scholarships under the Purview of the Education Bureau and Scholarships with Secretarial Support from the Student Financial Assistance Agency and the Research Grants Council

Name of Scholarship	Year of Establishment	Aims	Assessors	School Year	Balance	Income	Expenditure	Number of beneficiaries
Education Scholarships Fund	1956	<p>A total of 181 scholarships have been established under the Fund, with the aim of giving due recognition to meritorious students from primary to tertiary levels.</p> <p>(Note : Distribution of new awards have been suspended for majority of the scholarship schemes starting from 2011/12 because the surplus of the Fund has been largely used up for disbursement of awards in previous years. Most awards distributed in 2011/12 and 2012/13 are for renewal awards.)</p>	<p>Distributed according to the terms and conditions set by individual donors, most of which are from nominations of schools and institutions, while the rest are based on the results of the best performers at public examinations. The nominations / recommendations should then be endorsed by the Education Scholarships Fund Committee.</p>	2010/11	\$ 0.69 million ¹	\$0.04 million	\$0.27 million	517
				2011/12	\$0.67 million ¹	\$0.08 million	\$0.09 million	109
				2012/13 ²	\$0.71 million _{1,3}	\$0.07 million	\$0.09 million	93

1 Excluding the capital which cannot be used for disbursement of awards.

2 Income and expenditure position as at end February 2013.

3 Capital remained at \$5.83 million from 2010/11 to 2012/13.

Name of Scholarship	Year of Establishment	Aims	Assessors	School Year	Balance	Income	Expenditure	Number of beneficiaries
HKSAR Government Scholarship Fund	2008	To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation;	Participating institutions ⁴ according to the stipulated selection criteria of the Fund	2010/11	\$1,285.6 million	\$68.2 million	\$32.6 million	514
		To recognize the achievements of outstanding local and non-local students, with a view to attracting them to stay in Hong Kong after graduation; and		2011/12 ⁵	\$2,305.2 million	\$54.8 million	\$35.3 million	657
		To promote the further development of Hong Kong as a regional education hub and enhance Hong Kong's competitiveness in the long run		2012/13 ⁶	\$2,295.7 million	\$63.6 million	\$73.1 million	1 144 ⁷

4 Participating institutions of the HKSAR Government Scholarship Fund 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), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.

5 An additional injection of \$1 billion was made in August 2012.

6 Position as at end February 2013.

7 The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the newly established Talent Development Scholarship (TDS) and Reaching Out Award (ROA) with the support of the additional injection in 2012, institutions are still processing the applications for 2012/13. Hence, the information on the number of recipients of these two schemes is not available at this stage.

Name of Scholarship	Year of Establishment	Aims	Assessors	School Year	Balance	Income	Expenditure	Number of beneficiaries
Hong Kong PhD Fellowship Scheme	2009	To attract the best and brightest students in the world to pursue PhD programmes in the University Grants Committee (UGC)-funded institutions in Hong Kong.	Applications are made to the Research Grants Council (RGC). Individual UGC-funded institutions may conduct interviews with applicants where necessary. Two Selection Panels of the Scheme are formed by the RGC, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the two selection panels with experts in the relevant broad areas.	2010/11	NA	\$26.5 million ⁸	\$26.5 million	106
				2011/12	NA	\$55.5 million ⁸	\$55.5 million	222 ⁹
				2012/13	NA	\$96.8 million ⁸	\$96.8 million	387 ⁹
Scholarship for Prospective English Teachers	2010	To attract persons proficient in English to pursue relevant local bachelor degree programmes and/or teacher training programmes to become English Language teachers.	Selection boards comprising school heads and representatives of school sponsoring bodies to interview the applicants so as to identify the most suitable ones for the scholarships	2010/11	NA	\$2.52 million	\$2.52 million	48
				2011/12	NA	\$4.32 million	\$4.32 million	84
				2012/13 ¹⁰	NA	\$10.17 million	\$10.17 million	177

8 Expenditure of the Scheme is funded by recurrent grants from the UGC.

9 Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

10 Income and Expenditure for 2012/13 are those projected in the Revised Estimates for 2012-13.

Name of Scholarship	Year of Establishment	Aims	Assessors	School Year	Balance	Income	Expenditure	Number of beneficiaries
Self-financing Post-secondary Education Fund	2011	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education	Steering Committee of the Fund	2010/11	-	-	-	
				2011/12 ¹¹	\$3,485 million	\$22 million	\$36 million	1 290
				2012/13 ¹²	\$3,515 million	\$30 million	0 ¹³	0 ¹³
Sir Edward Youde Memorial Fund	1987	To provide for and encourage the education of, or research by the people of Hong Kong, the Fund has in operation 10 award schemes to encourage academic pursuit at various levels from senior secondary to postgraduate students, with or without special education needs, and from apprentices to working adults.	Award recipients of various schemes are either selected by interview boards or nominations from schools / institutions / educational bodies and the recommendations endorsed by the Fund's Council.	2010/11	\$34.28 million ¹⁴	\$2.60 million	\$7.52 million	897
				2011/12	\$23.40 million ¹⁴	\$1.66 million	\$6.27 million	866
				2012/13 ¹⁵	\$20.18 million ^{14,16}	\$1.36 million	\$6.99 million	911

11 The Self-financing Post-secondary Education Fund was set up in November 2011 with an initial injection commitment of \$2.5 billion. An additional injection of \$1 billion was made in August 2012.

12 Position as at end February 2013.

13 We expect to disburse \$56 million of scholarships and awards to 2 599 students later in the 2012/13 school year.

14 Excluding the capital which cannot be used for disbursement of awards.

15 Income and Expenditure for 2012/13 are those projected in the Revised Estimates for 2012-13.

16 Capital as at end March 2013 - \$89.67 million.

Funds under the purview of the Education Bureau

Name of Fund	Year of Establishment	Aims	School Year	Balance at year end	Income	Expenditure
Education Development Fund (EDF)	2004	The EDF was set up in July 2004 with a grant of \$550 million to provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives; In January 2012, the Legislative Council approved the injection of a sum of \$550 million into the EDF to continue providing support to the school sector for five years from the 2012/13 school year for making necessary adjustments arising from the education reform initiatives through SBPS Programmes.	2010/11	\$163.1 million	\$1.9 million	\$68.7 million
			2011/12	\$653.0 million	\$556.0 million	\$66.1 million
			2012/13 ¹⁷	\$632.5 million	\$4.1 million	\$24.6 million
Language Fund (LF)	1994	To provide financial support for projects and activities aimed at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English	2010/11	\$1,508.9 million	\$20.7 million	\$492.5 million
			2011/12	\$1,002.1 million	\$21.0 million	\$527.8 million
			2012/13 ¹⁷	\$963.9 million ¹⁸	\$6.7 million	\$44.9 million
Quality Education Fund (QEF)	1998	The QEF finances projects for the promotion of quality school education in Hong Kong.	2010/11	\$6,732 million	\$435 million	\$126 million
			2011/12	\$6,924 million	\$296 million	\$104 million
			2012/13 ¹⁹	\$7,166 million	\$272 million	\$30 million

17 Position as at end January 2013.

18 The balance of \$963.9 million as at 31 January 2013 consists of committed expenditure of \$755.5 million, \$113.3 million earmarked for planned projects and an available balance of \$95.1 million for new projects.

19 Position as at end November 2012.

Name of Fund	Year of Establishment	Aims	School Year	Balance at year end	Income	Expenditure
Research Endowment Fund (REF)	2009	To support research at the UGC-funded institutions (from the investment income of the \$20 billion portion) and the local self-financing degree awarding institutions (from the investment income of the \$3 billion portion).	2010/11	\$19,917 million	\$1,164 million	\$675 million
			2011/12 ²⁰	\$25,318 million	\$1,190 million	\$789 million
			2012/13 ²¹	\$25,443 million	\$341 million	\$216 million

Note: The Early Retirement Ex-gratia Payment Fund for Aided Secondary School Teachers will expire by end 2012/13 school year.

20 Including a \$5 billion injection.

21 Position as at end January 2013.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB111**

Question Serial No.

2900

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 Government plans to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year.

(a) How much resources has the Government earmarked for subsidising primary and secondary school students to join Mainland exchange programmes?

(b) What are the expenditures of the relevant programmes in the past two school years (2011/12 and 2012/13)? Can the Government achieve the task of providing additional places every year?

Asked by: Hon. IP Kwok-him

Reply:

(a) The number of Mainland exchange places for students and the expenditure required to achieve Government's target to subsidise every primary and secondary school student to join at least one Mainland exchange programme are shown below:

School year	Number of places	Expenditure (\$million)
2011/12	43 100	52.3
2012/13	30 000 (Estimate)	32.9 (Estimate)
2013/14	50 500 (Estimate)	56.6 (Estimate)
2014/15	55 000 (Estimate)	66.9 (Estimate)
2015/16	59 500 (Estimate)	73.4 (Estimate)

(b) The actual expenditure on the Mainland exchange places for students in the 2011/12 school year is \$52.3 million and the estimated expenditure in the 2012/13 school year is \$32.9 million. The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was revised downward from 46 000 to 30 000 since schools were only invited to enrol "Mainland Exchange Programme 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) in late November 2012. The Education Bureau will take forward the implementation schedule set out above to meet the target of providing opportunities for every primary and secondary school student to join at least one Mainland exchange programme.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB112

Question Serial No.

2909

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:

How much resources will the Vocational Training Council deploy to roll out specialised support for non-Chinese speaking students and students with special educational needs in the new Youth College? What are the details of the allocation of resources for each support measure?

Asked by: Hon. IP Kwok-him

Reply:

The new Youth College (Youth College (Yeo Chei Man)) has been set up under the Vocational Training Council (VTC) in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for non-Chinese speaking (NCS) students and students with special education needs (SEN). Services for the NCS students include alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community. Services for SEN students include provision of technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services are also provided to both NCS and SEN students.

For the 2013/14 academic year, the subvention from the Government for the operation of this Youth College is about \$20.7 million, covering staff salaries, administrative costs and other operating expenses. In addition, the Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to the 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB113

Question Serial No.

2912

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:

How much resources have been reserved by the Administration for expanding the School-based Educational Psychology Service in public sector primary schools?

With regard to the target of covering all public sector primary schools by the 2016/17 school year, what is the progress of the related work?

Asked by: Hon. IP Kwok-him

Reply:

It is our target to extend the School-based Educational Psychology Service (SBEPS) progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve the target, a total of 41 additional educational psychologist posts will be created by phases between the 2012/13 and 2016/17 school years. The total estimated expenditure for public sector primary and secondary schools upon full implementation is about \$121 million per year.

In the 2012/13 school year, 271 public sector primary schools are receiving the SBEPS, covering about 60% of all public sector primary schools. Starting from the 2013/14 school year, we anticipate an increase of about 10% coverage of public sector primary schools each year, reaching ultimately full coverage by the 2016/17 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB114

Question Serial No.

2913

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:

How much resources have been reserved by the Administration for expanding the School-based Educational Psychology Service in public sector secondary schools?

With regard to the target of covering all public sector secondary schools by the 2016/17 school year, what is the progress of the related work?

Asked by: Hon. IP Kwok-him

Reply:

It is our target to extend the School-based Educational Psychology Service (SBEPS) progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve the target, a total of 41 additional educational psychologist posts will be created by phases between the 2012/13 and 2016/17 school years. The total estimated expenditure for public sector primary and secondary schools upon full implementation is about \$121 million per year.

In the 2012/13 school year, 259 public sector secondary schools are receiving the SBEPS, covering about 60% of all public sector secondary schools. Starting from the 2013/14 school year, we anticipate an increase of about 10% coverage of public sector secondary schools each year, reaching ultimately full coverage by the 2016/17 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB115

Question Serial No.

1467

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:

It is mentioned in the Budget that \$480 million will be injected into the HKSAR Government Scholarship Fund to subsidise 20 outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities (the new scheme). Priority will be given to applicants who will pursue programmes specialising in English Language and Early Childhood Education. Awardees will be required to teach in Hong Kong upon graduation for at least two years or a period equivalent to the duration of receiving the proposed scholarship. However, it is found that of the scholarships currently offered by the Government, the Scholarship for Prospective English Teachers has a similar objective to that of the new scheme proposed in the Budget. Will the Government advise on:

- (1) the expenditure incurred on providing scholarships for prospective English teachers in 2012-13 and the estimated expenditure required for 2013-14, as well as the number of awardees under the scheme in 2012-13;
- (2) the estimated financial cost of ensuring that awardees under the new scheme will be able to secure a teaching post in order to comply with the condition of the award; and
- (3) in the event of a breach of the undertaking, the estimated cost of recovering the amount awarded or allow the awardee to fulfill other condition as an alternative (e.g. work for a public organisation in Hong Kong or a company registered in Hong Kong for several years).

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

Reply:

- (1) In relation to the Scholarship for Prospective English Teachers, the estimated expenditure in 2012-13 is \$10.17 million and that for 2013-14 is \$13.22 million. In the 2012/13 school year, there are a total of 160 awardees.
- (2) The awardees of the proposed scholarship are required to sign an undertaking to teach in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens under the Pre-primary Education Voucher Scheme in Hong Kong upon graduation. Similar to the arrangement for the Scholarship for Prospective English Teachers, awardees of the proposed Scholarship will be responsible for finding a relevant teaching post in order to fulfill the teaching obligation. No financial cost in such relation is anticipated.
- (3) Considering that the proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong, there is no plan to allow awardees to fulfill the undertaking by working in other professions. A committee will be set up to advise on the selection mechanism and overall implementation strategy of the proposed scholarship. Based on the advice of the committee, we will assess the administrative support required for the implementation of the scholarship, including the manpower required for recovering the

awarded scholarship monies in the event of a breach of undertaking.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB116

Question Serial No.

1468

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 Financial Secretary proposed to inject \$5 billion into the Language Fund to facilitate its longer term planning, thereby promoting bi-literacy and tri-lingualism among the Hong Kong people. Please explain the following:

- (1) Whether the Government will set specific proportions in using the \$5 billion injection on various projects of improving the Chinese and English languages and Putonghua among the Hong Kong people? If so, what are the respective proportions? If not, how will the Government ensure that this additional injection of \$5 billion has been properly used?
- (2) Whether the Government will set specific proportions in using the \$5 billion injection on improving teachers' quality (e.g. teacher training programmes) and projects of organising student activities (e.g. student summer camps)? If so, what are the respective proportions? If not, how will the Government ensure that this additional injection of \$5 billion has been properly used?

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

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research (SCOLAR) which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors. Monitoring of the use of funds and effectiveness evaluation constitute integral requirements of the funding support by SCOLAR.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB117**

Question Serial No.

1469

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (2) Primary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please inform us of the following:

- (1) the total expenditure on employing native-speaking English teachers for government and aided primary schools under the PNET Scheme, and the number of PNETs in government and aided primary schools in 2012-13;
- (2) the total expenditure on employing local English teachers for government and aided primary schools, and the number of local English teachers in government and aided primary schools in 2012-13; and
- (3) the change in estimated expenditure on PNET Scheme in 2013-14 as compared with 2012-13 and the reason for the change.

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

- (1) The provisions for the 2012-13 financial year and the numbers of Native-speaking English Teachers (NETs) employed under the NET Scheme in Primary Schools in the 2012/13 school year are as follows:

Government Schools		Aided Schools		Total	
Provisions (\$ million)	Number of NETs	Provisions (\$ million)	Number of NETs	Provisions (\$ million)	Number of NETs
27.0	34	296.8	423	323.8	457

- (2) The numbers of local English teachers in the government and aided primary schools in the 2012/13 school year are as follows:

	Government Schools	Aided Schools	Total
Number of Local English Teachers	434	5 240	5 674

While there are separate provisions and designated accounts for handling the expenditures of the NET Scheme, the salaries for local English teachers are put under a single account for all local teachers. We do not keep separate provisions and expenditure information for local English teachers.

- (3) The provision for teachers employed under the NET Scheme in Primary Schools for the 2013-14 financial year is \$325.8 million, an increase of \$2 million as compared with that for 2012-13 financial year. The increase aims to cater for the expected increase in salary due to salary increment and gratuity payment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB118

Question Serial No.

1470

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 information provided by the Education Bureau shows it is estimated that the number of students joining the Pre-primary Education Voucher Scheme (PEVS) in the 2013/14 school year will be 2 700 more than that in the 2012/13 school year, but the number of non-profit-making kindergartens joining the PEVS will decrease by 13 in the same period. Given the above two factors, please state the change in the government expenditure on PEVS.

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

Reply:

Under the Pre-primary Education Voucher Scheme (PEVS), the Education Bureau provides direct fee subsidies to parents, in the form of a voucher for their children enrolled in PEVS kindergartens. Government expenditure on the PEVS for each school year hinges on the number of students joining the PEVS and the voucher value. Based on the anticipated increase in the number of students joining the PEVS and the rise in the voucher value from \$16,800 per student per annum (pspa) in the 2012/13 school year to \$17,510 pspa in the 2013/14 school year, it is estimated that government expenditure on the PEVS will increase from about \$2,170 million in 2012-13 to about \$2,342 million in 2013-14.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB119

Question Serial No.

1476

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 expenditure on educational support for newly-arrived children and young people, and non-Chinese speaking students in 2012-13 and the estimated expenditure on educational support for newly-arrived children, young people and non-Chinese speaking students in 2013-14. Please also state the reasons for the change in expenditure.

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

Reply:

The estimated expenditures on educational support for newly-arrived children and young people for 2012-13 and 2013-14 are tabulated as follows:

Educational support for newly-arrived children and young people	Estimated expenditure for 2012-13 (\$ million)	Estimated expenditure for 2013-14 (\$ million)
Induction Programme	2.0	2.2
Initiation Programme	18.8	19.9
School-based Support Scheme Grant	22.8	23.6
Total	43.6	45.7

The increase in the expenditure is mainly due to annual price adjustment.

The breakdown of the estimated expenditures in the 2012/13 and 2013/14 school years on the major educational support measures for non-Chinese speaking students with explanations for changes in the estimated expenditure, if any, is tabulated at Annex.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

**Educational support measures for non-Chinese speaking (NCS) students
in the 2012/13 and 2013/14 school years**

Support measures[#] (Explanation for changes in expenditure)	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Focused support to schools with school-based support programmes specifically arranged for NCS students	*	*
Provision of grant to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	17.5	17.5
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available	The programmes are subsumed in the overall professional development programme of 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 (An increase in participating students is expected in the 2013/14 school year.)	3.1	3.3

<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project under the Language Fund.</p> <p>(An increase in participating schools and students is expected in the 2013/14 school year.)</p>	13.0	14.0
<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>(Starting from 2013, the programmes will be refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.)</p>	2.0	4.0
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. (An increase in participating students is expected in the 2013/14 school year.)</p>	0.8	1.0
<p>District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p> <p>(An increase in projects and participating children is expected in the 2013/14 school year.)</p>	1.2	1.5

<p>University-School Support Programme project introduced since the 2012/13 school year to support kindergartens in the learning and teaching of Chinese for NCS students for a period of three school years</p> <p>A total funding of \$10 million has been earmarked for the project under the Education Development Fund.</p>	<p>10.0 (earmarked for 3 years)</p>	<p>10.0 (earmarked for 3 years)</p>
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- # Except for fixed term and contractual items, price adjustment will be applied in the support measures.
- * These measures are provided by different sections of the Education Bureau (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.

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

EDB120

Question Serial No.

1477

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 inform us of the expenditure on and the enrolment figures of the Yi Jin Diploma programme based on the Project Yi Jin model for the 2012/13 academic year, and the estimated expenditure and enrolment figures of the Yi Jin Diploma programme based on the Project Yi Jin model for the 2013/14 academic year. Please also set out the reasons for changes in the expenditure and enrolment figures.

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

Reply:

The estimated enrolment of the Yi Jin Diploma (YJD) programme and the estimated expenditure for the 2012/13 and 2013/14 academic years are set out below –

	2012/13 academic year (Provisional)*	2013/14 academic year (Estimate)
Projected Enrolment (in full-time-equivalent terms)	6 940	8 000
Estimated Expenditure	\$110 million	\$135 million

* Subject to confirmation of the enrolment position towards the end of the academic year.

The enrolment is projected to rise slightly in the 2013/14 academic year in anticipation of the wider recognition of the new YJD programme in the second year of its implementation. The estimated expenditure for the 2013/14 academic year will also increase correspondingly taking into account the projected increase in enrolment and additional resource to improve the supportive measures for students and teachers of YJD programme.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB121

Question Serial No.

2730

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 Financial Secretary proposed to inject an additional \$480 million into the HKSAR Government Scholarship Fund for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. In this connection, will the Administration inform us of the following:

- a) What is the composition of the body corporate responsible for managing the fund? What are the staff at all levels and the resources involved?
- b) What were the respective amounts injected into the fund and the respective numbers of local, Mainland and other non-local recipients in the past 3 years (i.e. 2010-2011, 2011-2012 and 2012-2013)?
- c) What are the prestigious overseas universities at which awarded students can study under the scheme? What are the teacher training programmes that they can study? What are the assessment criteria for a "prestigious overseas" university?
- d) Does the Administration have an existing mechanism in place for recognising overseas teacher training qualifications? If so, what are the details of the existing mechanism for recognition? If no, must an awarded student obtain a diploma in education after returning to Hong Kong in order to qualify as a teacher?

Asked by: Hon. KWOK Ka-ki

Reply:

a) and b) The HKSAR Government Scholarship Fund (GSF) was established in 2008 as an endowment fund to generate investment income to support various government scholarship schemes for outstanding students. Since its establishment in 2008 with an initial injection of \$1 billion, we have made two additional injections of \$250 million and \$1 billion in 2011 and 2012 respectively.

The GSF is set up under the Permanent Secretary for Education Incorporated who acts as the Trustee of the Fund. The Secretary for Education has established a Steering Committee for the Fund to advise the Trustee on the overall strategy and policy pertaining to the administration and development of the Fund. An Investment Committee has also been set up to formulate investment policies and appoint fund managers for the Fund. The composition and terms of reference of the Steering Committee and Investment Committee of the Fund are set out at Annex.

The Education Bureau provides secretariat support for the Steering Committee and Investment Committee under the Fund. The annual staff cost involved is \$0.7 million.

The number of local recipients, Mainland China recipients, other non-local recipients and the total number of recipients from 2010/11 to 2012/13 academic year is set out below:

Place of origin	2010/2011 academic year No. of recipients	2011/2012 academic year No. of recipients		2012/2013 ² academic year No. of recipients	
	Degree & above	Degree & above	Sub-degree ¹	Degree & above	Sub-degree ¹
Local	294	300	142	374	421
Mainland China	170	142	1	219	3
Other places	50	72	0	127	0
Total	514	514	143	720	424

Note 1: Scholarship awards under GSF were extended to cover sub-degree students since the 2011/12 academic year.

Note 2: The figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the newly established Talent Development Scholarship (TDS) and Reaching Out Award (ROA) with the support of the additional injection in 2012, institutions are still processing the applications for 2012/13. Hence, the information on the number of recipients of these two schemes is not available at this stage.

c) Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

d) Under the existing practice, persons holding non-local qualifications should approach the Hong Kong Council for Accreditation of Academic & Vocational Qualifications for an individual assessment of their non-local qualifications. If the awardees of the proposed scholarship only acquire a degree qualification under the scholarship, they can still return to Hong Kong and teach as a permitted teacher. However, to become a registered teacher, they will have to pursue a teacher training qualification on a part-time basis in a local institution while teaching.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

HKSAR Government Scholarship Fund Steering Committee

Terms of Reference

1. To advise the Trustee on the overall strategy in the custody and use of the Fund;
2. To advise the Trustee on the oversight of the ongoing operation of the Fund, including the scope and parameters of administering awards under the Fund and the disbursement of such awards; and
3. To review the effectiveness of the scheme, and make recommendations on the overall strategy in making use of the Fund as a vehicle to enhance the overall attractiveness of Hong Kong as a regional education hub.

Membership (as at 1 March 2013)

Chairman

Under Secretary for Education

Members

Education sector

Professor NYAW Mee-kau, B.B.S

Professor KONG Yau-pak

Ms Shirley WONG She-lai, M.H

Other sectors

Mrs Pamela CHAN WONG Shui, B.B.S., J.P.

Mr CHUNG Shui-ming, G.B.S., J.P.

Mr Richard TANG Yat-sun, B.B.S., J.P.

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HKSAR Government Scholarship Fund Investment Committee

Terms of Reference

1. To advise the Trustee on the formulation of policies for the investment of the Fund;
2. To make recommendations in respect of the monitoring of the investment of the Fund;
3. To advise the Trustee on the appointment of fund managers, as appropriate, to handle the investment of the Fund; and
4. To submit its advice and recommendations to the Steering Committee for information.

Membership (as at 1 March 2013)

Chairman

Under Secretary for Education

Members

Mr Patrick CHAN Kwok-wai

Mr Clifton CHIU Chi-cheong

Mr CHUNG Shui-ming, G.B.S., J.P.

Deputy Secretary for Education

Director of Accounting Services

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB122**

Question Serial No.

1558

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 this programme, the Vocational Training Council (VTC) will provide a comprehensive system of vocational education and training services through its member institutions. In this connection, would the Administration please provide:

1. the number of places, students enrolled and graduates in respect of full-time vocational education programmes offered by various member institutions of the VTC, and the amount of subvention for each institution in the previous year (2012-2013);
2. a breakdown by member institution indicating whether there will be any increase/decrease in the number of places to be offered and the amount of subvention to be granted in the coming year (2013-2014);
3. in paragraph 81 of the Budget, it is mentioned that the right match must be found between the industries and the workforce. In view of this, enhanced efforts and adjustments should be made to rationalise vocational education and training. However, there is a decrease instead of increase in the estimate under this programme. So, in the coming year (2013-2014), how will the Administration find the right match between the industries and the workforce through vocational education and training so as to attract young blood into the industries? Please give details of the specific measures to be introduced by the Administration, the industries involved and the related expenses.

Asked by: Hon. KWOK Wai-keung

Reply:

1 & 2.

The number of places and applicants of full-time vocational education programmes offered by member institutions of the Vocational Training Council (VTC) for the 2012/13 academic year, as well as the planned places for the 2013/14 academic year are as follows –

	2012/13 academic year				2013/14 academic year (No. of planned places)
	No. of places (new intake)	No. of Places (progressing students)	Total no. of places	No. of applicants (new intake)	
Technological and Higher Education Institute of Hong Kong (THEi)	270	0	270	2 065	700

	2012/13 academic year				2013/14 academic year (No. of planned places)
	No. of places (new intake)	No. of Places (progressing students)	Total no. of places	No. of applicants (new intake)	
School for Higher and Professional Education (SHAPE)	1 810	399	2209	4 079	2 270
Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI)	16 248	17 187	33 435	33 300	34 050
Hospitality Industry Training and Development Centre (HITDC)/ Chinese Cuisine Training Institute (CCTI)	2 028	176	2 204	2 690	2 220
Maritime Services Training Institute (MSTI)	60	0	60	60	60
Youth College (YC)	4 664	2 124	6 788	4 701	6 100

Note: Number of graduates in the 2012/13 academic year is not available yet.

It is worthy to note that the numbers of planed places for the 2013/14 academic year are at similar level as those for the 2012/13 academic year.

The VTC offers full-time subvented vocational education programmes through IVE, HKDI, HITDC, CCTI, MSTI and YC. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the amount of subvention by individual institute is not available.

- The VTC will continue to offer vocational education and training programmes to support the manpower development needs of industries, with the advice from the industries in course planning and curriculum design through representations in VTC's Training Boards and other advisory boards/committees to ensure the relevance and quality of VTC programmes in meeting the ever changing needs of economy. VTC plans to offer around 30 000 vocational education and training places in the 2013/14 academic year to support the manpower development needs of the construction, retail and catering industries which have experienced labour shortage in recent years. The above is part of VTC's on-going work and VTC has not specifically itemised the related expenditure.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB123

Question Serial No.

1524

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 Government sought an increase in provision in 2012-13 to provide additional support for schools to implement the Moral and National Education subject. The curriculum guide of the subject has been shelved, what is the current position of the provision? Is there a similar expenditure in the budget estimates for 2013-14? If so, what are the amount of the expenditure and the reasons for retaining the expenditure?

Asked by: Hon. KWOK, Dennis

Reply:

To facilitate the implementation of the Moral and National Education (MNE) curriculum during the three-year initiation period, a total expenditure of approximately \$524.2 million was budgeted for in 2012-13 mainly for the provision of the MNE Support Grant to schools. The Grant is a one-off cash grant of \$530,000 disbursed to each of the public sector schools and Direct Subsidy Scheme schools. Disbursement was made in August 2012. In early October 2012, the MNE Curriculum Guide was shelved alongside the abolition of the initiation period. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. The Grant can be used on any activities relevant to any elements of the MNE curriculum (including anti-drug and values education based on the SSBs' and schools' mission, etc) until the Grant is fully used up. There is also no claw-back provision. There is no similar provision in the budget estimates for 2013-14.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB124

Question Serial No.

1525

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

How does the Government prevent the transmission of biased information on our country's state of affairs in public-funded activities related to national education? Does the Government have a mechanism for reviewing and assessing the content of the activities regularly? If so, are the review and assessment mechanism and results made public/ will the review and assessment mechanism and results be made public? How can the public access this information?

Asked by: Hon. KWOK, Dennis

Reply:

The Education Bureau (EDB) offers opportunities for students and teachers to join subsidised Mainland exchange programmes to broaden students' horizons and to facilitate professional interflow among teachers. Details of the EDB commissioned programmes are announced through school circulars. For student programmes, teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors should act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements. The information so obtained is for internal reference only. Students and teachers are encouraged to arrange internal sharing within their schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB125**

Question Serial No.

1024

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 Immigration Arrangements for Non-local Graduates, will the Government inform this Council:

- (a) of the number of non-local graduates from various post-secondary institutions in Hong Kong in the past 3 years (i.e. from 2010 to 2012) (with a breakdown of the graduates by undergraduate, master and doctorate programmes);
- (b) of the number of applications from graduates applying for permission to stay and work in Hong Kong under the Immigration Arrangements for Non-local Graduates and the number of successful applications in the past 3 years (i.e. from 2010 to 2012);
- (c) given the growing number of applications from non-local students for attending study programmes offered by higher education institutions in Hong Kong, whether the Administration has assessed if existing teaching and learning resources can cater for the growing number of non-local students attending study programmes in local higher education institutions; whether it has conducted timely reviews of the Immigration Arrangements for Non-local Graduates to assess its effectiveness and if it is in line with the policy objective of attracting outside talents to stay and work in Hong Kong?

Asked by: Hon. LAM Kin-fung, Jeffrey

Reply:

- (a) The number of non-local graduates from UGC-funded programmes from the academic year 2009/10 to 2011/12 with breakdown by levels of study are as follows –

Level of Study	Academic Year		
	2009/10	2010/11	2011/12
Sub-degree	2	3	-
Undergraduate	1 436	1 661	1 537
Taught Postgraduate	39	34	60
Research Postgraduate	1 017	1 204	1 267
(i) Doctor of Philosophy	665	816	884
(ii) Master of Philosophy	352	388	383
Total	2 494	2 902	2 864

Notes:

1. "-" denotes "nil".
2. As the 2012/13 academic year is underway, we are unable to provide the number of non-local graduates for that year.
3. Information on non-local graduates from self-financing programmes is not available.

- (b) As part of our efforts to internationalise the higher education sector so as to further promote Hong Kong as a regional education hub, we implemented in 2008 a basket of measures, including but not limited to allowing non-local students to stay (or return to) and work in Hong Kong without any condition for 12 months after graduation under the Immigration Arrangements for Non-local Graduates (IANG).

The statistics on applications under IANG from 2010 to 2012 are as follows:

Year	Applications received	Applications approved
2010	4 033	3 976
2011	5 313	5 258
2012	6 803	6 756

- (c) For publicly-funded sub-degree, undergraduate and taught post-graduate programmes, there is a quota for admission of non-local students (namely 20% of the approved student number targets for these programmes) to ensure that our higher education institutions focus primarily on local students and that the growth of non-local students will be at a manageable pace.

IANG has been well-received since its implementation, with the number of applications increasing year on year. As at end 2012, over 22 000 non-local graduates have been approved to stay in or return to Hong Kong after graduation. The Administration believes that IANG can help promote the building of a multi-cultural environment and thus enhance the quality of Hong Kong's workforce, which is conducive to the long-term development of Hong Kong.

The Administration will from time to time review the existing policy and measures in relation to the development of Hong Kong as a regional education hub, including IANG.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB126

Question Serial No.

1121

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 provision for special education for 2013-14 is estimated to be \$1.87 billion which is a 5% increase over the 2012-13 original estimate. Would the Administration please advise the allocation of the increased provision and expenditure items involved?

Asked by: Hon. LAM Kin-fung, Jeffrey

Reply:

The provision for 2013-14 under Programme 4 Special Education is \$89.9 million or 5.0% higher than the original estimate for 2012-13. This is mainly due to increased provision for salary grants arising from the 2012 pay adjustment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB127

Question Serial No.

3097

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:

It is mentioned in the Budget that \$480 million will be injected into the HKSAR Government Scholarship Fund to subsidise outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. Students who receive the awards must undertake to teach in Hong Kong upon graduation. In this connection, will the Bureau advise on:

- (a) whether it will relax the requirement of teaching in Hong Kong after graduation, such as allowing awardees to work in government or public organisations;
- (b) whether it will examine the professional personnel most lacking in Hong Kong at present, such as information technology personnel, before considering specifying the study programmes that applicants should pursue.

Asked by: Hon. LAM Kin-fung, Jeffrey

Reply:

- (a) Considering that the proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong, there is no plan to allow awardees to fulfill the undertaking by working in other professions.
- (b) The proposed scholarship aims to attract talents to join the teaching profession in Hong Kong. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB128

Question Serial No.

0269

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 number of teachers in public sector secondary schools decreased by 1 600 from 25 700 in the 2011/12 school year to 24 100 in the 2012/13 school year and is estimated to further decrease by 700 to 23 400 in the 2013/14 school year. What are the reasons for the decrease in the number of teachers in public sector secondary schools? What is the impact of the decrease on the expenditure? Please provide a breakdown, in tabular form, of the age group of these 1 600 dropout teachers, the subjects they taught and the districts of their schools. If the dropout teachers were involved in the Voluntary Retirement Scheme, was additional expenditure incurred? If so, what was the amount of additional expenditure?

Asked by: Hon. LAM Tai-fai

Reply:

With regard to the decrease in the number of teachers by 1 600 from the 2011/12 to 2012/13 school year, it is largely due to the lapse of the one-year time-limited posts created to cope with the one-off surge in demand for secondary school teachers in the double-cohort school year of 2011/12. From the 2012/13 to 2013/14 school year, the number of teachers is estimated to decrease by 700 and it is mainly due to class reduction arising from the decline in student population. During these few years, the government has been implementing a basket of relief measures to reduce the impact of the temporary decline in S1 student population on schools and teachers.

The decrease of 1 600 teachers in the 2012/13 school year is calculated by deducting the total number of teachers in the 2011/12 school year from that in the 2012/13 school year. The actual changes involve serving teachers leaving the profession for various reasons such as retirement and changing to other fields and new teachers joining the profession. The figure 1 600 is a calculated figure since it is virtually impossible to track, and thus to provide a detailed breakdown of, complex chain effects of staff movements thus triggered at the individual levels as some posts may be filled by teachers of the same rank, of a lower rank, by teacher from other schools or personnel from other sectors. Therefore, it is difficult to estimate the impact on the government expenditure arising from the decrease in the number of teachers in public sector secondary schools.

Among the teachers leaving the profession in 2012/13 school year, 201 teachers had been approved to join the Early Retirement Scheme. They were granted ex-gratia payments which amounted to a total of \$128 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB129

Question Serial No.

0270

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:

During 2013-14, the Education Bureau will continue the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work. What are the specific measures of the pilot project? What is the additional expenditure involved in reducing teachers' administrative work?

Asked by: Hon. LAM Tai-fai

Reply:

The Pilot Project on Strengthening Schools' Administration Management (pilot project) started in the 2011/12 school year. It envisages a quadripartite partnership involving schools, school sponsoring bodies (SSBs), non-Government personalities experienced or specialised in management and administrative matters and the Education Bureau. Through examining their current mode of operation and practices in a contextualized manner taking into account the culture and practice of the SSBs and the schools concerned, participating schools identify areas for improvement with a view to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. Professional advice and training are provided for the pilot schools. There are 30 public sector schools currently participating in the pilot project. To explore and identify more practicable modes of operation, the Education Bureau will launch the second phase of the pilot project in mid-2013 with another new batch of 30 public sector schools. We believe that this would provide an authentic basis for formulating policy and measures to better support schools' administration and management work. Meanwhile, good practices and useful information gathered from the two phases of the pilot project will be disseminated to other public sector schools.

The first phase and second phase of the pilot project will continue until the end of August 2013 and the end of 2014 respectively. Each participating school is provided with an additional grant of about \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc to develop fit-for-purpose systems/practices appropriate to their own circumstances. The total estimated expenditure for the two phases is about \$27 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

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

EDB130

Question Serial No.

0271

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:

During 2013-14, the Education Bureau 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 which has started since the 2009/10 school year. Please provide, in tabular form, a breakdown of the numbers of students in each of the schools for children with mild intellectual disability by grade level, their student-to-teacher ratios, the average unit cost per school place and the additional expenditure involved.

Asked by: Hon. LAM Tai-fai

Reply:

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), 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 from the 2009/10 school year. In the 2012/13 school year, reduction of class size of these schools has been extended to Primary 4 and Secondary 4. The number of students in each of the MiID schools in the 2012/13 school year is at the Appendix. It should be noted that the standard class size of 15 or 20 is used for the purpose of approving the class organization of individual schools. It is a common practice for special schools to adopt flexible groupings across grade levels and individualized education programme to cater for the special educational needs of the students. Presenting the number of students by grade level is not therefore reflecting the actual operation in special schools. In the 2012/13 school year, the average student-to-teacher ratio of MiID schools is 6.6:1 and the average unit cost per school place is \$140,000. The estimated additional recurrent expenditure for MiID schools is around \$19.5 million as compared with the previous year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

Number of students in schools for children with mild intellectual disability (MiID schools) in the 2012/13 school year (as at September 2012)

MiID Schools*	Number of students
School A	199
School B	264
School C	156
School D	128
School E	160
School F	123
School G	203
School H	191
School I	165
School J	220
School K	223
School L	119
School M	185
School N	214
School O	196
School P	270
School Q	106

* Including 7 schools that also operate classes for children with moderate intellectual disability

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

EDB131

Question Serial No.

0272

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:

During 2013-14, the Bureau oversees the provision of measures to support non-Chinese speaking students, such as after-school support on extended Chinese learning for non-Chinese speaking students. Please provide a breakdown, in tabular form, of the number of students participating in after-school support, their ages and the districts of their schools, as well as the expenditure of the measure involved.

Asked by: Hon. LAM Tai-fai

Reply:

There are two major modalities in rendering after-school support to non-Chinese speaking (NCS) students in the learning of the Chinese Language. These are the operation of the Chinese Language Learning Support Centre at 16 venues as commissioned to the University of Hong Kong and the Project of After-school Extended Chinese Learning for NCS Students conducted in the schools admitting NCS students. The number of students participating in the after-school support measures mentioned above in the 2012/13 school year with breakdown by district and expenditure of the measures is tabulated at the Annex. The main objective of these after-school support measures is to reinforce what the students have learnt in class. It is common for schools to adopt different groupings / teaching settings to meet with the needs and capabilities of the participating students, instead of grouping students by their age. We do not have information of the participating students by their age.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

After-school Support for NCS Students
Number of participating NCS students with breakdown
by district and expenditure of the measures

(A) Chinese Language Learning Support Centre

District ^{Note 1}	No. of participating NCS students in the 2012/13 school year	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Central and Western	117	3.1	3.3
Eastern	15		
Islands	37		
Kwai Tsing	50		
Kwun Tong	20		
Sai Kung	43		
Sham Shui Po	44		
Tsuen Wan	86		
Tuen Mun	21		
Yau Tsim Mong	45		
Yuen Long	25		
Total	503		

(B) Project of After-school Extended Chinese Learning for NCS Students

District ^{Note 2}	No. of participating NCS students in the 2012/13 school year	Estimated expenditure in the 2012/13 school year \$ million ^{Note 3}	Estimated expenditure in the 2013/14 school year \$ million ^{Note 3}
Central and Western	147	13.0	14.0
Eastern	21		
Islands	944		
Kowloon City	195		
Kwai Tsing	715		
Kwun Tong	379		
Sai Kung	77		
Sham Shui Po	187		
Southern	11		
Tai Po	12		
Tsuen Wan	29		
Tuen Mun	565		
Wan Chai	269		
Wong Tai Sin	30		
Yau Tsim Mong	483		
Yuen Long	256		
Total	4 320		

Note :

1. "District" here refers to the location of the venues of the Chinese Language Learning Support Centre which recruits NCS students territory-wide. We have not collected information about the districts of participating students' schools.
2. Similar to footnote 1, "district" refers to the location of the schools which provide after-school extended Chinese learning for NCS students of their own school and other schools under the Project of After-school Extended Chinese Learning for NCS Students.
3. The Project is funded under the Language Fund.

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

EDB132

Question Serial No.

0273

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 paragraph 76 of the 2013-14 Budget Speech, the Financial Secretary has proposed to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving tertiary students with special education needs (SEN) in the pursuit of academic and other excellence. He has also mentioned that in the 2011/12 academic year, nearly 500 students with SEN enrolled in full-time sub-degree and degree programmes. At present, what are the learning differences shown by such students or the difficulties that they encounter? Please give a breakdown of the types of the learning differences or difficulties and the numbers of students involved. What is the estimated number of students who will benefit from the scholarships? What is the approximate amount of scholarship to be received by each benefit unit?

Asked by: Hon. LAM Tai-fai

Reply:

Students with special education needs (SEN) are, generally speaking, those who need special education services because they have learning difficulties. According to the information provided by institutions, the number of SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes in the 2011/12 academic year, with breakdown by types of SEN, is detailed at Annex.

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund. The additional injections will serve as seed funding to generate recurrent income in support of scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. Assuming an annual return of 5%, the additional injections of \$40 million will generate around \$2 million of investment income a year to provide scholarships on an on-going basis. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

**Number of SEN Students Pursuing Full-time Locally-accredited
Undergraduate and Sub-degree Programmes in the 2011/12 Academic Year**

Types of SEN ^(Note 1)	Number of students
Specific Learning Disabilities	48
Intellectual Disabilities ^(Note 2)	0
Autism Spectrum Disorders	27
Attention Deficit / Hyperactivity Disorder	18
Physical Disability	91
Visual Impairment	73
Hearing Impairment	124
Speech and Language Impairment	8
Others ^(Note 3)	143
Total	532

Notes:

1. The information is based on information as declared by individual students.
2. The University Grants Committee does not have the relevant data as students with these SEN types might have been included under the type of “Others”.
3. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

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

EDB133

Question Serial No.

0715

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 2013-14, 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, and to review the subvention to the ESF. In this connection, will the Government set limits on the percentage and number of local student intake of international schools so as to retain more places for the international community? If it will, what are the details? If not, what are the reasons? Also, what is the total area of greenfield sites that the Government plans to allocate for international school development in 2013-14?

Asked by: Hon. LAM Tai-fai

Reply:

Further to the allocation of four vacant school premises and four greenfield sites between 2007 and 2009 for the expansion and development of international schools, we launched a school allocation exercise (SAE) for another four vacant school premises for international school development in late 2012. In order to better meet the demand for international school places from non-local students, we now require school operators allocated with vacant school premises or greenfield sites to admit non-local students at no less than 70% of their overall student population. The SAE is expected to be completed within the next two months. We target to provide over 1 000 school places through the four premises.

We have commissioned a consultancy to stock-take the existing provision of international school places and project future demand and supply. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the SAE in recent years, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 15.3.2013

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

EDB134

Question Serial No.

0756

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:

As stated in paragraph 74 (p. 28) of the Budget Speech, it was proposed that an additional \$480 million be injected into the HKSAR Government Scholarship Fund to set up scholarships for outstanding local students to study in prestigious overseas universities, and the awarded students must undertake to teach in Hong Kong upon graduation for at least 2 years. In this connection, please inform this Committee:

- (a) whether an awarded student can meet the requirement by serving as a tutor;
- (b) what the amount of administrative costs involved in this proposal will be;
- (c) what measures the Administration will take and whether it will allocate additional resources to improve the quality of serving teachers?

Asked by: Hon. LAM Tai-fai

Reply:

(a) Awardees of the proposed scholarship will be required to comply with the conditions of the award which include undertaking to teach in Hong Kong upon graduation. To fulfill the teaching obligation, awardees should serve as a teacher in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens joining the Pre-primary Education Voucher Scheme in Hong Kong.

(b) A committee will be set up to advise on the selection mechanism and overall implementation strategy of the proposed scholarship. We shall absorb the administrative costs in the preparation stage through internal redeployment. On a recurrent basis, we shall, based on the advice of the committee, assess the administrative support required for the implementation of the scholarship.

(c) The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. As for serving teachers, there are at present other training/professional upgrading opportunities for them and we shall continue to keep under review these training/professional upgrading programmes having regard to their training needs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB135

Question Serial No.

0757

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 Programme (7), the provision for 2013–14 is \$6,773.9 million (77.5%) lower than the revised estimate for 2012–13. This is mainly due to lower cash flow requirement for non-recurrent items. In this connection, please inform this Committee on the reasons for the substantial decrease in the cash flow? Apart from that, there will be a net increase of 30 posts in 2013–14 according to the provisions under Programme (7). Please provide details of the nature and expenditures of the posts concerned.

Asked by: Hon. LAM Tai-fai

Reply:

The provision for 2013-14 under Programme (7) Policy and Support is \$6,773.9 million or 77.5% lower than the revised estimate for 2012-13. This is mainly due to the completion of in-year injections to the Research Endowment Fund (\$5,000 million), the HKSAR Government Scholarship Fund (\$1,000 million) and the Self-financing Post-secondary Education Fund (\$1,000 million) approved by the Finance Committee in 2012-13.

The net increase of 30 posts are for enhancing the provision of services in various areas, including support for school maintenance projects and supervision of works consultants, enhancement of computer system, and tackling drug abuse among students, and for replacing non-civil service contract positions with long-term service needs. The estimated salary expenditure involved is around \$16.95 million per annum in terms of notional annual mid-point salary value.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB136

Question Serial No.

1038

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:

Will the Secretary inform this Council of whether there is any plan and budget for vocational Chinese education for ethnic minorities; if so, the details of the plan and the budget; if not, the reasons for that?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The Vocational Training Council (VTC) offers two types of Chinese communication programmes for non-Chinese speaking (NCS) students, one on socialising Cantonese and the other on workplace Chinese communication. Designed for NCS students with little or no knowledge of Cantonese, the former teaches essential Cantonese for everyday situations. The latter is designed based on the Generic (Foundation) Competencies under the Qualifications Framework to help enhance the employability of NCS students. The two programmes are open to applications by all and not restricted to NCS students currently studying in the VTC. 130 and 140 places are planned for the 2012/13 and 2013/14 academic year respectively. The net recurrent expenditure is estimated to be \$0.4 million per annum.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB137

Question Serial No.

1053

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 Government proposes to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. About 20 scholarships will be awarded each year. In light of this, will the Secretary inform this Council of:

- (a) how many scholarships will be awarded for students to take degree courses or training programmes in teaching non-Chinese speaking students, teaching Chinese as a second language or related fields, and whether these scholars will be required to teach non-Chinese speaking students Chinese language upon graduation; and
- (b) whether there are plans and related budgets besides this injection of funds into the GSF for providing professional training to teachers in teaching non-Chinese speaking students, teaching Chinese as a second language or related fields; if so, the details of such plans and budgets; if not, the reasons for that?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

(a) Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. The priority areas will be reviewed as need arises. One of the conditions for the award of the proposed scholarship is that the awardee should undertake to teach in Hong Kong upon graduation. To fulfill the teaching obligation, awardees are expected to teach in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens joining the Pre-primary Education Voucher Scheme in Hong Kong for at least two years or a period equivalent to the duration of receiving the scholarship, whichever is longer. Depending on the needs of the school, the awardee may also be deployed to teach non-Chinese speaking students.

(b) As stated in our paper to the LegCo Panel on Education on the education-related policy initiatives in the 2013 Policy Address, we are exploring with the Standing Committee on Language Education and Research (SCOLAR) to launch an incentive grant scheme aimed to enhance the professional competencies of Chinese Language teachers in teaching non-Chinese speaking students. We would seek funding from the Language Fund as and when appropriate. Besides, education support measures for non-Chinese speaking students including various modes of professional training programmes for teachers, such as workshops on after-school support for non-Chinese speaking students in the learning of the Chinese Language organised by the Chinese Language Learning Support Centre, courses on the implementation of the different curriculum modes of the Supplementary Guide to the Chinese Language Curriculum for Non-Chinese Speaking Students, etc., have been put in place since 2006. The relevant manpower resources and expenses are

subsumed in the overall expenditure of the Education Bureau. We have been actively reviewing the support measures for non-Chinese speaking students in the learning of the Chinese Language in light of stakeholders' views. We intend to submit a further progress report within this legislative year and make necessary funding arrangements to enhance the support for non-Chinese speaking students if necessary and appropriate.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB138

Question Serial No.

1054

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:

In paragraph 29 of the part of the Estimates related to the Education Bureau, the Government proposes to strengthen the coordination of school-based support to schools admitting non-Chinese speaking students. In this connection, will the Secretary inform this Council of whether there is any plan and related budget for standardizing and structuring into a system the various school-based curricula and teaching materials adopted by different schools; if so, the details of this plan and budget; if not, the reasons for that?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language.

A series of measures to support the learning and teaching (L&T) of the Chinese Language of NCS students being put in force includes, among others, the development of the "Supplementary Guide to the Chinese Language Curriculum for NCS Students" complemented by packages of L&T materials for schools and individual NCS students. The Supplementary Guide, which includes four curriculum modes of "immersion in Chinese Language lessons", "bridging / transition", "specific learning purposes" and "integration" leading to multiple pathways, caters for the diverse needs as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development. The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students. In addition, with effect from the 2012/13 school year, we have expanded the subsidy coverage for NCS students sitting other non-local Chinese Language examinations so that they could obtain, apart from the Hong Kong Diploma of Secondary Education Examination, other internationally recognised Chinese Language qualifications that better suit their Chinese standards and needs for academic advancement and future development. Recognising the importance of having holistic support to be rendered to NCS students in L&T of the Chinese Language, a co-ordinating committee has been set up within the Education Bureau (EDB) to steer the delivery, monitoring and evaluation of the measures undertaken by different Divisions within the EDB as well as to chart the way forward. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB139

Question Serial No.

1055

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 Government proposes to inject \$5 billion into the Language Fund. In this connection, will the Secretary inform this Council of:

- (a) how much of this \$5 billion will be allocated to each of the following aspects mentioned in paragraph 29 of the part of the Estimates related to the Education Bureau: (i) promoting pre-primary education services to parents, (ii) strengthening the co-ordination of school-based support to schools admitting non-Chinese speaking students, (iii) after-school support on Chinese learning for non-Chinese speaking students and (iv) other measures;
- (b) the resulting estimated percentage increase in spending on the four aspects mentioned in part (a) of this question and the details of the plans in the aspects mentioned in part (a) of this question, such as the estimated number of schools and students benefiting from the increase in spending?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB140

Question Serial No.

1056

Head: 156 Government Secretariat: Subhead (No. & title):
Education Bureau Not Specified

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

As the Government emphasizes the early integration of ethnic minority students into the local education system, will the Secretary inform this Council of whether there is any plan and budget for enhancing and monitoring the effectiveness of kindergartens in Chinese language education for ethnic minority students; if so, the details of the plan and the budget; if not, the reasons for that?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The main objective of kindergarten education is to foster children's whole person development. The pre-primary curriculum design is underpinned by an integrated approach with the creation of a language-rich environment and provision of authentic, meaningful and developmentally appropriate language learning experiences for children through try-outs, exploration and interpersonal interactions.

The school-based support team of the Education Bureau (EDB) has given special attention to kindergartens that have admitted non-Chinese speaking (NCS) children. Besides, a University-School Support Programme project on supporting kindergartens specifically in the learning and teaching of Chinese Language for NCS children was launched in September 2012. This is a 3-year project under the Education Development Fund with a total cost of about \$10.0 million.

A quality review mechanism under which EDB officers will conduct inspections to validate self-evaluation by individual kindergartens has been put in place to monitor the overall effectiveness of the learning and teaching in kindergartens. For the learning and teaching of Chinese Language, the focus is on whether a language-rich environment is provided for children to promote language literacy and whether young children would develop interest in reading or using Chinese to communicate. Besides, regular visits to kindergartens and focus inspections are conducted with good practices identified to be disseminated through sharing sessions and the EDB website.

The relevant manpower resources and expenses for the school-based support provided to kindergartens and monitoring are subsumed in the overall expenditure of the EDB. We have been actively reviewing the support measures for NCS students in the learning of Chinese Language in light of stakeholders' views. We intend to submit a further progress report within this legislative year and make necessary funding arrangements to enhance the support for NCS students if necessary and as appropriate.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB141

Question Serial No.

1057

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 promised in the meeting of the Education Panel of the Legislative Council on 12th November, 2012 that the Education Bureau would conduct a review on the education policy for ethnic minorities in the recent months. In this connection, will the Secretary inform this Council of whether there is any budget for reviewing the effectiveness of the measures currently in place and steps to be taken; if so, the details of the plan and the budget; if not, the reasons for that?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The Government is committed to encouraging and supporting early integration of non-Chinese speaking (NCS) students into the local community, including their adaptation to the local education system and mastery of the Chinese Language. We have been actively reviewing the support measures which have been implemented since 2006 for NCS students in the learning of the Chinese Language in light of stakeholders' views. We report progress and make proposals to the Legislative Council Panel on Education from time to time, the latest being in November 2012, when we proposed expanding the subsidy coverage for NCS students sitting non-local Chinese Language examinations. We intend to submit a further progress report within this legislative year and make necessary funding arrangements to enhance the support for NCS students if necessary and as appropriate. The manpower resources and expenses for the review alone are subsumed in the overall expenditure of the Education Bureau and a breakdown of expenditure by item is not available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

Reply Serial No.

EDB142

Question Serial No.

0730

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 injection of \$5 billion into the Language Fund, will the Administration advise on the annual expenditure of the Language Fund in the past 3 years (till 2012-13) and its estimated expenditure for 2013-14?

Asked by: Hon. LEE Cheuk-yan

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

The expenditure of the Language Fund in the past 3 years and its estimated expenditure for 2013-14 are tabled below:

Expenditure (\$ million)			Estimated expenditure ^{Note} (\$ million)
2010-2011	2011-2012	2012-2013 (up to 31 January 2013)	2013-2014
322.3	493.7	370.3	187.1

Note : The estimate for 2013-14 has not taken into account the proposed injection of \$5 billion into the Language Fund.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB143

Question Serial No.

0614

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:

Paragraph 153 of this year's Policy Address states that a committee is being set up to examine the feasibility of free kindergarten education. The Secretary for Education said in a radio programme that he hoped free early childhood education could be implemented in his term of office. This is also mentioned in "Matters Requiring Special Attention in 2013-14" in the Estimates. In this year's Estimates, is provision reserved for facilitating the work of the committee and supporting free early childhood education? If so, what are the details? If not, what are the reasons?

Asked by: Hon. LEE Wai-king, Starry

Reply:

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee. As how to take forward free KG education has yet to be worked out, we have not earmarked funding for the purpose in this year's Estimates.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB144

Question Serial No.

0663

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:

Paragraph 74 of the Budget Speech mentions a proposal “to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. I expect that about 20 scholarships will be awarded each year. Students who receive the awards must undertake to teach in Hong Kong upon graduation for at least two years or a period equivalent to the duration of receiving the scholarships.” In this connection, will the Administration inform the Committee of the details of the scheme, including the maximum amount to be awarded to each recipient of scholarship, the period of study, and whether awarded students may pursue further studies abroad from undergraduate to doctoral level?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. Each applicant can only pursue one qualification in each application for the proposed scholarship, with the exception of an applicant pursuing a bachelor degree programme plus a postgraduate diploma/certificate in education in one single application for the proposed scholarship. Pursuing a higher degree may also be considered provided that the programme of study is relevant to teaching in local schools.

With the proposed injection of \$480 million into the HKSAR Government Scholarship Fund (GSF) and an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. The estimated expenditure for the new cohort of awardees will be about \$6 million each year.

Selection will be based on the applicants' merit and their choice of universities and study programmes. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme up to a maximum of 5 years to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned,

etc. Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and 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. 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. We plan to make available the proposed scholarship for the first cohort of awardees in the 2014/15 school year.

We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB145

Question Serial No.

0705

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 Financial Secretary proposed in paragraph 75 of the 2013-14 Budget Speech to inject \$5 billion into the Language Fund to facilitate its longer term planning. Will the Administration inform this Committee:

- (a) What are the education areas designated for the \$5 billion injection?
- (b) Will the injection be designated for improving the learning and teaching of the English Language in schools?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB146**

Question Serial No.

0706

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 Education Bureau indicates that it will continue to improve the learning and teaching of the English Language in primary schools in 2013-14. What are the details as well as the estimated manpower and expenditure involved?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In 2013-14, 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 2013-14 is \$394.57 million, of which \$53.83 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 work is absorbed from within by the staff establishment of Education Bureau. Hence, no separate breakdown on staff deployment and cost is available.

A. Grants to schools		
*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. Three staff are involved and the staff cost is \$0.7 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. School-based support		
*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). 64 staff are involved and the staff cost is \$34.6 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.
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.

	teachers	Two staff are involved and the staff cost is \$0.14 million.
^2.	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. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To help schools implement the English Language curriculum more effectively. Different professional development programmes, including self-run and commissioned ones, are conducted.
4.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific area (e.g. the teaching of reading skills to senior primary students)
D. Creating a facilitating environment for English learning		
1.	Primary Native-speaking English Teacher (NET) Scheme	To work alongside local English teachers with a view to facilitating the enrichment, and enhancing the authenticity, of the English Language environment in which Hong Kong students learn and use English. In general, an eligible public sector primary school with six or more operating classes is provided with a NET.
#*2.	English Alliance 2013/14	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities. Two staff are involved and the staff cost is \$0.72 million@.
*3.	Networking and Partnership Project	To mobilize the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classroom setting.

* Initiatives funded by the Language Fund.

To be launched in 2013/14 school year.

@ The staff will be engaged for a period of 15 months.

^ Initiative funded under Head 173: Student Financial Assistance Agency.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB147

Question Serial No.

0707

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 2012/13? What will be the relevant measures and estimated expenditure for 2013/14?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2012/13 academic year, the Vocational Training Council (VTC) offered around 20 dedicated vocational education and training programmes to non-Chinese speaking (NCS) students. They include courses at certificate and diploma levels; Applied Learning courses and Other Learning Experience courses; Vocational Development Programmes for non-engaged youths; basic vocational Chinese short courses; and other vocational education and training programmes dedicated for NCS students. The total enrolment under the above programmes in the 2012/13 academic year is estimated to be 750. The budget for these programmes is about \$12 million per annum.

In the 2013/14 academic year, the existing programmes dedicated for NCS students mentioned above will continue to be offered and new courses like trade-specific programmes will be explored in response to market demand. About 750 places will be provided in the 2013/14 academic year with an estimated budget of \$12 million.

Separately, the VTC has set up the new Youth College (Youth College (Yeo Chei Man)) in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with special educational needs. In the 2012/13 academic year, some 330 students are enrolled in the Youth College (Yeo Chei Man), among them 23 are NCS students. In the 2013/14 academic year, about 90 places are planned for NCS students in the Youth College (Yeo Chei Man). In the 2012/13 and 2013/14 academic years, the subvention from the Government for the operation of the Youth College (Yeo Chei Man) is about \$15.5 million and \$20.7 million respectively.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB148**

Question Serial No.

0708

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:

In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please provide the numbers of cross-boundary students studying in secondary and primary schools and kindergartens in North District, Tai Po, Yuen Long and Tuen Mun in the past three school years (i.e. **2010/11** to **2012/13**).

Asked by: Hon. LEE Wai-king, Starry

Reply:

The distribution of cross-boundary students (CBS) by district and by school level from the 2010/11 to 2012/13 school years is as below:

	2010/11	2011/12	2012/13
North:			
a. secondary school	1205	1432	1569
b. primary school	3619	3928	4379
c. kindergarten (including child care centre)	2787	3677	4281
Tai Po:			
d. secondary school	139	182	255
e. primary school	248	351	669
f. kindergarten (including child care centre)	29	67	190
Yuen Long:			
g. secondary school	141	196	246
h. primary school	513	625	1012
i. kindergarten (including child care centre)	514	1070	1653
Tuen Mun:			
j. secondary school	32	43	53
k. primary school	158	305	578
l. kindergarten (including child care centre)	454	892	1265

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

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

EDB149

Question Serial No.

0709

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 2012/13 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The first-year tuition fees for full-time locally-accredited self-financing first-year-first-degree programmes by institution and programme in the 2012/13 academic year are listed at Annex.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**First-year Tuition Fees for
Full-time Locally-accredited Self-financing First-Year-First-Degree Programmes
by Institution and Programme in the 2012/13 Academic Year**

Institution	Programme	First-year Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Business Administration (Honours)	54,110
Centennial College	Bachelor of Arts (Honours)	82,000
	Bachelor of Professional Accounting (Honours)	82,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	55,000
	Bachelor of Arts (Honours) in Chinese Literature	55,000
	Bachelor of Arts (Honours) in English for Professional Communication	55,000
	Bachelor of Arts (Honours) in Journalism & Communication	55,000
	Bachelor of Business Administration (Honours)	55,000
	Bachelor of Business Administration (Honours) in Business Information Systems	55,000
	Bachelor of Business Administration (Honours) in Finance	55,000
	Bachelor of Commerce (Honours) in Accounting and Banking	55,000
	Bachelor of Engineering (Honours) in Civil Engineering	55,000
	Bachelor of Science (Honours) in Architecture	55,000
	Bachelor of Science (Honours) in Computer Science	55,000
Hang Seng Management College	Bachelor of Arts in English (Honours)	62,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	62,000
	Bachelor of Business Administration (Honours)	62,000
	Bachelor of Journalism and Communication (Honours)	62,000
	Bachelor of Translation with Business (Honours)	62,000

Institution	Programme	First-year Tuition Fee (\$)
Hong Kong Art School	Bachelor of Arts (Fine Art) ^[1]	77,525
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance ^[2]	45,000
	BA (Hons) Business Management ^[2]	45,000
	BA (Hons) Marketing and Advertising ^[2]	45,000
	Bachelor of Business ^[3]	42,120
	Bachelor of Information Technology ^[3]	42,120
	BSc (Hons) Computing ^[2]	45,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	55,000
	Bachelor of Arts with Honours in Economics and Finance	55,000
	Bachelor of Arts with Honours in English	55,000
	Bachelor of Arts with Honours in History	55,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	55,000
	Bachelor of Business Administration with Honours	55,000
	Bachelor of Commerce with Honours in Accounting	55,000
	Bachelor of Commerce with Honours in Law and Business	55,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	55,000
	Bachelor of Social Sciences with Honours in Psychology	55,000
	Bachelor of Social Sciences with Honours in Sociology	55,000
	Bachelor of Social Work with Honours	55,000
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc	Bachelor of Fine Arts in Advertising ^[4]	247,731
	Bachelor of Fine Arts in Animation ^[4]	247,731
	Bachelor of Fine Arts in Graphic Design ^[4]	247,731
	Bachelor of Fine Arts in Illustration ^[4]	247,731
	Bachelor of Fine Arts in Interactive Design and Game Development ^[4]	247,731
	Bachelor of Fine Arts in Motion Media Design ^[4]	247,731
	Bachelor of Fine Arts in Photography ^[4]	247,731
	Bachelor of Fine Arts in Visual Effects ^[4]	247,731

Institution	Programme	First-year Tuition Fee (\$)
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education	77,500
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	72,250
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Arts with Honours in Creative Writing and Film Arts	49,600
	Bachelor of Arts with Honours in Language Studies and Translation ^[5]	62,000 (HKALE)
		49,600 (HKDSE)
	Bachelor of Business Administration in Accounting	49,600
	Bachelor of Business Administration in Banking and Finance	49,600
	Bachelor of Business Administration in China Business	49,600
	Bachelor of Business Administration in Corporate Administration	49,600
	Bachelor of Business Administration in Human Resource Management	49,600
	Bachelor of Business Administration in International Business	49,600
	Bachelor of Business Administration in Management	49,600
	Bachelor of Business Administration in Marketing	49,600
	Bachelor of Business Administration with Honours in Business Management ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Business Administration with Honours in Professional Accounting ^[5]	55,800 (HKALE)
		49,600 (HKDSE)

Institution	Programme	First-year Tuition Fee (\$)
The Open University of Hong Kong (continued)	Bachelor of Computing with Honours in Internet Technology	49,600
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours ^[6]	55,800 (HKALE)
		62,000 (HKDSE)
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	\$49,600
	Bachelor of English Language Studies with Honours ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Nursing with Honours in General Health Care	49,600
	Bachelor of Nursing with Honours in Mental Health Care	49,600
	Bachelor of Science with Honours in Computing	62,000
	Bachelor of Social Sciences with Honours in Applied Economics	49,600
	Bachelor of Social Sciences with Honours in Applied Social Studies ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Social Sciences with Honours in Politics and Public Administration	\$49,600
	Bachelor of Social Sciences with Honours in Psychology ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance ^[7]	61,000
	Bachelor of Arts with Honours in Business Management ^[7]	61,000
The University of Hong Kong - HKU School of Professional and Continuing Education	BSc Business ^[8]	57,200
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000

Institution	Programme	First-year Tuition Fee (\$)
Tung Wah College (continued)	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours) ^[9]	115,200
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council – The Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Advertising	75,900
	Bachelor of Arts (Honours) in Fashion Design	75,900
	Bachelor of Arts (Honours) in Product Design	75,900
	Bachelor of Engineering (Honours) in Civil Engineering	75,900
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	75,900
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	69,300

Notes:

- [1] Non-local programme awarded by Royal Melbourne Institute of Technology University.
- [2] Non-local programmes awarded by Teesside University.
- [3] Non-local programmes awarded by Southern Cross University.
- [4] Non-local programmes awarded by Savannah College of Art and Design, Inc.
- [5] The Open University of Hong Kong offered some programmes in three-year mode for Hong Kong Advanced Level Examination (HKALE) graduates and four-year mode for Hong Kong Diploma of Secondary Education (HKDSE) graduates respectively in the 2012/13 academic year. The first-year tuition fees for three-year programmes and four-year programmes are different.
- [6] The Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours programme offered by The Open University of Hong Kong is a four-year programme with two entries for HKALE and HKDSE graduates. The first-year tuition fees for the two entries are different due to the difference in curricula.
- [7] Non-local programmes awarded by Middlesex University.
- [8] Non-local programme awarded by University of London.
- [9] The first-year tuition fee for the Bachelor of Medical Science (Honours) programme will depend on the number of credits required for different majors to be taken by the student. The first-year tuition fee shown is calculated based on the minimum number of credits required.

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

EDB150

Question Serial No.

0710

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 support provided for non-Chinese speaking (NCS) students in the 2011/12 and 2012/13 school years, would the Government please provide the following information:

- (a) The amount of special grant received by the designated schools, the number of NCS students admitted (with a breakdown by race and grade), and the percentage of such students among all students of the school; and
- (b) The number of non-designated schools which have admitted NCS students, broken down respectively by the intake of such students (less than 10, 10-19, 20-29 and 30 or above) and the percentage of such students among all students of the school.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) The amount of annual grant received, the number of non-Chinese speaking (NCS) students by grade and the percentage of NCS students of all students in respect of the schools with school-based support programmes specifically arranged for NCS students (the so-called "designated schools") in the 2011/12 and 2012/13 school years are at Annex A. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex A have already included all the students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity.
- (b) The number of other schools with NCS students¹ ranging from less than 10, 10-19, 20-29 and 30 or above, and the percentage of NCS students of all students of such schools are at Annex B.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

¹ Under the Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund, funding is provided to these schools to help students reinforce what they have learnt during lessons in the learning of the Chinese Language. Other education support measures for NCS students, including the expansion of the subsidy coverage for NCS students sitting non-local Chinese Language examinations, development of teaching and learning materials in the Chinese Language for distribution to schools and NCS students, etc., are also applicable to these schools.

**Name of schools with school-based support programmes
specifically arranged for non-Chinese speaking (NCS) students,
number of NCS students by grade,
percentage of NCS students of all students and
amount of annual grant received
in the 2011/12 and 2012/13 school years**

No.	Name of schools	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		
Primary schools											
1	CNEC Ta Tung School	2011/12	17	9	12	5	15	9	67	10.5%	500,000
		2012/13	15	14	11	11	5	15	71	11.8%	500,000
2	Islamic Primary School	2011/12	49	24	53	61	66	65	318	99.1%	600,000
		2012/13	45	52	26	54	72	69	318	99.1%	600,000
3	Tsing Yi Trade Association Primary School	2011/12	18	15	15	14	11	9	82	50.0%	500,000
		2012/13	25	23	13	16	15	9	101	60.8%	600,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2011/12	52	66	48	37	29	27	259	46.3%	600,000
		2012/13	52	53	65	52	35	27	284	47.5%	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2011/12	30	45	68	77	58	88	366	90.6%	600,000
		2012/13	30	43	42	69	82	59	325	90.0%	600,000
6	Jordan Road Government Primary School	2011/12	39	23	24	28	15	47	176	50.3%	600,000
		2012/13	38	40	29	40	33	13	193	65.0%	600,000
7	Li Cheng Uk Government Primary School	2011/12	71	105	116	118	128	156	694	96.8%	600,000
		2012/13	97	83	113	135	117	124	669	96.4%	600,000
8	Chiu Sheung School, Hong Kong	2011/12	48	48	43	41	31	18	229	66.2%	600,000
		2012/13	44	52	49	44	43	28	260	78.3%	600,000
9	Li Sing Tai Hang School	2011/12	45	43	49	51	59	52	299	94.9%	600,000
		2012/13	39	42	46	48	49	56	280	94.6%	600,000
10	Man Kiu Association School	2011/12	32	51	52	60	64	49	308	90.6%	600,000
		2012/13	46	37	47	58	61	66	315	88.0%	600,000

11	Pat Heung Central Primary School	2011/12	17	25	21	34	35	38	170	88.5%	600,000
		2012/13	20	21	27	24	40	35	167	89.8%	600,000
12	Po Kok Primary School	2011/12	51	44	46	33	27	26	227	90.8%	600,000
		2012/13	53	48	42	46	31	26	246	94.6%	600,000
13	Hong Kong Taoist Association Wun Tsuen School	2011/12	89	89	90	108	108	110	594	96.0%	600,000
		2012/13	93	93	90	89	113	98	576	94.9%	600,000
14	Yaumati Kaifong Association School	2011/12	66	69	70	67	67	71	410	99.3%	600,000
		2012/13	64	66	69	68	66	67	400	99.0%	600,000
15	Islamic Dharwood Pau Memorial Primary School	2011/12	47	47	42	70	38	33	277	93.3%	600,000
		2012/13	26	42	48	40	62	37	255	94.8%	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2011/12	9	12	9	10	16	13	69	18.2%	500,000
		2012/13	19	10	15	12	10	18	84	27.5%	500,000
17	Bui O Public School	2011/12	15	18	12	14	16	18	93	65.0%	600,000
		2012/13	19	15	16	13	16	16	95	67.9%	600,000
18	Northern Lamma School	2011/12	6	13	7	5	9	6	46	54.1%	400,000
		2012/13	9	5	10	5	5	8	42	53.2%	400,000
19	Sai Kung Central Lee Siu Yam Memorial School	2011/12	18	18	15	9	5	1	66	30.6%	500,000
		2012/13	20	18	19	16	10	7	90	39.1%	500,000
20	Mui Wo School	2011/12	6	7	9	17	6	5	50	32.5%	400,000
		2012/13	9	6	6	7	18	6	52	34.4%	400,000
21	PLK Lam Man Chan English Primary School	2011/12	-	-	-	-	-	-	-	-	-
		2012/13	60	54	47	32	44	26	263	44.8%	600,000

Secondary schools		School year	Number of NCS students								Percentage of NCS students among all students of the school	Amount of annual grant (\$)
			S1	S2	S3	S4	S5	S6	S7	Total		
1	Delia Memorial School (Broadway)	2011/12	177	153	165	146	116	98	27	882	95.4%	600,000
		2012/13	162	164	149	163	119	107	NA	864	97.0%	600,000
2	Delia Memorial School (Hip Wo)	2011/12	161	156	162	136	88	92	7	802	53.5%	600,000
		2012/13	153	152	151	155	129	84	NA	824	57.9%	600,000
3	Pak Kau College	2011/12	4	9	6	6	2	29	0	56	5.7%	400,000
		2012/13	2	4	9	6	6	1	NA	28	3.2%	300,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2011/12	42	72	60	75	46	0	0	295	63.4%	600,000
		2012/13	45	33	69	64	66	35	NA	312	79.2%	600,000
5	Islamic Kasim Tuet Memorial College	2011/12	80	80	87	75	58	42	2	424	73.1%	600,000
		2012/13	65	74	75	74	65	50	NA	403	89.2%	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2011/12	122	136	107	109	74	52	0	600	65.6%	600,000
		2012/13	96	120	123	113	97	66	NA	615	72.1%	600,000
7	St Margaret's Girls' College, Hong Kong	2011/12	67	67	55	40	28	13	0	270	57.7%	600,000
		2012/13	77	70	67	51	37	27	NA	329	69.9%	600,000
8	Bethel High School	2011/12	16	35	15	32	0	0	0	98	13.6%	600,000
		2012/13	14	21	29	23	28	0	NA	115	21.1%	600,000
9	Buddhist Fat Ho Memorial College	2011/12	19	22	19	20	11	2	0	93	24.9%	600,000
		2012/13	41	28	23	26	18	10	NA	146	38.6%	600,000
10	Salesians of Don Bosco Ng Siu Mui Secondary School	2011/12	10	26	4	1	1	1	0	43	8.0%	400,000
		2012/13	23	14	25	2	1	1	NA	66	15.5%	500,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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 school with school-based support programmes specifically arranged for NCS students 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 other 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 2011/12 and 2012/13 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2011/12	Number of schools	246	25	9	17
	Percentage of NCS students among all students of the schools	0.1% - 8.8%	0.9% - 22.1%	2.4% - 12.6%	3.8% - 89.5%
2012/13	Number of schools	247	22	12	19
	Percentage of NCS students among all students of the schools	0.1% - 5.7%	0.9% - 17.8%	3.5% - 17.6%	3.7% - 91.3%
Secondary schools					
2011/12	Number of schools	211	11	4	17
	Percentage of NCS students among all students of the schools	0.1% - 3.5%	0.7% - 2.3%	2.1% - 2.6%	2.1% - 59.3%
2012/13	Number of schools	214	13	5	18
	Percentage of NCS students among all students of the schools	0.1% - 2.9%	0.9% - 5.3%	2.3% - 3.1%	2.5% - 66.7%

Notes:

- Figures refer to the position as at September of the respective school years.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
- 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.

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

Reply Serial No.

EDB151

Question Serial No.

0711

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 and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2012/13 school year.

Asked by: Hon. LEE Wai-king, Starry

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 2012/13 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)	12 324	164 764	7.5%
Primary (Primary 1 – 6) (Note 4)	7 945	272 802	2.9%
Secondary (Secondary 1 – 6) (Note 4)	6 919	396 836	1.7%

Notes:

- Figures refer to the position as at September of 2012.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
- 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB152**

Question Serial No.

0712

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:

At present in Hong Kong, how many primary students in each grade show the following learning differences: intellectual disabilities (ID), physical disabilities (PD), hearing impairment (HI), visual impairment (VI), autism spectrum disorders (ASD), attention deficit/hyperactivity disorder (AD/HD), dyslexia, giftedness, speech and language impairment (SLI), etc? What services have been provided to support each type of learning differences? What is the average cost of support per student in 2012-13 and 2013-14 (estimate)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

As at September 2012, 16 810 students in mainstream primary schools are identified to have intellectual disability, physical disability, hearing impairment, visual impairment, autism spectrum disorders, attention deficit/hyperactivity disorder, specific learning difficulties or speech and language impairment. Distribution of these students in each grade is as follows:

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
720*	2 300	3 170	3 470	3 570	3 580

** The figure denotes children assessed and diagnosed before admission to Primary One. The number of students identified to have special educational needs will increase during the year through early identification and intervention measures.*

To support schools to cater for student diversity through the Whole School Approach, the Education Bureau (EDB) provides schools with additional resources including 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 in accordance with their special educational needs. Apart from additional resources, EDB also provides schools with professional support in areas such as assessment and consultation services of educational psychologists, speech therapists and audiologists; teacher training and teaching resources developed for use by teachers and parents, etc.

As regards Gifted Education, since we adopt a broad perspective for giftedness, there is no absolute number of gifted students in primary schools. Support services include teacher training, production of web-based learning programmes, curriculum resources, territory-wide competitions, enrichment programmes at the Fung Hon Chu Gifted Education Centre and sending gifted students to participate in various exchange/study programmes and cross border Olympiads. Besides, the Hong Kong Academy for Gifted Education, which was set up with funding support from the Administration, conducted pilot programmes for primary students throughout the 2011/12 school year and has started launching programmes for upper primary students from 2012/13 school year onwards by phases.

In view of the variety of support services provided directly and indirectly for students, we are unable to provide the average cost of the above support services for each student.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 26.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB153**

Question Serial No.

0713

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. Regarding the provision of services and support to cater for the special learning needs of these students, what are the specific plans in 2013/14? What is the estimated expenditure?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2012/13 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	8 390	760	2 840	2 450	130	30	270	1 940
Secondary	9 050	930	1 310	2 330	250	100	420	190

In the 2013/14 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources include Learning Support Grant (LSG), Enhanced Speech Therapy 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 be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also step up the provision of teacher training and strengthen school networking for sharing of good practices and teaching resources developed for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. As announced in the 2013 Policy Address, with effect from the 2013/14 school year, EDB will raise the ceiling of the LSG from \$1 million to \$1.5 million per school per year to strengthen support for schools having admitted larger number of students with SEN.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for SEN students in mainstream schools in the 2013/14 school year is about \$1,076 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB154

Question Serial No.

0714

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 a report on integrated education published by the Equal Opportunities Commission last year, it was proposed that the Government should strengthen teacher training. In this regard, will the Government please 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 3 school years (2010/11 to 2012/13).

Asked by: Hon. LEE Wai-king, Starry

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 2010/11, 2011/12 and 2012/13 school years is summarised in the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

Teacher Training in Special Education in the 2010/11 to 2012/13 School Years

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
1	Professional Development Course - Catering for Diverse Learning Needs (Level 1)	39	280 (217)	4,200,000	15,000	39	240 (195)	3,600,000	15,000	39	240	3,600,000	15,000
2	Professional Development Course - Catering for Diverse Learning Needs (Level 2)	117	200 (173)	9,000,000	45,000	117	200 (193)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 3)	30	400 (390)	4,056,000	10,400	30	400 (390)	4,329,000	11,100	30	480	6,096,000	12,700
4	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 3)	90-120	440 (322)	11,237,800	34,900	90-120	440 (411)	14,590,500	35,500	-	-	-	-
5	Advanced Course on Catering for Diverse Learning Needs with 12-hour optional attachment module (Note 3)	-	-	-	-	-	-	-	-	90-102	320	13,792,000	43,100
6	Thematic Course on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Notes 3 & 4)	72	600 (522)	11,901,600	22,800	-	-	-	-	-	-	-	-
7	Thematic Course on Education of Students with Specific Learning Difficulties for Chinese Language Teachers (Notes 3 & 4)	72	80 (77)	1,709,400	22,200	72	200 (195)	4,407,000	22,600	-	-	-	-

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
8	Thematic Course on Education of Students with Specific Learning Difficulties for English Language Teachers (Notes 3 & 4)	72	80 (15)	357,000	23,800	72	320 (240)	5,832,000	24,300	-	-	-	-
9	Thematic Course on Education of Students with Hearing Impairment and Speech and Language Impairment (Note 3)	90	120 (70)	2,310,000	33,000	90	240 (144)	4,838,400	33,600	-	-	-	-
10	Thematic Courses on Education of Students with Special Educational Needs (SEN) (Note 3)	60	520 (413)	8,796,900	21,300	60	520 (448)	9,963,520	22,240	-	-	-	-
11	Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Note 3)	-	-	-	-	-	-	-	-	120	280	12,600,000	45,000
12	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Note 3)	-	-	-	-	-	-	-	-	120	160	8,112,000	50,700
13	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs (Note 3)	-	-	-	-	-	-	-	-	90	160	6,080,000	38,000

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
14	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 3)	120	50 (46)	1,720,400	37,400	120	50 (50)	1,965,000	39,300	120	50	1,775,000	35,500
15	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants”	12	520 (362)	621,554	1,717	12	560 (560)	795,200	1,420	12	560	868,000	1,550
16	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc.	3-42	6200 (6038)	504,100	NA (Note 5)	3-42	6000 (6407)	471,000	NA (Note 5)	3-42	6050	480,000	NA (Note 5)
TOTAL				56,414,754				59,791,620				62,403,000	

Note 1: Provision for items 1 and 2 is calculated based on the number of places offered by the service providers while that for the other items are calculated according to the number of participants of the respective programmes.

Note 2: Number of participants for the 2012/13 school year is not yet available.

Note 3: 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 4: Items 6, 7 and 8 are listed separately since they are offered by different service providers under different service contracts.

Note 5: 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.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB155**

Question Serial No.

0846

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 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 2010-11 to 2012-13.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The breakdown of expenditures on pre-primary education from 2010-11 to 2012-13 is as follows:

	2010-11	2011-12	2012-13
	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	1,854.3	1,998.8	2,169.6
Kindergarten and Child Care Centre Fee Remission Scheme	251.0	352.3	422.2
Refund of rent, rates and government rent	193.2	197.3	204.2
Child Care Centre Subsidy Scheme	12.9	13.5	14.6
Principal and teacher training (Note)	32.0	17.5	6.9

Note: Including the payments for the commissioned "Three-Year-In-service Certificate in Early Childhood Education Course for the 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. There is a drastic drop in the revised estimate for 2012-13 as the commissioned course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB156

Question Serial No.

3005

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:

How many sites are reserved for school use (including primary, secondary and special school use) in each of the 18 districts in Hong Kong. What are the location, size, planned use, student capacity, present situation (e.g. whether there is a concrete school building programme or technical feasibility study is being carried out) and development programme of each site?

Asked by: Hon. LEE Wai-king, Starry

Reply:

As at March 2013, there are a total of 17 reserved school sites (including primary, secondary and special school use) in the territory that have concrete School Building Programmes (SBP) and the timeframe of the development would be subject to, among others, views of the District Council, progress of technical works and funding approval. Project planning and preparation work for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedures. A breakdown of the 17 reserved school sites by district with their location, site area, planned use and accommodation in terms of number of classrooms is set out at Annex.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

Reserved school sites by district

	District	Location	Site Area (m²)	Planned use	Number of classrooms
1.	Kowloon City	Kai Tak Development	6,600	Primary School*	30
2.	Kowloon City	Kai Tak Development	6,600	Primary School*	30
3.	Kowloon City	Kai Tak Development	8,400	Two Special Schools	12 each
4.	Kowloon City	Kai Tak Development	7,500	Secondary School	30
5.	Kowloon City	Kai Tak Development	7,680	Secondary School	30
6.	Kwun Tong	Jordan Valley	6,960	Special School	18
7.	Kwun Tong	Jordan Valley	6,865	Secondary School	30
8.	Kwun Tong	Anderson Road	6,441	Primary School	30
9.	Hong Kong East	North Point	12,260	Primary School	24
10.	Hong Kong East	North Point	(Total)	Primary School	24
11.	North	Fanling	6,200	Primary School	36
12.	Sham Shui Po	Cheung Sha Wan	6,507	Primary School	30
13.	Sham Shui Po	Cheung Sha Wan	4,400	Special School	12
14.	Sai Kung	Tseung Kwan O	6,200	Primary School	30
15.	Sai Kung	Tseung Kwan O	6,950	Secondary School	30
16.	Tuen Mun	Tuen Mun West	2,600	Special School	13
17.	Islands	Tung Chung	5,500	Special School	18

* The Education Bureau plans to seek funding approval from the Finance Committee of the Legislative Council for the two school building projects in the 2012-13 Legislative Council Session.

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

Reply Serial No.

EDB157

Question Serial No.

3006

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:

What were the respective average annual wastage rates of teachers in government, subsidised, private and Direct Subsidy Scheme schools (both secondary and primary schools if applicable) over the past 3 years (i.e. from 2010-11 to 2012-13)? What were the wastage rates of teachers by subject?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The wastage rates^{Note 1} of teachers in government, aided, private and Direct Subsidy Scheme schools for the school years from 2010/11 to 2012/13 are as follows:

Primary Schools

	2010/11	2011/12	2012/13*
Government	5.5%	3.9%	4.2%
Aided	6.3%	5.3%	4.9%
Private	8.6%	7.1%	9.2%
Direct Subsidy Scheme	9.2%	7.0%	8.4%

Secondary Schools

	2010/11	2011/12	2012/13*
Government	5.9%	4.6%	10.2%
Aided	5.4%	3.8%	8.1%
Private	14.3%	14.0%	25.6%
Direct Subsidy Scheme	8.0%	5.5%	11.5%

* Provisional figures

Note 1: Wastage rate refers to the percentage of teachers of the previous school year who did not serve in schools in the 12-month period prior to mid-September of the respective school years.

The wastage rates of teachers^{Note 2} by their major subject taught (classified by Key Learning Areas) for the school years from 2010/11 to 2012/13 are as follows:

Primary Schools

	2010/11	2011/12	2012/13*
Chinese Language Education	5.9%	4.1%	4.0%
English Language Education	5.9%	5.3%	5.6%
Mathematics Education	5.3%	4.4%	4.0%
Science Education	8.8%	8.1%	6.3%
Technology Education	13.5%	5.0%	5.9%
Personal, Social and Humanities Education	6.1%	17.6%	12.8%
Arts Education	5.8%	5.5%	4.7%
Physical Education	2.8%	3.8%	2.4%

Secondary Schools

	2010/11	2011/12	2012/13*
Chinese Language Education	4.4%	3.6%	8.4%
English Language Education	7.8%	5.8%	10.2%
Mathematics Education	4.8%	2.9%	8.5%
Science Education	3.9%	3.4%	8.1%
Technology Education	4.9%	3.3%	5.8%
Personal, Social and Humanities Education	5.1%	3.5%	8.5%
Arts Education	5.3%	5.0%	5.2%
Physical Education	4.3%	2.8%	5.0%

* Provisional figures

Note 2: Since many private school teachers did not provide to the Education Bureau information about their subjects taught, the wastage rates by Key Learning Areas do not include private school teachers.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB158

Question Serial No.

3161

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 Education Bureau indicates that it will “continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure”. What are the details and estimated expenditure?

Asked by: Hon. LEE Wai-king, Starry

Reply:

To support the implementation of the New Senior Secondary (NSS) curriculum and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) will continue to provide training and teaching resource materials to school leaders, middle managers and teachers. For 2013-14, the total number of professional development programmes (PDPs) is 510 and the total number of training places planned is 48 100. The estimated expenditure on teacher training in 2013-14 is about \$6.9 million. Apart from the scheduled PDPs based on the result of the annual teacher training need survey, the EDB will continue to provide school-based professional support to enhance capacity building and professional development.

Major resources materials (e.g. curriculum and assessment guides, learning and teaching packages) for the NSS subjects have been developed during the last few years to help teachers implement the NSS curriculum. In response to the changing needs, there will be continuous updating of resources packages including supplementary notes on the NSS curriculum and practical examples for teachers to improve the delivery of the NSS curriculum and assessment. Since the provision of school-based professional support and resources updating is carried out by the EDB in-house and the cost is subsumed under EDB's overall expenditure, its separate breakdown of the staffing and financial implications is not available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB159

Question Serial No.

3164

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 details of eligible non-profit-making kindergartens receiving assistance towards rent, rates and government rent in 2011-12, 2012-13 and 2013-14. (Please give a breakdown by District Council district and number of kindergartens receiving assistance and the number of their students.)

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of kindergartens in receipt of reimbursement of rent, government rent and rates and the total number of students in these kindergartens by District Council district in the 2011-12 financial year are tabulated at the Appendix. Data for the 2012-13 and 2013-14 financial years are not yet available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of kindergartens in receipt of rent, government rent and rates
by District Council district in the 2011-12 financial year**

District	No. of Kindergartens (No. of students)	
	Rent (Note)	Government rent and rates
Central & Western	2 (382)	19 (3 294)
Wan Chai	1 (591)	16 (4 632)
Eastern	21 (1 883)	55 (7 644)
Southern	12 (1 611)	20 (2 745)
Sham Shui Po	20 (3 833)	33 (5 488)
Yau Tsim Mong	3 (514)	17 (2 125)
Kowloon City	9 (1 221)	31 (6 454)
Wong Tai Sin	35 (4 908)	40 (5 995)
Kwun Tong	40 (6 110)	60 (9 739)
Tsuen Wan	10 (1 784)	22 (3 886)
Tuen Mun	39 (7 045)	53 (9 199)
Yuen Long	37 (6 436)	53 (9 540)
North	23 (4 806)	33 (7 165)
Tai Po	18 (3 092)	26 (3 799)
Sha Tin	44 (6 330)	53 (7 703)
Sai Kung	31 (4 689)	37 (5 518)
Islands	12 (1 601)	20 (2 438)
Kwai Tsing	38 (5 588)	51 (7 184)

Note: The figures refer to the number of kindergartens in receipt of rent under the Rent Reimbursement Scheme for non-profit-making kindergartens.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB160**

Question Serial No.

3261

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 "continue to provide Applied Learning courses for senior secondary students", please provide the following information:

- the number of schools offering Applied Learning (ApL) courses, the number of courses offered and the student applications, the number of student enrolments and the amount of subsidy provided by the Government in the 2012/13 school year; and
- a breakdown of the number of schools offering ApL courses and the student applications for each area of studies and course clusters in the 2012/13 school year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- There are two cohorts of Applied Learning Courses offered in the 2012/13 year. Details are as follows:

	Number of schools	Number of Courses	Number of Applications	Number of Student Enrolment	Amount of Government Subsidy (Diversity Learning Grant)
2012-14 cohort (S5 students)	318	35	10 254	5 894	\$28 million
2011-13 cohort (S6 students)	298	35	10 139	6 193	\$21 million

- In the 2012/13 year, the number of schools and student applications for Applied Learning courses classified by Areas of Studies and by Clusters are as follows:

- By Areas of Studies:

Areas of Studies	2012-14 cohort (S5 students)		2011-13 cohort (S6 students)	
	Number of schools	Number of applications	Number of schools	Number of applications
Creative Studies	220	1 616	206	1 957
Services	269	4 524	248	4 223
Business, Management and Law	122	713	130	894
Media and Communication	149	764	134	784
Applied Science	211	1 864	181	1 597

Engineering and Production	146	773	138	684
Total	318*	10 254	298*	10 139

- By Clusters:

Course Clusters	2012-14 cohort (S5 students)		2011-13 cohort (S6 students)	
	Number of schools	Number of applications	Number of schools	Number of applications
Design Studies	167	839	156	1 122
Media Arts	107	426	104	402
Performing Arts	71	351	81	433
Hospitality Services	248	3 466	222	3 170
Event Management	42	152	40	121
Personal and Community Services	162	906	162	932
Business Studies	88	435	100	577
Clientele Management	41	190	46	219
Legal Studies	34	88	33	98
Films, TV and Broadcasting Studies	65	425	60	432
Media Production and Public Relations	112	339	103	352
Medical Science and Health Care	155	850	143	771
Psychology	113	672	86	590
Sports	72	342	72	236
Civil and Mechanical Engineering	44	153	46	169
Services Engineering	131	620	121	515
Total	318*	10 254	298*	10 139

* The figure shown is the total number of schools offering ApL courses. As most schools would offer more than one ApL course, the figure does NOT represent the sum of school counts by ApL Areas of Studies/Course Clusters.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB161

Question Serial No.

0142

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) Please give a breakdown of the numbers of Primary One and Secondary One school places by district and by type from 2008/09 to 2012/13 school year.
- (b) Please give a breakdown of the number of applications for studying Primary One and Secondary One in local aided schools from cross-boundary students residing in the Mainland by district from 2008/09 to 2012/13 school year.
- (c) Please give a breakdown of the number of cross-boundary students residing in the Mainland and studying Primary One and Secondary One in local aided schools by district from 2008/09 to 2012/13 school year.

Asked by: Hon. LEUNG Che-cheung

Reply:

- (a) The respective numbers of primary one and secondary one places under different categories of schools broken down by district from 2008/09 to 2012/13 school years are detailed at Appendix 1(a) and Appendix 1(b).
- (b) Children eligible for education in Hong Kong may participate in the school places allocation system including the Primary One Admission (POA) and Secondary School Places Allocation (SSPA) for allocation of a Primary / Secondary One place. Applicants who do not have any proof of residential address in Hong Kong and have indicated a Mainland residential address in the POA application forms are regarded as cross-boundary students residing in the Mainland. The breakdown of the number of applications for studying Primary One in public sector schools from cross-boundary students residing in the Mainland by district from 2008/09 to 2012/13 school year is tabulated as follows:

District	2008/09	2009/10	2010/11	2011/12	2012/13
Tai Po	0	0	7	76	271
North	632	752	880	1 036	1 391
Yuen Long	53	49	97	185	381
Tuen Mun	35	58	68	135	274

Regarding SSPA, 31, 41 and 49 students from recognised schools or schools operating classes for Hong Kong children (港人子弟學校/班) in the Mainland were allocated a Secondary One place in 2010/11, 2011/12 and 2012/13 respectively.

- (c) The breakdown of the number of CBS as at September of the respective years in Primary One and Secondary One in local aided schools by district from the 2008/09 to 2012/13 school year is detailed at Appendix 2.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

Table 1 : Number of Primary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2008/09

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	120	1 140	93	489	290	2 132
Wan Chai	390	1 145	-	614	565	2 714
Eastern	450	2 280	184	225	493	3 632
Southern	180	870	150	451	772	2 423
Yau Tsim Mong	180	1 980	250	126	-	2 536
Sham Shui Po	360	1 940	311	1 098	-	3 709
Kowloon City	540	2 520	240	1 498	673	5 471
Wong Tai Sin	60	2 780	-	483	-	3 323
Kwun Tong	270	3 410	64	135	-	3 879
Sai Kung	90	2 220	549	-	120	2 979
Sha Tin	150	3 595	283	216	150	4 394
Tai Po	60	1 740	-	-	249	2 049
North	60	2 810	-	-	-	2 870
Yuen Long	450	4 620	160	60	43	5 333
Tuen Mun	120	3 450	120	35	-	3 725
Tsuen Wan	300	1 890	-	35	-	2 225
Kwai Tsing	-	3 330	90	-	-	3 420
Islands	-	1 235	-	90	142	1 467
All Districts	3 780	42 955	2 494	5 555	3 497	58 281

Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2008.

(3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 1 : Number of Primary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2009/10

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	110	1 145	96	512	250	2 113
Wan Chai	325	1 030	-	712	470	2 537
Eastern	425	2 120	180	180	555	3 460
Southern	150	820	150	410	772	2 302
Yau Tsim Mong	210	1 855	254	-	-	2 319
Sham Shui Po	330	1 770	296	1 088	-	3 484
Kowloon City	450	2 255	240	1 434	703	5 082
Wong Tai Sin	50	2 390	-	399	-	2 839
Kwun Tong	225	3 470	90	135	-	3 920
Sai Kung	100	1 825	490	129	120	2 664
Sha Tin	125	3 385	270	216	150	4 146
Tai Po	50	1 620	-	-	294	1 964
North	100	2 585	-	-	-	2 685
Yuen Long	400	3 675	150	60	58	4 343
Tuen Mun	100	2 890	120	30	-	3 140
Tsuen Wan	275	1 750	-	30	-	2 055
Kwai Tsing	-	2 995	90	-	-	3 085
Islands	-	1 040	-	90	138	1 268
All Districts	3 425	38 620	2 426	5 425	3 510	53 406

- Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September 2009.
- (3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 1 : Number of Primary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2010/11

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	110	1 120	96	506	186	2 018
Wan Chai	300	1 055	-	696	425	2 476
Eastern	400	2 145	194	180	540	3 459
Southern	125	740	150	453	880	2 348
Yau Tsim Mong	200	1 705	271	-	-	2 176
Sham Shui Po	300	1 920	284	1 088	-	3 592
Kowloon City	450	2 270	290	1 523	781	5 314
Wong Tai Sin	75	2 290	-	451	-	2 816
Kwun Tong	225	3 515	100	135	-	3 975
Sai Kung	75	1 750	486	129	120	2 560
Sha Tin	100	3 340	279	244	150	4 113
Tai Po	50	1 620	-	-	254	1 924
North	100	2 610	-	-	-	2 710
Yuen Long	375	3 550	237	60	30	4 252
Tuen Mun	100	2 820	120	45	-	3 085
Tsuen Wan	275	1 705	-	45	-	2 025
Kwai Tsing	-	2 900	99	-	-	2 999
Islands	-	950	-	90	138	1 178
All Districts	3 260	38 005	2 606	5 645	3 504	53 020

- 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 refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 1 : Number of Primary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2011/12

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	110	1 125	96	558	171	2 060
Wan Chai	300	1 055	-	696	425	2 476
Eastern	400	2 050	194	180	688	3 512
Southern	125	770	165	465	899	2 424
Yau Tsim Mong	200	1 735	271	140	-	2 346
Sham Shui Po	240	1 885	311	1 053	-	3 489
Kowloon City	450	2 430	282	1 672	866	5 700
Wong Tai Sin	75	2 340	-	451	-	2 866
Kwun Tong	225	3 365	132	135	-	3 857
Sai Kung	100	1 775	486	25	120	2 506
Sha Tin	125	3 520	283	238	150	4 316
Tai Po	75	1 670	-	-	301	2 046
North	175	2 655	-	-	-	2 830
Yuen Long	400	3 575	249	60	40	4 324
Tuen Mun	100	2 940	132	30	-	3 202
Tsuen Wan	275	1 730	-	36	-	2 041
Kwai Tsing	-	2 950	99	-	-	3 049
Islands	-	905	-	90	197	1 192
All Districts	3 375	38 475	2 700	5 829	3 857	54 236

- Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September 2011.
- (3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 1 : Number of Primary One Places by District and Sector, 2008/09 – 2012/13 School Years

School year : 2012/13

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	110	1 100	99	730	192	2 231
Wan Chai	300	1 030	-	723	320	2 373
Eastern	425	2 175	231	192	782	3 805
Southern	125	745	140	481	929	2 420
Yau Tsim Mong	225	1 750	285	140	-	2 400
Sham Shui Po	275	1 860	309	1 228	-	3 672
Kowloon City	450	2 505	290	1 633	1 030	5 908
Wong Tai Sin	100	2 365	-	511	-	2 976
Kwun Tong	225	3 445	132	135	105	4 042
Sai Kung	100	1 850	491	50	120	2 611
Sha Tin	125	3 640	283	313	150	4 511
Tai Po	150	1 895	-	-	278	2 323
North	200	2 775	-	-	-	2 975
Yuen Long	375	4 000	250	60	15	4 700
Tuen Mun	100	3 245	128	30	88	3 591
Tsuen Wan	275	1 730	-	33	-	2 038
Kwai Tsing	-	3 005	99	-	-	3 104
Islands	-	855	-	168	204	1 227
All Districts	3 560	39 970	2 737	6 427	4 213	56 907

- Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September 2012.
- (3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 2 : Number of Secondary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2008/09

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	200	1 480	-	493	-	345	2 518
Wan Chai	520	1 680	80	240	-	156	2 676
Eastern	720	4 480	-	615	-	515	6 330
Southern	-	2 320	-	420	184	808	3 732
Yau Tsim Mong	360	2 063	160	520	-	-	3 103
Sham Shui Po	240	2 960	200	1 370	150	15	4 935
Kowloon City	320	5 760	-	608	150	498	7 336
Wong Tai Sin	120	4 167	-	240	136	-	4 663
Kwun Tong	360	5 040	240	1 049	-	-	6 689
Sai Kung	240	3 600	-	1 120	-	-	4 960
Sha Tin	360	6 810	-	837	234	180	8 421
Tai Po	320	3 229	-	360	-	-	3 909
North	240	3 320	-	200	-	-	3 760
Yuen Long	800	5 880	-	780	-	-	7 460
Tuen Mun	400	6 439	-	-	-	-	6 839
Tsuen Wan	200	2 320	-	-	-	-	2 520
Kwai Tsing	-	5 750	-	81	-	-	5 831
Islands	160	1 200	-	148	120	-	1 628
All Districts	5 560	68 498	680	9 081	974	2 517	87 310

- Notes: (1) Figures include ordinary secondary day schools, but not 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 2008.
- (3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 2 : Number of Secondary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2009/10

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	190	1 366	-	491	-	317	2 364
Wan Chai	494	1 520	38	228	-	231	2 511
Eastern	684	3 914	-	582	-	611	5 791
Southern	-	2 090	-	380	195	720	3 385
Yau Tsim Mong	342	1 961	152	312	-	-	2 767
Sham Shui Po	190	2 774	152	1 575	180	15	4 886
Kowloon City	304	5 236	-	576	125	491	6 732
Wong Tai Sin	114	3 697	-	240	136	-	4 187
Kwun Tong	342	4 446	228	1 054	-	-	6 070
Sai Kung	190	3 230	-	1 115	-	-	4 535
Sha Tin	342	6 246	-	789	234	180	7 791
Tai Po	114	2 850	-	352	-	-	3 316
North	228	3 078	-	199	-	40	3 545
Yuen Long	760	5 554	-	715	-	-	7 029
Tuen Mun	380	5 700	-	-	-	-	6 080
Tsuen Wan	190	2 204	-	-	-	-	2 394
Kwai Tsing	-	5 358	-	-	-	-	5 358
Islands	114	1 064	-	220	120	-	1 518
All Districts	4 978	62 288	570	8 828	990	2 605	80 259

Notes: (1) Figures include ordinary secondary day schools, but not 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 2009.

(3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 2 : Number of Secondary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2010/11

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	180	1 296	-	491	-	331	2 298
Wan Chai	468	1 368	72	228	-	303	2 439
Eastern	648	3 456	-	625	-	582	5 311
Southern	-	1 908	-	380	194	736	3 218
Yau Tsim Mong	324	1 859	144	304	-	-	2 631
Sham Shui Po	180	2 628	180	1 473	180	15	4 656
Kowloon City	288	4 856	-	531	100	509	6 284
Wong Tai Sin	108	3 363	-	240	140	-	3 851
Kwun Tong	324	4 176	216	975	-	-	5 691
Sai Kung	180	2 916	-	979	-	-	4 075
Sha Tin	324	5 670	-	774	234	180	7 182
Tai Po	72	2 592	-	360	-	-	3 024
North	216	2 916	-	199	-	60	3 391
Yuen Long	720	5 169	-	801	-	-	6 690
Tuen Mun	360	5 220	-	-	-	-	5 580
Tsuen Wan	180	2 016	-	-	-	-	2 196
Kwai Tsing	-	4 968	-	-	-	-	4 968
Islands	108	972	-	258	120	44	1 502
All Districts	4 680	57 349	612	8 618	968	2 760	74 987

Notes: (1) Figures include ordinary secondary day schools, but not 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 refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 2 : Number of Secondary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2011/12

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	144	1 260	-	493	-	325	2 222
Wan Chai	432	1 332	-	308	-	185	2 257
Eastern	576	3 240	-	658	-	581	5 055
Southern	-	1 872	-	380	240	830	3 322
Yau Tsim Mong	324	1 679	144	501	-	-	2 648
Sham Shui Po	144	2 340	144	1 332	180	15	4 155
Kowloon City	288	4 390	-	550	150	501	5 879
Wong Tai Sin	108	3 147	-	246	140	-	3 641
Kwun Tong	288	3 672	180	938	-	-	5 078
Sai Kung	144	2 556	-	1 016	-	-	3 716
Sha Tin	288	5 130	-	805	252	180	6 655
Tai Po	108	2 268	-	320	-	-	2 696
North	216	2 412	-	199	-	60	2 887
Yuen Long	576	4 395	-	824	-	-	5 795
Tuen Mun	288	4 644	-	-	-	-	4 932
Tsuen Wan	144	1 728	-	-	-	-	1 872
Kwai Tsing	-	4 356	-	-	-	-	4 356
Islands	108	828	-	240	120	66	1 362
All Districts	4 176	51 249	468	8 810	1 082	2 743	68 528

Notes: (1) Figures include ordinary secondary day schools, but not 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 2011.

(3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 2 : Number of Secondary One Places by District and Sector, 2008/09 – 2012/13 School Years

School Year : 2012/13

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	144	1 080	-	499	-	359	2 082
Wan Chai	432	1 332	-	322	-	173	2 259
Eastern	576	3 348	-	597	-	550	5 071
Southern	-	1 800	-	390	230	855	3 275
Yau Tsim Mong	324	1 728	144	525	-	-	2 721
Sham Shui Po	144	2 484	144	1 400	180	15	4 367
Kowloon City	288	4 208	-	746	125	542	5 909
Wong Tai Sin	108	3 183	-	246	140	-	3 677
Kwun Tong	288	3 672	180	909	-	-	5 049
Sai Kung	144	2 556	-	1 092	25	-	3 817
Sha Tin	288	5 094	-	835	253	180	6 650
Tai Po	108	2 268	-	360	-	-	2 736
North	216	2 448	-	200	-	60	2 924
Yuen Long	576	4 374	-	803	-	-	5 753
Tuen Mun	288	4 632	-	-	-	96	5 016
Tsuen Wan	144	1 728	-	-	-	-	1 872
Kwai Tsing	-	4 356	-	-	-	-	4 356
Islands	108	792	-	246	120	66	1 332
All Districts	4 176	51 083	468	9 170	1 073	2 896	68 866

- Notes: (1) Figures include ordinary secondary day schools, but not 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 2012.
- (3) Figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Number of cross-boundary students studying Primary One and Secondary One in local aided schools from 2008/09 to 2012/13 school year

District	2008/09		2009/10		2010/11		2011/12		2012/13	
	P1	S1	P1	S1	P1	S1	P1	S1	P1	S1
North	737	267	719	286	778	291	867	272	1 059	336
Tai Po	43	21	44	29	74	31	129	62	315	61
Yuen Long	96	24	84	24	113	39	220	46	426	53
Tuen Mun	30	2	37	7	75	8	146	7	318	16
Sha Tin	NA	NA	11	2	15	5	33	5	47	8
Tsuen Wan & Kwai Tsing	NA	NA	0	0	0	0	0	0	0	0
Tung Chung	NA	NA	NA	NA	NA	NA	NA	NA	0	0

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools is conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung.
- (2) "NA" indicates that no data were collected from schools in the respective districts and school years.
- (3) Figures of the 2008/09 and 2009/10 school years include number of CBS studying in schools of all financial types as no breakdown on aided schools can be extracted from the available data.
- (4) Figures of the 2010/11, 2011/12 and 2012/13 school years include number of CBS studying in aided schools only.

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

EDB162

Question Serial No.

0443

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Some questions in relation to the expenditure on national education in the Estimates for 2013-14:

1. In the Estimates for 2013-14, paragraph 31 under “National education” of “Head 156 – Government Secretariat: Education Bureau” states that “The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers.” Please provide:

- (a) the 2013-14 estimates;
- (b) the 2012-13 revised estimates;
- (c) the 2011-12 actual expenditures; and
- (d) the specific channels as well as the approval, assessment and review methods for the provision of the relevant subsidy by the Education Bureau,

in respect of (i) “students joining Mainland exchange programmes” and (ii) “professional development and exchange programmes for teachers”.

Asked by: Hon. LEUNG Kwok-hung

Reply:

The 2013-14 estimates, 2012-13 revised estimates and 2011-12 actual expenditures on Mainland exchange programmes for students and professional development/exchange programmes for teachers are shown below:

Financial Year	Expenditure (\$million)	
	Programmes for students	Programmes for teachers
2013-14	79.8 (estimate)	2.5 (estimate)
2012-13	50.4	2.3
2011-12	50.4	2.6

In respect of the Education Bureau (EDB) commissioned programmes, the procurement of services is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Schools will be invited to nominate students and teachers to participate in these programmes. Feedback of the participants will be collected through questionnaires, focus groups and on-site observations by Bureau staff for programme improvements. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes. Teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors should act as impartial learning facilitators helping

students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB163

Question Serial No.

0444

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the 2013-14 Budget, what is the amount of provision for the exchange programme “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」)? How will be the Government's funding channelled through? Comparing with the revised estimate in 2012-13, is there an increase or a decrease? What are the reasons for the increase/decrease? What are the criteria adopted by the Government for selecting the non-governmental organisations (NGOs) to participate in the said exchange programme? Could the Administration provide us a name list of these NGOs?

Asked by: Hon. LEUNG Kwok-hung

Reply:

The amount of provision in 2013-14 for the “Mainland Exchange Programme 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) is estimated to be about \$21 million. Procurement of services for the Programme for the period from 2012-13 to 2013-14 was conducted in 2012 in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The proposals submitted were assessed on the basis of the terms and specifications listed in the tender document and the lowest conforming offer for each route of the Programme was accepted. The tenderer needed not be a non-governmental organisation, but had to be an incorporated body in Hong Kong. The tenderer or its partner had to fulfill relevant licensing requirements and both of them had to possess relevant experience in organising or implementing Hong Kong-Mainland student exchange study trips. The service providers selected in the 2012 tender exercise and currently running the Programme are Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司) and Hong Kong-Beijing Management Promotion Centre Limited (港京管理人才交流中心有限公司). The original estimate for 2012 – 13 was \$21 million. It was however revised downwards to \$3.7 million since schools were only invited to enrol for the exchange programme in late November 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB164

Question Serial No.

2568

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 Administration inform this Committee:

- (1) whether the additional \$480 million injected by the HKSAR Government for about 20 students each year to study abroad is a one-off provision to be rolled over from year to year or an annual provision set at that amount, and what the amount of scholarship awarded to each student will be; and
- (2) of the current amount of public subsidy provided for each university student each year?

Asked by: Hon. LEUNG Kwok-hung

Reply:

- (1) The proposed \$480 million is a one-off injection of seed funding into the HKSAR Government Scholarship Fund. With an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme up to a maximum of 5 years to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned, etc.
- (2) Based on information reported by the University Grants Committee (UGC)-funded institutions, the average student unit cost of an undergraduate place in the UGC-funded institutions for the 2011/12 academic year was \$233,000, the bulk of which was subsidized by recurrent grants from the UGC. The average student unit cost for the 2012/13 academic year is not yet available.

The total approved UGC-funded student number in the 2012/13 academic year is 80 652 (including 67 432 undergraduate students). It is noteworthy that, apart from UGC recurrent grants, UGC-funded institutions also receive various other forms of public funding for the benefit of these students. For example, the cash flow requirements for capital subventions for UGC-funded institutions is at \$2.84 billion in the 2012/13 financial year. The Government has also implemented the Sixth Matching Grant Scheme, where \$2.5 billion has been earmarked as Government grants to match private donations received by the eight UGC-funded institutions and nine other participating post-secondary education institutions. Besides, in the 2012/13 academic year (up to 31 January 2013), \$0.92 billion of grants have been disbursed to students at different levels of study under the Tertiary Student Finance Scheme – Publicly-funded Programmes. Outstanding students of publicly-funded post-secondary programmes are also eligible for a variety of scholarships under the Hong Kong Special Administrative Region Government Scholarship Fund. In the 2012/13 academic year (up to 28 February 2013), the total amount of scholarships disbursed stood at \$71.7 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB165

Question Serial No.

2569

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In paragraph 75 of the Budget Speech, the Financial Secretary proposes to inject \$5 billion into the Language Fund. Will the Administration inform this Committee of :

- (1) the expenditures of the Language Fund in the past 5 years (until 2012-13);
- (2) a list of the organisations that the Language Fund collaborated with/funded in the past 5 years;
- (3) a list of the activities held in the past 5 years.

Asked by: Hon. LEUNG Kwok-hung

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong.

- (1) A table showing the expenditure of the Language Fund in the past five years is as follows:

Financial year	Expenditure (\$ million)
2008-09	295.2
2009-10	251.4
2010-11	322.3
2011-12	493.7
2012-13 (up to 31 January 2013)	370.3

- (2) A list showing various implementation agents of projects under the Language Fund in the past five years is at Annex A.
- (3) A list showing names of projects^{Note} financed by the Language Fund in the past five years is at Annex B.

Note: Only those projects which commenced in that particular financial year are included. Projects which have commenced earlier on and spanned over for a period of time are excluded.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

2008-2009

Grantees/Implementation Agents
Education Bureau
Hong Kong Arts Centre
Hong Kong Community College
Hong Kong Professional Teachers' Union
Metro Broadcast Corporation Limited
Pixel Media HK Ltd
Prospects Theatre Company Limited
Radio Television Hong Kong (RTHK)
Shakespeare4All Company Limited (S4A)
Sino Group
Sing Tao News Corporation Limited
Television Broadcasts Limited
The Association for the Promotion of Proper Cantonese Pronunciation Limited
The Cultural and Educational Association of the New Towns Limited
Yahoo HK Ltd.

2009-2010

Grantees/Implementation Agents
Education Bureau
Hong Kong Arts Centre
Hong Kong Education City Limited
PMP Advertising (International) Ltd
Radio Television Hong Kong (RTHK)
Shakespeare4All Company Limited (S4A)
Sing Tao Limited
The Cultural and Educational Association of the New Towns Limited
The English-Speaking Union (Hong Kong) Limited
The Hong Kong Professional Teachers' Union
The Newspaper Society of Hong Kong

2010-2011

Grantees/Implementation Agents
AIA Charity & Education Trust Fund
British Council Hong Kong
Education Bureau
Greater China Culture Global Association and Masterlingua Training Centre
Hong Kong Arts Centre
Hong Kong Commercial Broadcasting Corporation Limited
Hong Kong Community College
Hong Kong Institute of Marketing
Metro Broadcast Corporation Limited
Ocean Park
Radio Television Hong Kong (RTHK)
Sing Tao Limited
Television Broadcasts Limited
The Association for the Promotion of Proper Cantonese Pronunciation Limited

The Cultural and Educational Association of the New Towns Limited
The English-Speaking Union (Hong Kong) Limited
The Hong Kong Polytechnic University Students' Union Speech and Debate Society
The Jockey Club Eduyoung College
The Shakespeare4All Co. Ltd
Treasure House of Noah's Ark

2011-2012

Grantees/Implementation Agents
British Council Hong Kong
Confucius Institute of Hong Kong
Education Bureau
Hong Kong Commercial Broadcasting Corporation Limited
Hong Kong Community College
Hong Kong Education City Limited
Metro Broadcast Corporation Limited
Ocean Park
P'Concept O/B Charter Grade Development Ltd
Policy 21 Limited
Radio Television Hong Kong (RTHK)
Sing Tao Limited
The Cultural and Educational Association of the New Towns
The English-Speaking Union (Hong Kong) Limited

The Hong Kong Rugby Football Union

The Jockey Club Eduyoung College

The Newspaper Society of Hong Kong

The Shakespeare4 All Co. Ltd

Treasure House of Noah's Ark

Vocational Training Council

2012-13 (up to January 2013)

Grantees/Implementation Agents
Bring Me A Book Hong Kong Limited
British Council Hong Kong
Confucius Institute of Hong Kong Limited
Education Bureau
Hong Kong Christian Service
Hong Kong Institute for Promotion of Chinese Culture
Hong Kong Jockey Club
Hong Kong Wetland Park
HKSKH Lady MacLehose Centre
Law Society
Metro Broadcast Corporation Limited
Ming Pao Newspapers Limited
Prospects Theatre Company Limited
Sedan Chair Charities Fund

Shakespeare4 All Company Limited
Sing Tao Limited
Sky 100 Observation Deck
The Cultural and Educational Association of the New Towns Limited
The Newspaper Society of Hong Kong
Treasure House of Noah's Ark
Vocational Training Council
Yang Memorial Methodist Social Service
Yuen Long Town Hall Management Committee Limited

2008-2009

Name of Projects
2008/09 & 2009/10 Overseas Immersion Programme for English Teachers & Principals on English Language Education
SCOLAR Debating Education Programme 2008/09 - Sponsorship of the 24th Sing Tao Inter-School Debating Competition
Drama-in-Education English Alliance 08/09 (Programme by HK Art School)
Drama-in-Education English Alliance 08/09 (Programme by S4A/British Council)
Proper Cantonese Pronunciation Camp for Primary Schools
Workplace English Campaign in 2009
Promotion of Putonghua 2008/09 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2008/09 - Putonghua Radio Drama Training and Competition
Promotion of Putonghua 2008/09 - Inter-Varsity Putonghua Debating Competition for Guangdong, Hong Kong and Macau
Promotion of Putonghua 2008/09 - Putonghua Broadcaster Competition cum Finale Show of Promotion of Putonghua in 2008/09

Promotion of Putonghua 2008/09 - Putonghua Singing Competition for Primary and Secondary Schools

Promotion of Putonghua 2008/09 - Putonghua Training Programme for Student Tourism Ambassadors

Promotion of Putonghua 2008/09 - School-based Putonghua Drama Training Programme

Promotion of Putonghua 2008/09 - Broadcasting a series of one-minute segments on Putonghua learning

2009-2010

Name of Projects
Reading Ambassador and Reading Contract Project
Drama-in-Education English Alliance 09/10 (Programme by HK Art School)
Drama-in-Education English Alliance 09/10 (Programme by S4A)
Sponsorship of the 25th Sing Tao Inter-School Debating Competition
English Debating Programme 09/10 - Persuasive English: Debating Workshop 2010
Hong Kong News Awards (2009-10)
English Enhancement Grant Scheme for Primary Schools
Promotion of Putonghua 2010 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2010 - Putonghua Singing Competition for Primary and Secondary Schools
Workplace English Campaign in 2010

2010-2011

Name of Projects
Promotion of Putonghua 2010 - Hong Kong Putonghua Sales Pitch Contest
Promotion of Putonghua 2010 - Putonghua Radio Drama Training and Competition for Secondary Schools
Promotion of Putonghua 2010 - Putonghua Training Programme for Student Ambassadors – Service Industry
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH (商台---分分鐘實用普通話)
Promotion of Putonghua 2010 - Radio Segment Series on Promoting PTH (新城---財經點滴)
Promotion of Putonghua 2010 - Seminars and Workshops on enhancing Putonghua through Language Arts
Promotion of Putonghua 2010 -Putonghua Drama Competition for Primary Schools
Promotion of Putonghua in 2010 (TVB)
Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong
Hong Kong Debate Open 2010
Persuasive English: Debating Workshop 2011

Sponsorship of the 26th Sing Tao Inter-School Debating Competition
Support Measures to Strengthen the Teaching and Learning of English in Secondary Schools
Project of After-school Extended Chinese Learning for Non-Chinese Speaking (NCS) Students
Promotion of Putonghua in 2011 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua in 2011 - The 10th AIA Quest for the Champion Communicator Competition
Proper Cantonese Pronunciation Project in 2011
Creating English Language Environment for Students in Hong Kong Project (Programme by Ocean Park)
Creating English Language Environment for Students in Hong Kong Project (Programme by Treasure House of Noah's Ark)
English Alliance - Stories Alive (Key Stage 1 - Storytelling)
English Alliance - Stories Alive (Key Stage 2 - Readers' Theatre)
English Alliance - Stories Alive (Story Ambassadors)
English Alliance - Stories Alive (Writing Competition)
Workplace English Campaign in 2011

2011-2012

Name of Projects
Promotion of Putonghua 2011 - Chinese Cultural Enrichment Programmer for Primary Schools
Promotion of Putonghua 2011 - Putonghua Drama Competition for Primary Schools
Promotion of Putonghua 2011 - Putonghua Radio Drama Training and Competition for Secondary Schools
Promotion of Putonghua 2011 - Putonghua Training Programme for Student Ambassadors-Service Industry
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH (商台---分分鐘實用普通話)
Promotion of Putonghua 2011 - Radio Segment Series on Promoting PTH (新城---財經點滴)
Creating English Language Environment for Students in Hong Kong Project (2011-2012) (Programme by Ocean Park)
Creating English Language Environment for Students in Hong Kong Project (2011-2012) (Programme by Treasure House of Noah's Ark)
Promotion of Putonghua 2012 - Putonghua Public Speaking Competition for Primary and Secondary Schools
Sponsorship of the 27th Sing Tao Inter-School Debating Competition
Hong Kong News Awards 2011

Reading Project 2011-12
Language Landscape Studies – A Study on the Use of Language in the Workplace of Hong Kong
Language Landscape Studies for Hong Kong– Thematic Household Survey on the Use of Language in Hong Kong
English Alliance 2011/12 - "English is Everywhere" Fun Day
English Alliance 2011/12 - "English is Everywhere" Programmes
English Alliance 2011/12 - Debating Workshops 2012
English Alliance 2011/12 - Mobile Device Short Film Making Competition
English Alliance 2011/12 - Rugby English Active Learning Programme 2012
Vocational English Enhancement Programme
Workplace English Campaign in 2012 and 2013

2012-13 (up to January 2013)

Name of Projects
Networking and Partnership Project in 2012/13
Promotion of Chinese in 2012/13 School Year - National Essay Writing Competition (Hong Kong)
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : "Drawing for Fun"- supporting NCS children in learning Chinese
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Chinese in a Fun Way
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Learning Jyutping in a fun way
Promotion of Chinese in 2012/13 School Year - Pilot Project on Supporting NCS Children in Learning Chinese : Pilot Project on Supporting NCS Children in Learning Chinese
Promotion of Chinese in 2012/13 School Year - Young Writers Training Programme
Promotion of Putonghua 2012/13 - Chinese Language Enrichment Programme for Primary Schools
Promotion of Putonghua 2012/13 - Putonghua Drama Performance for Primary Schools
Promotion of Putonghua 2012/13 - Radio Segment Series (財經點滴, 商務普通話快綫)

Promotion of Putonghua 2012/13 - The 15th Putonghua Public Speaking Competition for Primary and Secondary Schools
Promotion of Putonghua 2012/13 - Workplace Putonghua Training Programme
Hong Kong News Awards 2012
Sponsorship of the 28th Sing Tao Inter-School Debating Competition
Revamping of the Websites of the SCOLAR
English Alliance 2012/13 - English is Everywhere
English Alliance 2012/13 - Find the Lost Teddy Bear
English Alliance 2012/13 - Junior Master Chef
English Alliance 2012/13 - Reading Round the Roaring City
English Alliance 2012/13 - Walking Books
English Alliance 2012/13 – Territory-wide Event on 23.4.2013

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

EDB166

Question Serial No.

0136

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:

What were the expenditures incurred by the Administration on promoting e-textbooks of secondary and primary schools and implementing the debundling of textbooks and teaching materials in the past 3 years(2010-11, 2011-12, 2012-13)? In this regard, what will be the increase in expenditures for the coming 3 years(2013-14, 2014-15, 2015-16)? Also, what were the expenditures incurred by the Administration on subsidising students with financial difficulties to buy textbooks in the past 3 years(2010-11, 2011-12, 2012-13)? What is the approximate number of students subsidised? In connection with the constant revision of textbooks by the publishers and the continuous sharp increase in textbook prices, will the Administration consider expanding the scope of the relevant financial assistance measures so as to cover more sandwich-class and borderline middle-class families? If yes, what is the estimated increase in expenditure arising from this? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

The Education Bureau launched a \$50 million e-Textbook Market Development Scheme (EMADS) in June 2012 with the objectives of facilitating and encouraging the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as trying out a quality vetting and assurance mechanism for e-textbooks with a view to drawing up progressively a full-fledged Recommended Textbook List (RTL) for e-textbooks (e-RTL) similar to that for printed textbooks at present. 30 applications were approved under EMADS in November 2012. Around two-thirds of approved applications cover primary education while the rest are for junior secondary level. It is expected that the e-textbooks developed under the EMADS will be available for use in the 2014/15 school year.

The policy of debundling textbooks and teaching/learning materials for pricing was implemented in the last three years (2010-11, 2011-12, 2012-13) as an integral part of EDB's day-to-day's work. Hence, the resource implications are absorbed by the Education Bureau and no breakdown in this respect is available. Barring the unforeseen, we expect that this would likely remain so in the coming three years.

With regard to the provision of subsidies for students with financial difficulties to buy textbooks in the 2010/11, 2011/12 and 2012/13 school years, the amount of textbook assistance disbursed and the number of students receiving textbook assistance are as follows:

School Year	Amount of textbook assistance disbursed (\$ million)	Number of students receiving textbook assistance
2010/11	440.6	266 072
2011/12	657.2	276 003
2012/13 (as at 31.1.2013)	637.7	248 966

The textbook assistance comprises a textbook grant for purchasing essential textbooks and a flat rate grant to cover miscellaneous school-related expenses. The textbook grant rates are revised annually having regard to the result of the Textbook Expenditure Survey conducted by the Consumer Council before the start of the school year. Any adjustment in the textbook prices for the new school year has therefore been reflected in the textbook grant. The flat-rate grant was also much enhanced and for the 2012/13 school year, it is \$1,054 for recipients of the full rate of textbook assistance and \$527 for those receiving a 50% assistance.

In respect of the means test mechanism for student financial assistance, the Government has relaxed the income ceiling for the full level of assistance starting from the 2011/12 school year. As a result, the percentage of students receiving textbook assistance at the full rate has increased from around 29% to 57% in the 2011/12 school year. The total disbursement of assistance to needy primary and secondary students under various student financial assistance schemes amounted to around \$1,207 million in 2011/12 as compared to \$842 million in 2010/11, representing an increase of 43%. Families with an equivalent monthly income at around the median household income would be eligible for student financial assistance, and families with an equivalent monthly family income at around 50% to 60% of the median household income would be eligible for the full level of assistance. The income threshold of the means test mechanism will be adjusted annually according to the movement of the Consumer Price Index (A).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB167**

Question Serial No.

0137

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 Administration please advise the amount of funding approved under the Language Fund, the Quality Education Fund and the Continuing Education Fund respectively over the past three years (2010-11, 2011-12, 2012-13)? What is the estimated number of beneficiaries? Will the Administration please briefly list out the types of funded projects? To encourage the unemployed middle class to transform themselves, such as change to self-employed or start their own businesses through continuing studies, will the Administration actively consider setting up a transformation loan fund for the unemployed? If yes, what is the timeframe? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

The amount of funding approved under the Language Fund (LF), the Quality Education Fund (QEF) and the Continuing Education Fund (CEF) over the past three financial years is as follows:

(A) LF

The LF supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong.

Financial year	Expenditure (\$ million)	Estimated no. of beneficiaries ¹	
		Total number of schools	Total number of individuals ²
2010-11	322.3	1 889	276 762
2011-12	493.7	1 555	38 676
2012-13 ³	370.3	1 492	144 490

Note 1: Different LF projects have different objectives, coverage, approaches and targeted groups of beneficiaries.

Note 2: The total number of individuals covers both the school sector (such as students, teachers and principals) and non-schools sectors (such as working adults and the general public).

Note 3: The information for LF is up to 31 January 2013.

(B) QEF

The QEF finances projects for the promotion of quality school education in Hong Kong. It caters for one-off, innovative and worthwhile non-profit-making initiatives that support students' learning within the ambit of basic education.

Financial year	Expenditure ⁴ (\$ million)	Estimated number of beneficiaries ⁵
2010-11	75.8	355 608
2011-12	56.0	391 754
2012-13	57.2	380 599

Note 4: QEF accepts applications round the year. The information for QEF reflects funding approved. For 2012-13, the approved funding is up to 30 November 2012.

Note 5: The beneficiaries may include teachers, students and parents.

(C) CEF

(The reply below is based on information supplied by the Labour & Welfare Bureau, the policy bureau responsible for the CEF and unemployment/retraining.)

Hong Kong residents aged between 18 and 65 are eligible for subsidies under the CEF for reimbursement of 80% of the course fees upon successful completion of any CEF registered course, up to a ceiling of \$10,000 for each applicant.

Financial year	Fund disbursed (\$ million)	Estimated number of beneficiaries
2010-11	322.0	44 076
2011-12	247.4	32 940
2012-13 ⁶	185.5	24 260

Note 6 : The information for CEF is up to 31 January 2013.

The Government has always been concerned about the needs of the less privileged. At present, the Comprehensive Social Security Assistance Scheme provides financial assistance to those facing financial difficulties owing to unemployment or other reasons. We consider that to assist unemployed persons of different ages, the best measures are to promote economic growth, thus creating more employment opportunities, as well as to enhance training and re-training in order to increase their competitiveness and employability for re-entering the job market. The Administration is now providing training and employment service through various training providers and the Labour Department.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 27.3.2013

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

EDB168

Question Serial No.

2006

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

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:

What is the provision made by the Government for the “Mainland Exchange Programme 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) in the 2013-14 Budget?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The estimated provision for the “Mainland Exchange Programme 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) in 2013-14 is about \$21 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB169

Question Serial No.

2007

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:

The Government has stuck to the same old routine by continuing with the announced “one-off” relief measures in response to the people’s difficult livelihood. Over the past few years, nearly \$200 billion has been spent “one-off” but to no avail and failed to combat the lower-class poverty. Will the Government consider adding an extra-curricular activities grant in order to ensure the whole person development of students at grass-roots level? If so, what are the details? If not, what are the reasons?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Government cares about the education needs and whole-person development of youths, especially those from low-income families. There are many different schemes to encourage and support students from low-income families to participate in various kinds of after-school activities. These include the School-based After-School Learning and Support Programmes and the Hong Kong Jockey Club Life-wide Learning Fund. Funding for these two programmes, including funding from Education Bureau and the Hong Kong Jockey Club Charities Trust, amounted to over \$275 million in the 2011/12 school year, benefitting some 230 000 students during the year. The Community Care Fund has also launched the After-school Care Pilot Scheme in 2012/13 school year with the participation of 73 schools and non-government organizations (NGOs), providing after-school service to over 5 400 primary and junior secondary students from low-income families. These measures can effectively provide support to children from low-income families to participate in after-school learning and extra-curricular activities.

We consider it more effective in supporting students from low-income families by providing funding to subsidise schools and NGOs in organising after-school activities than by providing a cash allowance to individual students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB170

Question Serial No.

2733

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 has started to provide 4 000 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Please provide the number of subsidised Mainland exchange places and the exact amount of subsidy in each of the school years from 2011/12 to 2015/16.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The number of Mainland exchange places for students and the expenditure required to achieve Government's target to subsidise every primary and secondary school student to join at least one Mainland exchange programme are shown below:

School year	Number of places	Expenditure (\$million)
2011/12	43 100	52.3
2012/13	30 000 (Estimate)	32.9 (Estimate)
2013/14	50 500 (Estimate)	56.6 (Estimate)
2014/15	55 000 (Estimate)	66.9 (Estimate)
2015/16	59 500 (Estimate)	73.4 (Estimate)

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol "Mainland Exchange Programme 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) in late November 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB171

Question Serial No.

2734

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:

Does the Government still rent out its property to the National Education Centre at a concessionary rent of HK\$1 for its use? What is the reason for this?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) has ceased financial sponsorship for the National Education Centre in Tai Po (the Centre) following the expiry of its service contract on 30 June 2012. Having considered the expectation of some 170 schools which had signed up for day-camps for the 2012/13 school year and the Centre's commitment to continue its services with its own fund, EDB extended the tenancy at nominal rental (i.e. \$1 per year) with the Centre up to end of June 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB172

Question Serial No.

2735

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Under the item "National education" in the 2013-14 Estimates, it is stated that "The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers". Please list out the estimate on (i) "offers opportunities for students to join Mainland exchange programmes" and (ii) "arranges professional development as well as exchange programmes for teachers" respectively in 2013-14.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The estimated expenditure on Mainland exchange programmes for students and professional development/exchange programmes for teachers in 2013-14 are shown below:

Financial Year	Expenditure (\$million)	
	Programmes for students	Programmes for teachers
2013-14	79.8 (estimate)	2.5 (estimate)

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB173**

Question Serial No.

2742

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):
000 Operational expensesProgramme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Please provide the list of organisations commissioned to run Mainland exchange programmes and the amount of subsidy provided by the Government for each of these programmes in the 2011/12 and 2012/13 school years.

Asked by: Hon. LEUNG Yiu-chungReply:

The Education Bureau (EDB) has started to provide some 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year of subsidising every primary and secondary school student to join at least one Mainland exchange programme to enrich their experiences. Procurement of services for the EDB commissioned programmes is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. They are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes.

The amount of Government expenditure on the Mainland exchange programmes implemented by the EDB in the 2011/12 and 2012/13 school years are shown as follows:

School Year	Expenditure (\$ million)		Total (\$ million)
	Programme for primary school students	Programme for secondary school students	
2011/12	14.4	37.9	52.3
2012/13	7.8	25.1	32.9

Non-governmental organisations commissioned by the EDB to provide services for Mainland exchange programmes in the 2011/12 and the 2012/13 school years include Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司), Wofoo Social Enterprises Ltd (和富社會企業有限公司), Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議), National Education Centre Limited (國民教育中心有限公司), National Education Services Centre Limited (國民教育服務中心有限公司), QualiEd Professional and Continuing Education College (匯知專業持續教育書院) and The Warehouse Teenage Club Limited (蒲窩青少年中心).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB174

Question Serial No.

2743

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Please provide details on criteria and mechanism adopted by the Government in commissioning organisations to run exchange programmes.

Asked by: Hon. LEUNG Yiu-chung

Reply:

Procurement of services for the Education Bureau (EDB) commissioned programmes is conducted in accordance with the standard store and procurement regulations which are applicable to all government purchases. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB175

Question Serial No.

2744

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Under the item "National education" in the 2013-14 Estimates, it is stated that "The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers". Please list out the revised estimate on (i) "offers opportunities for students to join Mainland exchange programmes" and (ii) "arranges professional development as well as exchange programmes for teachers" respectively in 2012-13.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The 2012-13 revised estimates on Mainland exchange programmes for students and professional development/exchange programmes for teachers are shown below:

Financial Year	Expenditure (\$million)	
	Programmes for students	Programmes for teachers
2012-13	50.4	2.3

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB176

Question Serial No.

2745

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Under the item "National education" in the 2013-14 Estimates, it is stated that "The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers". Please list out the actual expenditure on (i) "offers opportunities for students to join Mainland exchange programmes" and (ii) "arranges professional development as well as exchange programmes for teachers" respectively in 2011-12.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The 2011-12 actual expenditures on Mainland exchange programmes for students and professional development/exchange programmes for teachers are shown below:

Financial Year	Expenditure (\$million)	
	Programmes for students	Programmes for teachers
2011-12	50.4	2.6

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB177

Question Serial No.

2746

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Under the item "National education" in the 2013-14 Estimates, it is stated that "The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development as well as exchange programmes for teachers". Please provide details on funding arrangement and approving, assessment and review methods on (i) "offers opportunities for students to join Mainland exchange programmes" and (ii) "arranges professional development as well as exchange programmes for teachers" respectively.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The above-mentioned programmes are funded out of recurrent resources of the Education Bureau (EDB). Procurement of services for these programmes is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Schools will be invited to nominate students and teachers to participate in these programmes. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes. Teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors should act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB178

Question Serial No.

2747

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:

The Curriculum Guide of the Moral and National Education subject has been shelved, but the Moral, Civic and National Education Section (a total of 12 Curriculum Development Officers and Project Officers of various ranks) and the National Education Support Programme Section (a total of 14 Inspectors and Officers of various ranks) still remain in the establishment of the Education Bureau. Please set out the areas of work as well as the expenditures on salaries and fringe benefits for the staff of these 2 sections in 2013-14.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Moral, Civic and National Education (MCNE) Section is mainly responsible for curriculum development work related to moral, civic and national education which includes many aspects under values education (e.g. sex education, moral education, life education) in primary and secondary schools. The MCNE Section also provides curriculum-related professional development programmes for school heads and teachers as well as production of relevant learning and teaching resources. The major functions of the National Education Support Programme (NESP) Section include implementation of measures in offering opportunities for Hong Kong students and teachers to join Mainland exchange programmes to widen their experiences. Teacher participants play their role as learning facilitators in these activities. The remuneration packages for the staff of these two Sections follow the pay scale and established structure of their respective grades and ranks. In 2013-14, expenditures on salaries and fringe benefits for the MCNE Section and the NESP Section amount to \$11.3 million and \$11.6 million respectively.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB179

Question Serial No.

2748

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:

The Curriculum Guide of the Moral and National Education subject has been shelved, but the Moral, Civic and National Education Section (a total of 12 Curriculum Development Officers and Project Officers of various ranks) and the National Education Support Programme Section (a total of 14 Inspectors and Officers of various ranks) still remain in the establishment of the Education Bureau. Please provide the budget estimates for the projects to be undertaken by the staff of these 2 sections in 2013-14.

Asked by: Hon. LEUNG Yiu-chung

Reply:

Curriculum elements of the moral, civic and national education, straddling many aspects of values education (e.g. sex education, moral education, life education), are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Expenditures for the related curriculum development work, which includes research and development, provision of learning activities for students related to values education as well as regular school visits and monitoring, etc, are absorbed by the recurrent expenditures of the Education Bureau. Therefore, we are unable to provide a separate breakdown of the budget estimates for the ongoing curriculum development work undertaken by the Moral, Civic and National Education Section in 2013-14. The estimated expenditure of various programmes undertaken by the National Education Support Programme Section in 2013-14 is \$64.8 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB180

Question Serial No.

2749

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:

The Government sought an increase in provision in 2012-13 to provide additional support for schools to implement the Moral and National Education subject. The curriculum guide of the subject has been shelved, what is the position of the provision?

Asked by: Hon. LEUNG Yiu-chung

Reply:

To facilitate the implementation of the Moral and National Education (MNE) curriculum during the three-year initiation period, a total expenditure of approximately \$524.2 million was budgeted for 2012-13 mainly for the provision of the MNE Support Grant to schools. The Grant is a one-off cash grant of \$530,000 disbursed to each of the public sector schools and Direct Subsidy Scheme schools. Disbursement was made in August 2012. In early October 2012, the MNE Curriculum Guide was shelved alongside the abolition of the initiation period. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. The Grant can be used on any activities relevant to any elements of the MNE curriculum (including anti-drug and values education based on the SSBs' and schools' mission, etc) until the Grant is fully used up. There is also no claw-back provision.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB181

Question Serial No.

2750

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:

The Government sought an increase in provision in 2012-13 to provide additional support for schools to implement the Moral and National Education subject. The curriculum guide of the subject has been shelved, is there a similar expenditure in the budget estimates for 2013-14?

Asked by: Hon. LEUNG Yiu-chung

Reply:

There is no similar provision in the budget estimates for 2013-14.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 21.3.2013

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

EDB182

Question Serial No.

2751

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:

The Government sought an increase in provision in 2012-13 to provide additional support for schools to implement the Moral and National Education subject. The curriculum guide of the subject has been shelved, what is the amount of similar expenditure and in the budget estimates for 2013-14? What are the reasons for retaining the expenditure?

Asked by: Hon. LEUNG Yiu-chung

Reply:

There is no similar provision in the budget estimates for 2013-14.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

Reply Serial No.

EDB183

Question Serial No.

2752

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

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:

How does the Government prevent the transmission of biased information on our country's state of affairs in publicly-funded activities related to national education?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) offers opportunities for students and teachers to join subsidised Mainland exchange programmes to broaden students' horizons and to facilitate professional interflow among teachers. For student programmes, school teachers are required to serve as group tutors to facilitate students to learn from different perspectives. Students and teachers are encouraged to arrange internal sharing within their schools. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB184

Question Serial No.

2753

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Is there a mechanism for regularly reviewing and assessing the content of the publicly-funded activities related to national education?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) offers opportunities for students and teachers to join subsidised Mainland exchange programmes to broaden students' horizons and to facilitate professional interflow among teachers. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

Reply Serial No.

EDB185

Question Serial No.

2754

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Are the review and assessment mechanism and results of the publicly-funded activities related to national education made public/ will the review and assessment mechanism and results of the publicly-funded activities related to national education be made public?

Asked by: Hon. LEUNG Yiu-chung

Reply:

Through circulars to schools posted on its website, Education Bureau (EDB) invites nominations for students and teachers to join subsidised Mainland exchange programmes to broaden students' horizons and to facilitate professional interflow among teachers. For student programmes, teachers of the schools are required to serve as group tutors to facilitate students to learn from different perspectives. Students and teachers are encouraged to arrange internal sharing within their schools. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements. The information so obtained is for internal reference only.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB186

Question Serial No.

2755

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Programme: (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

There is transmission of information on our country's state of affairs in publicly-funded activities related to national education, how can the public access the information?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) offers opportunities for students and teachers to join subsidised Mainland exchange programmes to broaden students' horizons and to facilitate professional interflow among teachers. Details of the EDB commissioned programmes are announced through school circulars. For student programmes, teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors are expected to act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB187

Question Serial No.

2756

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

What is the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by EDB to provide the school sector with links to professional exchanges and activities organised by the Education Bureau (EDB) and other non-governmental organisations. There is no funding allocation to it.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB188

Question Serial No.

2757

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

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:

Regarding the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform, what are the channels the Government use to provide the relevant subsidies?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 and maintained by the Education Bureau is a web-based platform facilitating access to information among non-governmental organisations relating to the Mainland exchange programmes. The portal provides the school sector with links to professional exchanges and activities organised by the EDB and other non-governmental organisations. There is no funding allocation to the platform.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

Reply Serial No.

EDB189

Question Serial No.

2758

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Regarding the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform, has the provision increased or decreased as compared with the revised estimate of 2012-13?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by EDB to provide the school sector with links to professional exchanges and activities organised by the Education Bureau (EDB) and other non-governmental organisations. There is no funding allocation to it.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

Reply Serial No.

EDB190

Question Serial No.

2759

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

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:

Regarding the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform, has the provision increased or decreased as compared with the revised estimate of 2012-13? What are the reasons for the increase/decrease?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by EDB to provide the school sector with links to professional exchanges and activities organised by the Education Bureau (EDB) and other non-governmental organisations. There is no funding allocation to it.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

Reply Serial No.

EDB191

Question Serial No.

2760

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

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:

Regarding the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform, what are the criteria the Government use to select the participating non-government organisations?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by the Education Bureau (EDB) with links to the Mainland exchange programmes organised by the Education Bureau (EDB) and other non-governmental organisations. Non-profit-making organisations are invited twice a year normally through the web site to include in the platform their planned Mainland exchange activities aimed at enhancing students' understanding of the Mainland for reference by schools, teachers, parents, students and the public.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

Reply Serial No.

EDB192

Question Serial No.

2761

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

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:

Regarding the Government's provision in the 2013-14 Budget for the "Passing on the Torch" national education activities platform, what is the list of non-government organisations the Government use to select the participating non-government organisations of the "Passing on the Torch" activities?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The "Passing on the Torch" national education activities platform set up in 2009 is a web-based platform maintained by the Education Bureau (EDB) with links to Mainland exchange programmes organised by the EDB and other non-governmental organisations. The EDB does not hold any list of non-government organisations from which it has used for selection of non-government organisations for participation in the "Passing on the Torch" activities. Non-profit-making organisations are invited twice a year normally through the web site to include in the platform their planned Mainland exchange activities aimed at enhancing students' understanding of the Mainland for reference by schools, teachers, parents, students and the public

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

Reply Serial No.

EDB193

Question Serial No.

2762

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the Government's provision in the 2013/14 Budget for the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (同根同心), what are the channels of providing the relevant subsidies?

Asked by: Hon. LEUNG Yiu-chung

Reply:

Procurement of services for the "Mainland Exchange Programme 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) for the period from 2012-13 to 2013-14 was conducted in 2012 in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The proposals submitted were assessed on the basis of the terms and specifications listed in the tender document and the lowest conforming offer for each route of the Programme was accepted.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB194

Question Serial No.

2763

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the Government's provision in the 2013-14 Budget to the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (同根同心), has the provision increased or decreased as compared with the revised estimate of 2012-13? What are the reasons for the increase/decrease?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The amount of provision in 2013-14 for the "Mainland Exchange Programme 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) is estimated to be about \$21 million. The original estimate for 2012-13 was \$21 million. It was however revised downwards to \$3.7 million since schools were only invited to enrol for the exchange programme in late November 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB195

Question Serial No.

2764

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the Government's provision in the 2013/14 Budget for the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (同根同心), what are the criteria the Government use to select the non-government organisations taking part in the programmes?

Asked by: Hon. LEUNG Yiu-chung

Reply:

Procurement of services for the "Mainland Exchange Programme 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) for the period from 2012-13 to 2013-14 was conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The proposals submitted were assessed on the basis of the terms and specifications listed in the tender document and the lowest conforming offer for each route of the Programme was accepted. The tenderer needed not be a non-government organisation, but had to be an incorporated body in Hong Kong. The tenderer or its partner had to fulfill relevant licensing requirements and both of them had to possess relevant experience in organising or implementing Hong Kong-Mainland student exchange study trips.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB196

Question Serial No.

2765

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the Government's provision in the 2013/14 Budget for the "National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (同根同心), what is the list of non-government organisations the Government use to select the participating non-government organisations?

Asked by: Hon. LEUNG Yiu-chung

Reply:

Procurement of services for the "Mainland Exchange Programme 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) for the period from 2012-13 to 2013-14 was conducted in 2012 in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Organisations meeting the requirements can submit tender proposal. Education Bureau does not hold any list of non-government organisations from which it has used for selecting non-government organisations for participation in the tender exercise.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB197

Question Serial No.

2767

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 has stuck to the same old routine by continuing with the announced “one-off” relief measures in response to the people’s difficult livelihood. Over the past few years, nearly \$200 billion has been spent “one-off” but to no avail and failed to combat the lower-class poverty. Will the Government increase the amounts of grants to schools for students with special educational needs (SEN) so as to support the disadvantaged? If so, what are the details? If not, what are the reasons?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) has been providing additional resources and professional support to help mainstream schools cater for their students with special educational needs (SEN) through the Whole School Approach to integrated education (IE). The additional resources, which are on top of the regular subvention for all mainstream schools, include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. The additional expenditure for these support and services for IE has increased from about \$900 million in the 2010/11 school year to about \$1,076 million in the 2013/14 school year, representing an increase of some 20%.

As for the aided special schools, the provision for 2013-14 under Programme 4 Special Education is about \$1,870 million as compared to the provision of \$1,490 million for 2010-11, representing an increase of about 26%.

With a view to further enhancing the support for students with SEN, EDB has kept the support services under regular review and introduced enhancement measures if possible. Examples of enhancement measures in special schools in recent years include reducing the class size of special schools for children with mild intellectual disability starting from the 2009/10 school year and improving the mechanism for extending the years of study for students with effect from the 2010/11 school year and those for mainstream schools include extending the School-based Educational Psychology Service to cover all public sector primary and secondary schools by the 2016/17 school year and raising the ceiling of LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB198**

Question Serial No.

2948

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):
000 Operational expensesProgramme: (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year.

Please provide the number of subsidised Mainland exchange places and the exact amount of subsidy in each of the school years from 2011/12 to 2015/16.

Asked by: Hon. LEUNG Yiu-chungReply:

The number of Mainland exchange places for students and the expenditure required to achieve Government's target to subsidise every primary and secondary school student to join at least one Mainland exchange programme are shown below:

School year	Number of places	Expenditure (\$million)
2011/12	43 100	52.3
2012/13	30 000 (Estimate)	32.9 (Estimate)
2013/14	50 500 (Estimate)	56.6 (Estimate)
2014/15	55 000 (Estimate)	66.9 (Estimate)
2015/16	59 500 (Estimate)	73.4 (Estimate)

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol “Mainland Exchange Programme 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) in late November 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB199**

Question Serial No.

3129

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

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:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year.

Please provide the list of organisations commissioned to run Mainland exchange programmes and the amount of subsidy provided by the Government for each of these programmes in the 2011/12 and 2012/13 school years.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Education Bureau (EDB) has started to provide some 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year of subsidising every primary and secondary school student to join at least one Mainland exchange programme to enrich their experiences. Procurement of services for the EDB commissioned programmes is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Other than the EDB commissioned programmes, schools will also be invited through school circular to apply for subsidies to organise Mainland exchange activities for their own students. They are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes.

The amount of Government expenditure on the Mainland exchange programmes implemented by the EDB in the 2011/12 and 2012/13 school years are shown as follows:

School Year	Expenditure (\$ million)		Total (\$ million)
	Programme for primary school students	Programme for secondary school students	
2011/12	14.4	37.9	52.3
2012/13	7.8	25.1	32.9

Non-governmental organisations commissioned by the EDB to provide services for Mainland exchange programmes in the 2011/12 and the 2012/13 school years include Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司), Wofoo Social Enterprises Ltd (和富社會企業有限公司), Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議), National Education Centre Limited (國民教育中心有限公司), National Education Services Centre Limited

(國民教育服務中心有限公司), QualiEd Professional and Continuing Education College (匯知專業持續教育書院) and The Warehouse Teenage Club Limited (蒲窩青少年中心).

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB200

Question Serial No.

3130

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Programme: (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Please provide details on criteria and mechanism adopted by the Government in commissioning organisations to run exchange programmes.

Asked by: Hon. LEUNG Yiu-chung

Reply:

Procurement of services for the Education Bureau (EDB) commissioned programmes is conducted in accordance with the standard store and procurement regulations which are applicable to all government purchases. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB201**

Question Serial No.

3251

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:

According to paragraph 30 of the Paper “2013 Policy Address - Policy Initiatives of Education Bureau” submitted to the Legislative Council Panel on Education by the Education Bureau on 25 January 2013, the Education Bureau has started to provide 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Please provide the number of subsidised Mainland exchange places and the exact amount of subsidy in each of the school years from 2011/12 to 2015/16.

Asked by: Hon. LEUNG Yiu-chung

Reply:

The number of Mainland exchange places for students and the expenditure required to achieve Government's target to subsidise every primary and secondary school student to join at least one Mainland exchange programme are shown below:

School year	Number of places	Expenditure (\$million)
2011/12	43 100	52.3
2012/13	30 000 (Estimate)	32.9 (Estimate)
2013/14	50 500 (Estimate)	56.6 (Estimate)
2014/15	55 000 (Estimate)	66.9 (Estimate)
2015/16	59 500 (Estimate)	73.4 (Estimate)

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol “Mainland Exchange Programme 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) in late November 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB202

Question Serial No.

3283

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 Government would make an injection of \$480 million to set up scholarships for 20 outstanding students to study abroad on the condition that they must teach in Hong Kong upon graduation.

How will these outstanding students, who must teach in Hong Kong upon graduation, be distributed among secondary schools, primary schools, kindergartens and special schools?

Asked by: Hon. LEUNG Yiu-chung

Reply:

The selection of awardees for the proposed scholarship will be based on individual merit and there is no pre-set quota on the programmes of study. Successful awardees are required to sign an undertaking to teach in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens under the Pre-primary Education Voucher Scheme in Hong Kong upon graduation. They will be responsible for finding a relevant teaching post in order to fulfill the teaching obligation. As teacher appointment matters are school-based decisions, we are unable to predict the distribution of these awardees among secondary schools, primary schools, kindergartens and special schools when they return to teach in Hong Kong.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB203

Question Serial No.

2268

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

Regarding the establishment ceiling in 2013-14, please explain why the number of non-directorate posts to be reduced is 34?

Asked by : Hon. LIAO Cheung-kong, Martin

Reply :

The reduction of 34 non-directorate posts in 2013-14 is the net result of the planned creation of 62 posts and planned deletion of 96 posts. The breakdown of the posts to be created and deleted is set out below -

<u>Rank</u>	<u>Posts to be created</u>
Headmaster / Headmistress II	1
Primary School Master / Mistress	1
Assistant Master / Mistress	14
Senior Education Officer (Administration)	2
Education Officer (Administration)	3
Assistant Education Officer (Administration)	2
Senior Inspector	1
Inspector (Graduate)	2
Assistant Inspector (Graduate)	14
Specialist (Education Services) I	3
Specialist (Education Services) II	2
Building Services Engineer	1
Building Services Inspector	1

<u>Rank</u>	<u>Posts to be created</u>
Senior Survey Officer	1
Survey Officer	1
Systems Manager	1
Senior Executive Officer	1
Executive Officer I	2
Executive Officer II	4
Assistant Clerical Officer	3
Clerical Assistant	1
Personal Chauffeur	1
Sub-total (A):	62

<u>Rank</u>	<u>Posts to be deleted</u>
Education Officer	-6
Assistant Education Officer	-16
Headmaster / Headmistress I	-1
Senior Primary School Master / Mistress	-1
Primary School Master / Mistress	-4
Assistant Primary School Master / Mistress	-9
Senior Assistant Master / Mistress	-2
Assistant Master / Mistress	-5
Certificated Master / Mistress	-32
Artisan	-1
Workshop Attendant	-4
Workman II	-1
Senior Education Officer (Administration)	-1
Assistant Education Officer (Administration)	-1
Executive Officer II	-1
Assistant Clerical Officer	-3

<u>Rank</u>	<u>Posts to be deleted</u>
Clerical Assistant	-4
Office Assistant	-3
Chauffeur	-1
Sub-total (B):	-96
Net Total [(A)+(B)]:	-34

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB204

Question Serial No.

2269

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:

Estimated expenditure for 2013-14 is \$41.9 million lower than the revised estimate for 2012-13. This is partly due to reduced staffing requirement and contracting out of janitor services in government secondary schools. What is the reason for the reduction in manpower requirement? What is its percentage in the estimated expenditure? Also, what is the reason for contracting out janitor services? Why is there a reduction in expenditure?

Asked by: Hon. LIAO Cheung-kong, Martin

Reply:

Phasing out of civil service janitor posts in government schools aims at providing government schools with funding and management flexibility being enjoyed by aided schools. Aided schools have all along been provided with an Administration Grant or Revised Administration Grant for employing administrative and janitor staff, or contracting out clerical or janitor service to meet their specific needs. In Education Commission Report No. 7 which was published in September 1997, it is stated that as a matter of principle, government schools should enjoy the same degree of funding and management flexibility as aided schools and should eventually be on a par with aided schools. Against this background, janitor services of government schools have gradually been contracted out since the 1997/98 school year. When civil service janitor posts become vacant and replacements are not available, 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.

The reduced staffing requirement in government secondary schools is due to the drop in the number of operating classes in the 2013/14 school year. The decrease in the amount of expenditure arising from reduced staffing requirement in government secondary schools represents 0.077% of the estimated expenditure for Programme (3) Secondary Education in 2013-14.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB205

Question Serial No.

2467

Head: 156 Government Secretariat: Subhead (No. & title):
Education Bureau 700 General non-recurrent

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the E-Textbook Market Development Scheme, please inform this Council:

- (a) of the seeding grants received by different organisations, the prices of the e-textbooks as well as the highest price, lowest price and average price of printed textbooks of relevant subject sets in the first round of applications for the Scheme;
- (b) how the Administration assesses the sustainability of the Scheme and ensures that the organisations receiving seeding grants will still have sufficient resources to support the updating and revision of the e-textbooks after their publication;
- (c) whether the quality assurance procedures under the Scheme are the same as the current vetting procedures of printed textbooks; if not, of the differences; and
- (d) whether the Administration will consider providing appropriate resources to all applicants (including non-profit-making organisations and publishers) to ensure fair competition.

Asked by: Hon. MA Fung-kwok

Reply:

- (a) We could only provide a general picture here as the development cost (and hence the amount of seeding grant) and pricing information of individual successful applications under the e-Textbook Market Development Scheme (EMADS) are commercial sensitive data of the e-textbook developers concerned.

The total amount of seeding grants for the 12 successful non-profit-making applications is around \$26.7 million or an average of \$2.2 million per application. The highest amount of grant for an application is near \$4 million while the lowest amount is \$0.5 million.

Out of the 30 successful applications, 20 sets of e-textbook will be sold at a price lower than the corresponding average prices of printed textbooks in the same subject sets, with the largest difference being over 60%. Eight sets of e-textbook will be sold at a price higher than the corresponding average prices of printed textbooks in the same subject sets. The remaining two sets of e-textbook have no printed textbooks covering the full curriculum in the same subject sets for comparison. On average, the prices of e-textbooks under the EMADS are around 20% lower than the prices of corresponding printed textbooks.

- (b) As a commercial product, the sustainability of e-textbooks is determined by market force. E-textbook developers could use the income generated from the sale of e-textbooks to support their on-going maintenance services on the e-textbooks.
- (c) The quality assurance mechanism for e-textbooks developed under the EMADS is in line with that for printed textbooks.

- (d) To ensure the quality of e-textbooks developed under the EMADS, we have appointed three partner schools for each developer no matter they belong to the “non-profit making” category or the “other organisation” category, to field-test the e-textbook deliverables at different stages of development and provide feedback to the developers for enhancement of the contents and design of the e-textbooks.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB206

Question Serial No.

2470

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 Education Bureau advise on:

- (a) the number of vacant school premises in the territory at present and the respective numbers of years for which they have been left vacant (with a breakdown by 18 districts);
- (b) the bodies which have the management of the vacant school premises. Please set out the names of the management bodies and the amount of management expenses for 2013-2014;
- (c) whether the Administration has plans to redeploy the vacant school premises; if so, the planned uses of the premises;
- (d) the progress of the Government's plan to identify suitable vacant school premises to provide more space for artists as mentioned in the Policy Address.

Asked by: Hon. MA Fung-kwok

Reply:

- (a) Under the policy on "Consolidation of High Cost and Under-utilized Primary Schools", a total of 86 public sector primary schools ceased operation in the school years from 2003/04 to 2011/12 for not meeting the minimum threshold number of Primary One students. During the same period, 15 secondary schools of different school types ceased operation due to various reasons and one secondary school merged with another school. A breakdown of these vacant school premises by districts is at the Annex.

Under the established mechanism for handling vacant school premises, the Education Bureau has informed the Planning Department of the 49 vacant school premises that have been found not suitable for educational uses, and returned them to relevant departments for consideration on alternative uses. As regards the remaining premises that have been earmarked for educational uses, the duration of vacancy for each premises may vary from time to time due to different reasons, such as deployment for temporary and short term use, time and procedures required for seeking approval from relevant authorities to put the premises into its earmarked uses as well as the scale of renovation required to bring the physical conditions of the school premises to reach acceptable safety and hygienic standard etc. The Education Bureau does not keep any record regarding the duration of vacancy of the vacant school premises earmarked for educational uses.

- (b) The management work and responsibility of vacant school premises rest with the land allocatee of the site concerned in accordance with respective land lease / conditions. For vacant school premises on private land, the land grantees concerned are responsible for site management. On the other hand, for vacant school premises on government land, management responsibility rests with relevant government

departments to which the sites are allocated. Among the 102 school premises mentioned in (a) above, 14 vacant school premises have been earmarked for further school use or other educational uses (for details, please refer to the reply in (c) below). They are currently managed by the Education Bureau, the Housing Department or the land allocatee (for the sites standing on private land).

In the 2013-14 financial year, expenses to be incurred for management of the relevant vacant school premises mentioned in (a) which are currently vacant/ to-be-vacated and under this Bureau's management purview are estimated to be about \$228,000.

- (c) As at June 2012, among the 102 school premises mentioned in (a) above that have become vacant, 39 of them have already been deployed or re-allocated for school use or further educational uses, including whole-day conversion of existing public sector primary schools, physical extension of existing secondary schools, international school use, onscreen marking centre of the Hong Kong Examinations and Assessment Authority, offices of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, and the Employees Retraining Board, vocational training centres, post-secondary education use, etc. As for the other 63 premises, 14 of them have been earmarked for further school use or other educational uses, including primary school use, international school use, special school use, post-secondary education use and establishment of an onscreen marking centre by the Hong Kong Examinations and Assessment Authority, etc. Action is underway to put the premises into operation in accordance with the earmarked uses. The remaining 49 premises have been found not suitable for educational purpose mainly due to their limited size and remote locations. This Bureau has informed the Planning Department and returned these 49 premises to relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement.
- (d) To provide young artists and budding arts groups with more room to pursue their artistic creation, the Hong Kong Arts Development Council (HKADC) has been exploring suitable premises for converting into arts space. The Government has earmarked additional funding for the HKADC to renovate and make available arts space for artists in an industrial building in Wong Chuk Hang. In the coming year, HKADC will undertake renovation works and operate a scheme to enable new and budding artists to lease the units for arts creation at a concessionary rate. The HKADC will also continue to explore other suitable premises.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Number of public sector primary schools and secondary schools ceasing operation
from school year 2003/04 to 2011/12 by district and year**

District	School Year																	
	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		2010/11		2011/12	
	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS	PS	SS
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eastern	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0
Islands	0	0	0	0	1	0	2	0	0	2	1	0	1	0	0	0	0	0
Kowloon City	0	0	0	1	0	0	1	0	1	0	2	0	1	0	0	0	0	0
Kwai Tsing	0	0	0	1	1	0	2	0	0	0	1	0	0	2	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0
North	0	0	1	1	2	0	5	2	1	0	1	0	0	0	0	0	0	0
Sai Kung	0	0	1	0	0	0	0	0	2	0	2	1	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	1	0	1	0	2	1	4	1	0	0	0	0
Southern	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	1	0
Tai Po	0	0	3	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1
Tsuen Wan	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
Tuen Mun	0	0	0	0	1	0	3	0	0	0	0	0	0	0	2	0	0	0
Wan Chai	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0
Yuen Long	0	0	0	0	3	0	8	0	3	0	2	0	0	0	0	0	0	0
Total :	0	0	5	3	8	0	26	2	14	4	17	3	7	3	7	0	2	1

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

EDB207

Question Serial No.

2471

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:

It is mentioned in the first point of the brief description (Paragraph 46) of Programme (7) that “the Bureau will continue to implement measures to enhance the development of Hong Kong as a regional education hub”. Regarding the local students receiving tertiary education on the Mainland, will the Bureau inform this Committee on the following:

- (a) The respective numbers of Hong Kong students studied in the tertiary education institutions on the Mainland and returned to Hong Kong after graduation for work and further studies (postgraduate courses) over the past five years (i.e. 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13);
- (b) The respective numbers of requests for accrediting Mainland qualifications by the Hong Kong Council for Academic Accreditation and the ratio of accredited and non-accredited qualifications over the past five years (i.e. 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13);
- (c) What is progress of developing mutual recognition and interface of professional qualifications in the fields of western medical practitioners, Chinese medical practitioners, dentists, pharmacists, rehabilitation therapy, nurses, medical specialists, constructions, accountancy, social work and so on?
- (d) What are the measures in place to provide supports especially for Hong Kong students pursuing studies on the Mainland but not elsewhere outside Hong Kong?
- (e) While a scholarship will be set up to subsidise outstanding local students to pursue overseas studies, will the Administration consider setting up a scholarship to subsidise outstanding students to pursue studies on the Mainland?
- (f) Will the Administration consider allowing students pursuing studies on the Mainland to apply for student loans in Hong Kong?

Asked by: Hon. MA Fung-kwok

Reply:

- (a) The Administration does not maintain records of the number of Hong Kong students currently studying in the tertiary education institutions in the Mainland. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the numbers of Hong Kong residents studying full-time tertiary education programmes in the Mainland were about 7 356 in 2006 and 5 515 in 2011. We do not have statistics or maintain records of the number of Hong Kong residents having studied in tertiary education institutions in the Mainland and returned to Hong Kong after graduation for work and further studies.
- (b) The qualifications assessments made by the Hong Kong Council for Accreditation of Academic and

Vocational Qualifications in response to applications submitted by holders of Mainland qualifications from 2008-09 to 2012-13 are set out in the following table –

Year	2008-09*	2009-10	2010-11	2011-12	2012-13 [#]
Number of applications	244	625	572	585	583
Number of cases in which the qualifications concerned had been assessed as comparable to the level of their counterparts in Hong Kong (percentage)	221 (90.6%)	599 (95.8%)	546 (95.5%)	563 (96.2%)	560 (96.1%)

* The current assessment criteria have been in force since 1 November 2008. To ensure the comparability of the figures, the figures in 2008-09 only cover the period from 1 November 2008 to 31 March 2009.

[#] Up to 15 February 2013.

- (c) Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarized below –

Medical and Health Sector

Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) of Hong Kong are allowed to apply for and obtain the Mainland's "medical practitioner's qualification certificates" through accreditation. Moreover, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland's qualification examination. Furthermore, twelve types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologists, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) 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. There is no mutual recognition at the moment.

Construction Sector

At present, Estate Surveyors, Architects, Structural Engineers, Planners, Quantity Surveyors and Building Surveyors have reached mutual recognition agreements.

Accountant

Under CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemptions from certain papers of Mainland China's unified certified public accountant examinations.

Social Worker

At present, the registration authority of social workers in Hong Kong, the Social Workers Registration Board, does not have any plan or has received any request for developing mutual recognition of professional qualifications.

- (d) As announced in the 2013 Policy Address, every Mainland office of the HKSAR Government will have dedicated staff to strengthen liaison with Hong Kong residents and groups in major Mainland cities, including Hong Kong students studying in Mainland, through various channels and activities, and will provide them with information and assistance as far as possible. The Government will also step up efforts in conducting policy research and gathering data related to Hong Kong people in the Mainland to better gauge their situation and service needs.
- (e) The proposed scholarship is awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. Applications from outstanding students who intend to study in the prestigious universities in the Mainland may also be considered.

- (f) There are at present various scholarship schemes that support post-secondary students to study in places outside Hong Kong. Hong Kong students who pursue post-secondary study in the Mainland are currently not eligible for financial assistance from the Government. As there is a wide range of programmes that students can study outside Hong Kong, there is the issue of regulatory oversight on the quality of programmes. It would also be difficult for the Government to conduct means test for the applicant-students and their families to ascertain their financial situation especially after the student has left Hong Kong and there are concerns about the recovery of loans from default cases outside Hong Kong. Furthermore, there is a considerable number of students who pursue post-secondary study in places outside Hong Kong. Extending financial assistance to students studying in the Mainland would have read-across implications on whether students going to other places should likewise be provided with the same kind of assistance. The Administration does not have plan at this stage to extend financial assistance to students pursuing study outside Hong Kong, including the Mainland.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB208

Question Serial No.

2594

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:

It is proposed in Paragraph 75 of the 2013-14 Budget Speech to inject \$5 billion into the Language Fund to facilitate its longer term planning.

- (a) What are the details of the above planning? Please provide information on the annual estimated expenditure, the project content and a breakdown of the estimated expenditures of each project?
- (b) How many people are expected to benefit from the projects?
- (c) Will the Government use the funding to develop a curriculum for Chinese as a Second Language earlier? If no, what are the reasons?

Asked by: Hon. MA Fung-kwok

Reply:

(a) and (b)

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

(c)

We have put in place a series of measures to support the learning and teaching (L&T) of the Chinese Language of non-Chinese speaking (NCS) students which includes, among others, the development of the "Supplementary Guide to the Chinese Language Curriculum for NCS Students" complemented by a series of L&T materials for schools and individual NCS students. The Supplementary Guide, which includes four curriculum modes of "immersion in Chinese Language lessons", "bridging / transition", "specific learning purposes" and "integration" leading to multiple pathways, caters for the diverse needs as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development.

The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students. An alternative curriculum and assessment with pre-set simpler contents and lower standards would limit the range of learning opportunities for NCS students with different needs and aspirations and also undermine their opportunities for further studies. Besides, the credibility of such qualifications in the eyes of employers remains to be ascertained. In fact, with effect from the 2012/13 school year, we have expanded the subsidy coverage for NCS students sitting other non-local Chinese Language examinations so that they could obtain, apart from the Hong Kong Diploma of Secondary Education Examination, other internationally recognized Chinese Language qualifications that better suit their Chinese standards and needs for academic advancement and future development.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB209**

Question Serial No.

1738

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 inform this Committee of the implementation of the enhanced support measures for non-Chinese speaking (NCS) students under the Language Fund and provide the respective information of the designated and non-designated schools subsidised, the number of NCS students benefited, the amount of annual provisions and the funding projects in the past three school years (2010/11, 2011/12 and 2012/13).

Asked by: Hon. MO, Claudia

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. Initiatives supported by the Language Fund constitute part of the support measures that we have put in place. With the Language Fund, we have, in collaboration with non-governmental organisations, started organising district-based programmes in 2012/13 school year for NCS children aged 3 to 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative art etc. In 2012/13 school year, the total number of participants was about 900 and the estimated expenditure incurred was \$1.2 million.

In addition, since 2010/11 school year, we have implemented the Project of After-school Extended Chinese Learning for NCS Students under the Language Fund. The amount of funding and number of participating schools and NCS students for the Project of After-school Extended Chinese Learning for NCS Students are tabulated below:

School year	Expenditure (\$ million)	Participants	
		Number of schools ^{Note}	Number of NCS students
2010/11	9.0 (actual)	72	2 300
2011/12	12.0 (actual)	90	4 000
2012/13	13.0 (estimated)	92	4 300

Note: Only applicable to non-designated schools.

We have been actively reviewing the support measures for NCS students in the learning of Chinese Language in light of stakeholders' views. We would seek funding from the Language Fund to try out new/enhanced support measures as and when appropriate.

Separate from the Language Fund, schools with school-based support programmes specifically for NCS students (i.e. the so-called "designated schools") are provided with an annual grant ranging from \$300,000 to \$600,000 per school for developing school-based measures.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB210

Question Serial No.

1739

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 list out the schools (by categories of public sector secondary schools, secondary schools under DSS and special schools) receiving the grant for the English enhancement scheme in 2010-12, the annual amount allocated to each category of schools and their uses. Has the Bureau regularly reviewed the effect of the grant items? If yes, what is the result? If no, what are the reasons? For those schools which have never joined the scheme, how will the Bureau encourage them to join in an effort to enhance the English proficiency of the students?

Asked by: Hon. MO, Claudia

Reply:

In principle, each public sector, special and Direct Subsidy Scheme (DSS) secondary school adopting Chinese as the medium of instruction (MOI) is provided with not more than \$3 million for a period of 6 years while schools using English as the MOI, not more than \$0.5 million under the English enhancement scheme with a view to building up teacher capacity for enhancing students' English proficiency. Schools have participated in the scheme starting from 2006 till 2014 by batches. In 2010, the EDB implemented the MOI fine-tuning policy that enabled schools to adopt diversified MOI arrangements including extended learning activities in English in non-language subjects to increase students' opportunities to be exposed to and use English. To prepare schools for the implementation of MOI fine-tuning, we introduced a refined English enhancement scheme in 2010. Under the refined scheme, each public sector, special and DSS school is provided with not more than \$1.0 million to pool together the funding under the original scheme and/or redeploy other resources to develop holistic plans and strategies to further enhance the teaching and learning of English for students. Both schemes would lapse by the end of 2014 the latest.

As schools participated in the two schemes by batches spanning over a lengthy period from 2006 to 2014, we are not able to provide the number of schools receiving the grant under the schemes from 2010 to 2012. Among all public sector, DSS and special schools, 5 public sector schools and 4 DSS schools have not applied for any funding under the two schemes due to their own considerations including financial conditions. The total amount of funding for each school under the two schemes ranges from \$1.4 million to \$4 million with the average at \$2.4 million. The grants are funded out of the Language Fund.

Monitoring and evaluation is done at three levels. Academics and language education experts have been engaged to conduct professional dialogue with each participating school to draw up a performance contract between the school and the Government setting out the outcome targets to be achieved with a specified timeframe. Driven by teaching considerations and in line with the School Development and Accountability Framework, participating schools are held accountable for the funding provided. They are required to include the relevant implementation plan in their school development plan, report the progress and evaluation in the annual school reports with submission of progress reports at regular intervals and final audited account upon completion of the schemes. In parallel, schools' performances are verified by supervisory visits conducted by the Education Bureau to each participating school.

Name in block letters: Mrs CHERRY TSE

Post title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB211**

Question Serial No.

1740

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 scheme to assist local secondary and primary schools in using Putonghua to teach the Chinese Language subject, please provide the respective information of the secondary and primary schools assisted by the scheme, the fund allocations to each of these schools and the projects funded in the past three school years (2010/11, 2011/12 and 2012/13). What is the effectiveness of the scheme as assessed by the Bureau? If there is no assessment, why? Did the Bureau consider the future of mandating using Putonghua to teach the Chinese Language subject and what are the reasons?

Asked by: Hon. MO, Claudia

Reply:

The Scheme to Support Schools in using Putonghua (PTH) to teach Chinese Language Subject (CLS) (the Support Scheme) was launched in 2008/09 school year. The Support Scheme is carried out in four phases, providing support to 40 schools, including both primary and secondary schools, in each phase. Applications from schools are invited once every year from 2008/09 to 2011/12 school years. Each school will receive support for three consecutive school years. Details are tabulated below:

School year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The professional support given to schools comprises three components: (a) support rendered by experts from the Mainland and local consultants to help schools implement their plans on using PTH to teach CLS; (b) seminars/workshops on theories of and pedagogy in using PTH to teach CLS; and (c) exchange activities conducted locally and in the Mainland to increase teachers' exposure to different teaching practices. A total of \$24.1 million from the Language Fund has been used to finance the above support measures from 2010/11 to 2012/13 (up to January 2013) school years. Details are tabulated below:

School year	Expenditure (\$ million)
2010/11	11.3
2011/12	12.3
2012/13(up to January 2013)	0.5

In addition, supply teacher grant is also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. The supply teacher grant released to each participating school in the last three school years is as follows:

School year	Grant to each primary school ^{Note}	Grant to each secondary school ^{Note}
2010/11	\$317,520	\$416,520
2011/12	\$336,360	\$422,640
2012/13(up to January 2013)	\$149,250	\$187,275

Note: The grant quoted is the maximum amount received by each school. Actual amount of grant received by schools depends on the qualifications of the supply teachers employed.

Questionnaire surveys were conducted in each school year to evaluate the effectiveness of the support measures under the Support Scheme. Reports showed that most of the participating schools were satisfied with the support measures provided. All schools participated in the first and second phases of the Support Scheme continue to use PTH to teach CLS after receiving the three-year support.

Under the existing policy, primary and secondary schools may use Cantonese and/or PTH as the Medium of Instruction for CLS having regards to their own circumstances. The Support Scheme is still in progress. We will review the Support Scheme after its completion.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 21.3.2013

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

EDB212

Question Serial No.

1767

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 development of “the Chinese language as the second language” curriculum, the Bureau had mentioned that the first thing to do was to identify whether the curriculum (objective) was working language or living language-oriented. I consider that both languages (objectives) are important and essential in the same way as learning English for local students and that the curriculum should be developed as early as possible. Has the Bureau conducted any studies on “the Chinese language as the second language” curriculum and considered developing the curriculum? If yes, what are the details of the work and expenditures? If no, what are the reasons?

Asked by: Hon. MO, Claudia

Reply:

Similar to other subjects, the curriculum framework for Chinese Language is open and robust, flexible enough to foster the whole person development of students and stretch their potentials to the full. We have put in place a series of measures to support the learning and teaching (L&T) of the Chinese Language of non-Chinese speaking (NCS) students which includes, among others, the development of the “Supplementary Guide to the Chinese Language Curriculum for NCS Students” complemented by a series of L&T materials for schools and individual NCS students. Therefore, schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students.

The Supplementary Guide, which includes four curriculum modes of “immersion in Chinese Language lessons”, “bridging / transition”, “specific learning purposes” and “integration” leading to multiple pathways, caters for the diverse needs as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development. Two sets of supporting learning materials, covering Primary and Secondary levels, were distributed to schools and NCS students in the form of textbooks in 2009 and 2010. Chinese Language assessment tools, covering all dimensions of language learning and different learning stages, were dispatched for schools deployment in 2012.

The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Research findings have revealed that given support and duly empowered, NCS students can learn at a pace and achieve results on par with local students. An alternative curriculum and assessment with pre-set simpler contents and lower standards would limit the range of learning opportunities for NCS students with different needs and aspirations and also undermine their opportunities for further studies. Besides, the credibility of such qualifications in the eyes of the employers remains to be ascertained.

As part of our ongoing work, we have been actively reviewing the curriculum strategy for NCS students in the learning of Chinese Language in the light of stakeholders' views. Relevant expenses are subsumed into the overall expenditure of EDB.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB213**

Question Serial No.

1768

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 provide, on a yearly basis, the expenditures on training local English teachers and details of work in the past 3 years (2010-11, 2011-12, 2012-13).

Asked by: Hon. MO, Claudia

Reply:

There are at present four University Grants Committee (UGC)-funded and one self-financing higher education institutions with designated faculty/department for teaching training, including English teachers. Government has been providing support to these teacher training bodies by means of funding, student financial assistance, scholarship, etc.

Based on information reported by the UGC-funded institutions, the average student unit cost per annum of an undergraduate place in the UGC-funded institutions for the 2010/11 and 2011/12 academic years was \$222,000 and \$233,000 respectively, the bulk of which was subsidized by recurrent grants from the UGC. The average student unit cost for the 2012/13 academic year is not yet available. Funding for UGC-funded programmes is subsumed under the block grants to institutions without precise requirements as to how they should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. The UGC is therefore unable to identify and attribute the actual expenditure on a specific programme by the institutions.

Apart from recurrent grants from the UGC, the Government also provides various forms of public funding for UGC-funded institutions and students of publicly-funded programmes, including students of English teacher education programmes. These include capital subventions for institutions, student financial assistance, Government scholarships for outstanding students, etc. The Government also subsidizes various training initiatives for incumbent local English teachers. Details are tabulated below:

	Initiative	Description	Total expenditure (\$ million) (No. of beneficiaries#)		
			2010-11	2011-12	2012-13
*1	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.	4.57 (161)	4.00 (144)	2.51 (86)
*2	Overseas Immersion Programme for	The programme aims to immerse serving primary school English teachers in an authentic English	5.89 (122)	6.54 Completed	0.98 Completed

	English Teachers in Primary Schools in Hong Kong	language and cultural environment to enhance their English language proficiency and to provide them with exposure to innovative pedagogy abroad.			
3	Professional development programmes	To help schools implement the English Language curriculum more effectively. Different professional development programmes, including self-run and commissioned ones, are conducted.	3.59 (6 326)	2.62 (5 312)	3.75 (4431)
4	Resources 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 and assessment activities).	1.11 (49 packages for all schools)	1.88 (75 packages for all schools)	1.22 (67 packages for all schools)
5	Primary Native-speaking English Teacher (PNET) Scheme 10 th Anniversary Conference – Literacy for a World City	The Conference was an occasion to celebrate and showcase the success of the PNET Scheme over the past ten years. It provided participants with professional development opportunities in various literacy-related areas (e.g. multiliteracies, the use of non-fiction texts) through two keynote sessions, 23 parallel sessions on 14 topics and an exhibition.	N/A	N/A	0.20 (502)
6	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.	7.48 (54)	8.42 (55)	3.99 (24)
##7	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 to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years upon graduation, depending on the type of programmes pursued.	2.52 (48)	4.32 (84)	10.17** (177)**

* Initiatives funded by Language Fund.

** Both the expenditure and number of beneficiaries are estimated figures.

Beneficiaries include teachers and principals.

Initiative funded out of Head 173.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB214**

Question Serial No.

1769

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:

According to the Estimates, all government and aided primary and secondary schools have joined the Native-speaking English Teacher (NET) Scheme. Please provide details of the work and expenditure involved. Has the Education Bureau ever reviewed the effectiveness of the Scheme? If yes, what is the result? If no, what is/are the reason(s)? Has the Education Bureau ever considered arranging local English teachers to work alongside with NETs, so that they will be able to complement each other by learning teaching methods and skills from each other, thereby enhancing their English teaching quality? If yes, what are the details? If no, what is/are the reason(s)?

Asked by: Hon. MO, Claudia

Reply:

Under the NET Scheme, NETs serve as resource teachers and are additional manpower to support the learning and teaching of English Language in schools. They mainly support and collaborate with local English teachers in facilitating the development and implementation of the school-based English Language curriculum. The range of tasks includes assisting in the design of the school-based curriculum, enriching the English learning environment, enhancing the professional development of English teachers, developing teaching materials and organising relevant co-curricular activities.

The provisions for NETs in public sector schools for 2012-13 are as follows:

Financial Year	Primary School Provisions (\$ million)			Secondary School Provisions (\$ million)		
	Government	Aided	Total	Government	Aided	Total
2012-13	27.0	296.8	323.8	29.7	333.9	363.6

Since the inception of the Enhanced NET Scheme in Secondary Schools in 1998 and the NET Scheme in Primary Schools in 2002, there have been a total of three major evaluations conducted. Two were on the Enhanced NET Scheme in Secondary Schools and one was on the NET Scheme in Primary Schools. Below are the key findings of the evaluations.

(a) Evaluation of the Enhanced NET Scheme in Secondary Schools

In the period from 1998 to 2000 and in 2008, the Hong Kong Institute of Education and the University of Melbourne were commissioned respectively by the Bureau to evaluate the Enhanced NET Scheme in Secondary Schools. The following are the main findings of the two studies:

- According to the first study, the NETs were able to fulfill their role as a resource teacher by, for example, designing and developing learning and teaching materials, introducing a range of teaching strategies and providing more opportunities for students to use English as a tool for classroom learning and daily communication.
- The second study reveals that the Enhanced NET Scheme in Secondary Schools created more opportunities for students to use English and enabled them to know more about different cultures. It also indicates that, on the whole, the NETs fared better than local English teachers in encouraging students to use English for communication. In addition, they were able to help students develop a positive attitude towards learning English, and they played a vital role in enriching the English learning environment in schools.

(b) Evaluation of the NET Scheme in Primary Schools

During the period from 2004 to 2006, the University of Melbourne was commissioned by the Bureau to conduct a three-year territory-wide evaluation study of the NET Scheme in Primary Schools. The main findings are as follows:

- The Scheme helped facilitate the professional development of English teachers at the primary level. Co-planning and co-teaching between the NET and local English teachers had become a common practice in schools. The majority of local English teachers were appreciative of the opportunity to be exposed to a different style of teaching which co-teaching provided. Through their professional exchange and collaboration with the NET and the Advisory Teacher (AT) of the NET Section of the Bureau, as well as the use of learning and teaching resources and strategies recommended by the AT, the capacity of local English teachers to raise students' language proficiency was enhanced.
- The introduction of NETs could help nurture students' positive attitudes towards learning English, which in turn had a positive impact on students' language proficiency and development.

One of the objectives of the NET Scheme is to strengthen teaching capacity through the collaboration between NETs and other English panel members. Both the *NET Deployment Guidelines* issued to primary schools and the *Principles and Guidelines for Deployment in the Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools* issued to secondary schools recommend that NETs collaborate with other English teachers not only to develop the curriculum, innovative learning and teaching methods and materials, as well as activities suited to the needs of local students, but also to co-teach in order to enhance reflective teaching practices and reciprocal professional development.

At the primary level, co-teaching between NETs and local English teachers is, in fact, a common practice in schools. In the 2011/12 school year, a survey was conducted on the deployment of NETs at the secondary level and over 50% of the schools surveyed reported co-teaching between the NET and local English teachers.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 20.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB215**

Question Serial No.

1780

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 provide the respective information in the table below by 18 districts for the past 3 school years (2010/11, 2011/12, 2012/13):

Category of school attended	No. of local students	No. of newly-arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding foreign passports and Hong Kong Identity Cards	No. of students holding foreign passports but not holding Hong Kong Identity Cards
Government primary schools					
Aided primary schools					
English Schools Foundation Junior Schools					
Primary schools under the Direct Subsidy Scheme					
Local private primary schools					
Private international primary schools					
Government secondary schools					
Aided secondary schools					
English Schools Foundation Secondary Schools					
Secondary schools under the Direct Subsidy Scheme					
Local private secondary schools					
Private international secondary schools					

Asked by: Hon. MO, Claudia

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Number of students by district and by sector from 2010/11 to 2012/13 school years
Appendix 2	Number of cross-boundary students by district and by sector from 2010/11 – 2012/13 school years
Appendix 3	Survey results on children from the Mainland <u>newly admitted</u> to primary and secondary day schools in Hong Kong (including One-way Permit holders admitted to schools in Hong Kong for the first time)

Please note that we do not collect information on whether students in government, aided and direct subsidy scheme schools are holders of foreign passport. For students in international schools (including English Schools Foundation schools), the breakdown by holder of foreign passport is given in footnote (3) to tables in Appendix 1.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 19.3.2013

Number of Students in Primary Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	652	6 837	547	1 872	1 381	11 289
Wan Chai	2 250	7 032	0	3 229	2 296	14 807
Eastern	2 557	13 511	969	670	2 435	20 142
Southern	913	5 058	813	2 184	4 193	13 161
Yau Tsim Mong	1 190	12 016	1 256	0	0	14 462
Sham Shui Po	2 137	12 309	1 637	4 586	446	21 115
Kowloon City	3 311	14 721	1 243	6 500	3 164	28 939
Wong Tai Sin	466	15 483	0	2 376	0	18 325
Kwun Tong	1 507	23 088	479	574	0	25 648
Sai Kung	545	12 231	2 763	649	719	16 907
Sha Tin	865	21 651	1 625	1 417	898	26 456
Tai Po	382	10 163	0	0	988	11 533
North	644	17 025	0	0	0	17 669
Yuen Long	2 538	25 487	948	200	69	29 242
Tuen Mun	684	18 893	720	40	0	20 337
Tsuen Wan	1 807	11 575	0	57	0	13 439
Kwai Tsing	0	19 423	480	0	0	19 903
Islands	0	6 390	0	538	810	7 738
All Districts	22 448	252 893	13 480	24 892	17 399	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) For international schools, as at September 2010, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 98% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 79% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in 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	1 157	7 961	0	2 762	72	2 026	13 978
Wan Chai	2 933	8 350	396	1 796	154	1 049	14 678
Eastern	3 978	20 800	0	3 376	0	2 164	30 318
Southern	0	10 997	0	1 846	838	4 896	18 577
Yau Tsim Mong	1 750	12 037	809	1 631	0	0	16 227
Sham Shui Po	962	14 850	1 013	8 313	1 621	85	26 844
Kowloon City	1 676	28 729	0	4 392	1 384	2 841	39 022
Wong Tai Sin	649	20 982	0	1 247	754	0	23 632
Kwun Tong	1 966	25 155	1 301	5 739	146	0	34 307
Sai Kung	1 062	17 653	0	5 744	0	0	24 459
Sha Tin	1 935	33 830	0	5 127	1 413	1 193	43 498
Tai Po	982	16 022	0	1 785	83	0	18 872
North	1 256	17 308	0	1 124	167	116	19 971
Yuen Long	4 355	29 956	0	3 617	1 460	0	39 388
Tuen Mun	2 237	31 717	0	0	0	0	33 954
Tsuen Wan	1 144	12 172	0	0	0	0	13 316
Kwai Tsing	0	30 389	0	0	0	0	30 389
Islands	617	5 644	0	1 483	472	91	8 307
All Districts	28 659	344 552	3 519	49 982	8 564	14 461	449 737

- 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) For international schools, as at September 2010, about 10% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice of the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 99% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 78% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) For international schools, as at September 2011, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 83% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Secondary Day Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

- 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 2011.
 - (3) For international schools, as at September 2011, about 12% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 80% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Primary Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) For international schools, as at September 2012, about 14% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2012, about 88% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Secondary Day Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

- 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 2012.
 - (3) For international schools, as at September 2012, about 13% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2012, about 89% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Cross-boundary Students in Primary Schools by District and by Sector in 2010/11, 2011/12 and 2012/13 school years

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2010/11	145	3 474	NA	NA	NA	NA
	2011/12	189	3 739	NA	NA	NA	NA
	2012/13	273	4 106	NA	NA	NA	NA
Tai Po	2010/11	6	242	NA	NA	NA	0
	2011/12	17	334	NA	NA	NA	0
	2012/13	86	583	NA	NA	NA	0
Sha Tin	2010/11	0	37	0	0	NA	0
	2011/12	0	64	0	0	0	0
	2012/13	0	109	0	0	0	0
Yuen Long	2010/11	2	508	NA	2	1	0
	2011/12	9	613	NA	0	3	0
	2012/13	15	997	NA	0	10	0
Tuen Mun	2010/11	0	158	NA	0	0	NA
	2011/12	2	303	NA	0	0	NA
	2012/13	2	576	NA	0	0	0
Tsuen Wan & Kwai Tsing	2010/11	0	0	NA	0	NA	NA
	2011/12	0	1	NA	2	NA	NA
	2012/13	0	0	NA	2	NA	NA
Tung Chung	2012/13	NA	0	NA	NA	NA	NA

Number of Cross-boundary Students in Secondary Schools by District and by Sector in 2010/11, 2011/12 and 2012/13 school years

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2010/11	171	987	NA	47	0	0
	2011/12	218	1 160	NA	54	0	0
	2012/13	258	1 243	NA	68	0	0
Tai Po	2010/11	5	115	NA	19	NA	NA
	2011/12	12	147	NA	23	NA	NA
	2012/13	18	200	NA	37	NA	NA
Sha Tin	2010/11	0	18	0	3	NA	0
	2011/12	0	24	0	2	0	0
	2012/13	0	24	0	1	0	0
Yuen Long	2010/11	16	120	NA	5	NA	NA
	2011/12	13	168	NA	15	NA	NA
	2012/13	14	212	NA	20	NA	NA
Tuen Mun	2010/11	1	31	NA	NA	NA	NA
	2011/12	0	43	NA	NA	NA	NA
	2012/13	0	53	NA	NA	NA	0
Tsuen Wan & Kwai Tsing	2010/11	0	0	NA	NA	NA	NA
	2011/12	0	2	NA	NA	NA	NA
	2012/13	0	5	NA	NA	NA	NA
Tung Chung	2012/13	NA	0	NA	0	NA	NA

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools are conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing. In the 2012/13 school year, the survey was further extended to include Tung Chung.
- (2) "NA" indicates that no such figures could be collected since there is no such financial type of school in the respective districts and school years.

Number of Newly Admitted Pupils[#] from the Mainland in Primary Schools by District by School Sector in the 2010/11, 2011/12 and 2012/13 School Years

District	2010/11					2011/12					2012/13				
	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total
Central & Western	7	69	0	3	79	17	55	0	0	72	7	40	0	0	47
Wan Chai	2	27	0	6	35	3	27	0	6	36	1	31	0	5	37
Eastern	3	137	0	3	143	31	86	2	1	120	24	75	0	5	104
Southern	4	28	0	1	33	9	33	0	2	44	8	24	0	3	35
Hong Kong Island (Sub-total)	16	261	0	13	290	60	201	2	9	272	40	170	0	13	223
Sham Shui Po	88	206	2	2	298	57	203	0	0	260	53	217	1	2	273
Yau Tsim Mong	73	137	0	0	210	50	158	0	0	208	60	128	0	0	188
Kowloon City	4	144	1	18	167	1	126	0	10	137	2	148	1	8	159
Wong Tai Sin	16	140	0	1	157	12	163	0	2	177	11	127	0	5	143
Kwun Tong	46	234	4	0	284	11	227	0	0	238	5	224	0	0	229
Kowloon (Sub-total)	227	861	7	21	1 116	131	877	0	12	1 020	131	844	2	15	992
Tsuen Wan	2	220	0	0	222	10	171	0	0	181	6	183	0	0	189
Tuen Mun	5	163	0	0	168	3	135	0	0	138	8	174	0	0	182
Yuen Long	6	333	2	0	341	24	274	2	0	300	17	287	0	2	306
North	31	486	0	0	517	28	391	0	0	419	27	250	0	0	277
Tai Po	2	100	0	0	102	11	106	0	0	117	4	142	0	0	146
Sha Tin	0	189	1	0	190	0	206	2	0	208	0	141	1	3	145
Sai Kung	8	71	2	0	81	10	32	2	0	44	10	44	0	0	54
Islands	0	28	0	0	28	0	39	0	0	39	0	24	0	0	24
Kwai Tsing	0	227	0	0	227	0	157	0	0	157	0	149	0	0	149
New Territories (Sub-total)	54	1 817	5	0	1 876	86	1 511	6	0	1 603	72	1 394	1	5	1 472
Total	297	2 939	12	34	3 282	277	2 589	8	21	2 895	243	2 408	3	33	2 687

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the primary schools as at September of the respective school year. 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 the 2012/13 school year are provisional and subject to revisions.

[#] Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils[#] from the Mainland in Secondary Schools by District by School Sector in the 2010/11, 2011/12 and 2012/13 School Years

District	2010/11						2011/12						2012/13					
	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total
Central & Western	0	39	0	5	0	44	0	38	0	3	0	41	0	35	0	5	0	40
Wan Chai	0	17	17	0	0	34	3	34	0	14	0	51	0	21	0	11	0	32
Eastern	2	127	0	55	0	184	1	131	0	44	0	176	0	121	0	78	0	199
Southern	0	48	0	1	0	49	0	65	0	0	0	65	0	51	0	2	0	53
Hong Kong Island (Sub-total)	2	231	17	61	0	311	4	268	0	61	0	333	0	228	0	96	0	324
Sham Shui Po	1	167	4	165	0	337	0	151	5	159	1	316	6	147	1	165	1	320
Yau Tsim Mong	1	110	60	28	0	199	1	123	83	25	0	232	0	80	77	42	0	199
Kowloon City	6	168	0	16	11	201	1	170	0	34	8	213	7	201	0	27	8	243
Wong Tai Sin	69	96	0	3	1	169	29	107	0	3	0	139	37	112	0	1	0	150
Kwun Tong	4	118	28	190	3	343	1	148	12	193	0	354	5	138	14	211	0	368
Kowloon (Sub-total)	81	659	92	402	15	1 249	32	699	100	414	9	1 254	55	678	92	446	9	1 280
Tsuen Wan	0	238	0	0	0	238	0	167	0	0	0	167	0	139	0	0	0	139
Tuen Mun	2	171	0	0	0	173	0	183	0	0	0	183	1	193	0	0	0	194
Yuen Long	2	159	0	19	1	181	1	176	0	36	0	213	1	188	0	28	1	218
North	96	124	0	5	0	225	109	100	0	6	0	215	112	93	0	6	0	211
Tai Po	8	107	0	5	0	120	14	100	0	13	0	127	12	120	0	17	0	149
Sha Tin	0	195	0	5	0	200	2	166	0	11	0	179	0	145	0	14	0	159
Sai Kung	1	53	0	12	0	66	0	56	0	10	3	69	0	67	0	10	0	77
Islands	0	16	0	4	0	20	0	16	0	3	0	19	0	11	0	3	0	14
Kwai Tsing	0	177	0	0	0	177	0	173	0	0	0	173	0	191	0	0	0	191
New Territories (Sub-total)	109	1 240	0	50	1	1 400	126	1 137	0	79	3	1 345	126	1 147	0	78	1	1 352
Total	192	2 130	109	513	16	2 960	162	2 104	100	554	12	2 932	181	2 053	92	620	10	2 956

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the secondary schools as at September of the respective school year. 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 the 2012/13 school year are provisional and subject to revisions.

Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

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

EDB216

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

Question Serial No.

1781

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the respective amounts of funding allocated to secondary and primary schools under the government, aided, Direct Subsidy Scheme and the English Schools Foundation categories as well as the unit cost of each category of subsidised places from 2010-11 to 2012-13.

Asked by: Hon. MO, Claudia

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out below –

	Financial Provision			Unit Cost		
	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate	2010-11 Actual	2011-12 Actual	2012-13 Revised Estimate
	\$ million	\$ million	\$ million	\$	\$	\$
Government primary schools ^{Note}	827	848	912	41,456	45,139	51,040
Aided primary schools	9,530	10,028	11,007	35,706	39,227	44,590
English Schools Foundation Junior Schools	116	116	117	20,666	20,741	20,940
Primary schools under the Direct Subsidy Scheme	458	530	610	33,454	37,196	42,300
Government secondary schools ^{Note}	1,255	1,339	1,408	49,775	52,084	57,610
Aided secondary schools	15,924	17,275	18,213	42,717	44,972	49,230
English Schools Foundation Secondary Schools	168	169	170	28,611	28,775	28,880
Secondary schools under the Direct Subsidy Scheme	2,167	2,315	2,328	42,473	44,047	46,190

Note

The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB217

Question Serial No.

3032

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) In respect of the measures to facilitate the development of international schools, please list out the number of greenfield sites allocated for international school development each year, the location of each site and the estimated number of international school places provided at each site from 2010-11 to 2012-13.
- (b) Will the Government identify more sites for the development of international schools in 2013-14? If so, under the current plan, how many sites will be made available to provide more international school places in future?

Asked by: Hon. MO, Claudia

Reply:

Following the allocation of four greenfield sites for international school development in mid-2009, we have launched a school allocation exercise (SAE) for four vacant school premises for international school development in late 2012. No other greenfield sites were allocated between 2010-11 and 2012-13 for this purpose.

We have commissioned a consultancy to stock-take the existing provision of international school places and project future demand and supply. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the School Allocation Exercises in recent years including the one for four greenfield sites in 2009, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 19.3.2013

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

EDB218

Question Serial No.

3033

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 international schools which had received Government support for in-situ expansion or been allocated suitable vacant school premises for short-term use from 2010-11 to 2012-13, please provide a breakdown by district of the number of such international schools, the original number of international school places and the number of additional places provided as a result of in-situ expansion or allocation of vacant school premises for short-term use. As for vacant school premises allocated for short-term use, what is the length of term for each case? Will the Government provide the schools with any support after their term has expired?

Asked by: Hon. MO, Claudia

Reply:

Among the nine applications we processed in relation to in-situ expansion or short-term use of vacant school premises between 2010-11 and 2012-13, six applications involve premises on the Hong Kong Island and three in Kowloon. The comparison between the number of international school places in 2012/13 and 2013/14 and beyond for these nine schools is at Annex. The duration of their short-term use of the vacant school premises ranges from one to five years.

The Government is committed to developing a vibrant international school sector mainly in meeting the demand for school places from non local families living in Hong Kong and families coming to Hong Kong for work or investment. We will continue to facilitate existing international schools to undergo in-situ expansion or other development plans.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

**Number of additional international school places as a result of in-situ expansion
or use of vacant school premises for short-term use**

Locations of the schools¹	No. of schools	Original number of places in relevant schools	Number of additional places in relevant schools in 2013/14 and beyond²
Hong Kong Island			
Central and Western	2	776	200
Wan Chai	2	1 647	600
Eastern	1	215	85
Southern	1	1 270	500
Kowloon			
Kowloon City	3	1 984	1 359

1 Location of the schools refers to the districts where the permanent school campuses are located. Where there is no permanent school premises at the moment, the location of the temporary campus is referred to.

2 Some of these additional school places will be covered in the new campus of the schools concerned in other districts.

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

EDB219

Question Serial No.

3034

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) Please provide a breakdown of the respective numbers of local and non-local student places of publicly-funded undergraduate, research postgraduate and taught postgraduate programmes at the 8 universities, as well as the actual numbers of local, mainland and overseas students each year since 2010-11.
- (b) Please provide a breakdown of the respective numbers of local and non-local student places of self-financing sub-degree, undergraduate and taught postgraduate programmes at each self-financing post-secondary institution, as well as the actual numbers of local, mainland and overseas students each year since 2010-11.

Asked by: Hon. MO, Claudia

Reply:

- (a) Under the existing policy, institutions may enroll non-local students up to 20% of the approved UGC-funded student number. The numbers of local and non-local students by institution, level of study and place of origin in 2010/11, 2011/12 and 2012/13 are at **Annex 1**. Figures for 2012/13 are provisional.
- (b) The statistics on student enrolment of full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes by institution, level of study and place of origin in 2010/11, 2011/12 and 2012/13 are set out at **Annex 2**. Figures for 2012/13 are provisional.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 5.4.2013

**Student Enrolment (Headcount) of Publicly-funded Programmes
by Institution, Level of Study and Place of Origin for the 2010/11 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Undergraduate	7 905	624	91	8 620
	Taught Postgraduate	48	2	2	52
	Research Postgraduate	129	498	33	660
Hong Kong Baptist University	Undergraduate	4 341	437	8	4 786
	Taught Postgraduate	529	3	-	532
	Research Postgraduate	69	153	16	238
Lingnan University	Undergraduate	2 021	191	21	2 233
	Research Postgraduate	32	24	3	59
The Chinese University of Hong Kong	Undergraduate	10 205	852	156	11 213
	Taught Postgraduate	989	8	4	1 001
	Research Postgraduate	603	1 053	44	1 700
The Hong Kong Institute of Education	Undergraduate	3 904	242	4	4 150
	Taught Postgraduate	865	8	-	873
	Research Postgraduate	4	6	-	10
The Hong Kong Polytechnic University	Undergraduate	8 971	848	101	9 920
	Taught Postgraduate	56	-	-	56
	Research Postgraduate	191	383	42	616
The Hong Kong University of Science and Technology	Undergraduate	5 411	497	243	6 151
	Research Postgraduate	224	796	63	1 083
The University of Hong Kong	Undergraduate	9 209	947	336	10 492
	Taught Postgraduate	1 026	22	16	1 064
	Research Postgraduate	804	1 128	164	2 096
The Hong Kong Academy for Performing Arts	Undergraduate	388	25	17	430
All institutions	Undergraduate	52 355	4 663	977	57 995
	Taught Postgraduate	3 513	43	22	3 578
	Research Postgraduate	2 056	4 041	365	6 462
	Total	57 924	8 747	1 364	68 035

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”.

**Student Enrolment (Headcount) of Publicly-funded Programmes
by Institution, Level of Study and Place of Origin for the 2011/12 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Undergraduate	7 891	590	113	8 594
	Taught Postgraduate	43	6	4	53
	Research Postgraduate	110	524	44	678
Hong Kong Baptist University	Undergraduate	4 334	450	9	4 793
	Taught Postgraduate	529	3	-	532
	Research Postgraduate	56	148	18	222
Lingnan University	Undergraduate	1 962	169	21	2 152
	Research Postgraduate	26	26	10	62
The Chinese University of Hong Kong	Undergraduate	10 383	911	210	11 504
	Taught Postgraduate	1 127	9	4	1 140
	Research Postgraduate	568	1 109	57	1 734
The Hong Kong Institute of Education	Undergraduate	4 200	211	5	4 416
	Taught Postgraduate	858	10	2	870
	Research Postgraduate	8	18	3	29
The Hong Kong Polytechnic University	Undergraduate	8 993	801	151	9 945
	Taught Postgraduate	26	-	-	26
	Research Postgraduate	166	390	54	610
The Hong Kong University of Science and Technology	Undergraduate	5 573	474	342	6 389
	Research Postgraduate	167	902	97	1 166
The University of Hong Kong	Undergraduate	9 162	977	480	10 619
	Taught Postgraduate	1 016	27	22	1 065
	Research Postgraduate [^]	704	1 181	185	2 071
The Hong Kong Academy for Performing Arts	Undergraduate	420	23	26	469
All institutions	Undergraduate	52 918	4 606	1 357	58 881
	Taught Postgraduate	3 599	55	32	3 686
	Research Postgraduate[^]	1 805	4 298	468	6 572
	Total	58 322	8 959	1 857	69 139

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”.
4. [^] : Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**Student Enrolment (Headcount) of Publicly-funded Programmes
by Institution, Level of Study and Place of Origin for the 2012/13 Academic Year (Provisional)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Undergraduate	10 001	794	213	11 008
	Taught Postgraduate	45	3	5	53
	Research Postgraduate	97	521	65	683
Hong Kong Baptist University	Undergraduate	5 596	648	11	6 255
	Taught Postgraduate	493	1	-	494
	Research Postgraduate	57	150	30	237
Lingnan University	Undergraduate	2 436	158	28	2 622
	Research Postgraduate	21	29	15	65
The Chinese University of Hong Kong	Undergraduate	13 650	1 317	318	15 285
	Taught Postgraduate	1 202	13	5	1 220
	Research Postgraduate	515	1 208	69	1 792
The Hong Kong Institute of Education	Undergraduate	5 061	218	7	5 286
	Taught Postgraduate	861	6	1	868
	Research Postgraduate	9	22	5	36
The Hong Kong Polytechnic University	Undergraduate	11 675	1 059	221	12 955
	Taught Postgraduate	16	-	-	16
	Research Postgraduate	154	407	68	629
The Hong Kong University of Science and Technology	Undergraduate	7 443	668	515	8 626
	Research Postgraduate	151	960	114	1 225
The University of Hong Kong	Undergraduate	12 092	1 453	771	14 316
	Taught Postgraduate	1 010	39	21	1 070
	Research Postgraduate [^]	651	1 289	214	2 155
The Hong Kong Academy for Performing Arts	Undergraduate	549	47	30	626
All institutions	Undergraduate	68 503	6 362	2 114	76 979
	Taught Postgraduate	3 627	62	32	3 721
	Research Postgraduate[^]	1 655	4 586	580	6 822
	Total	73 785	11 010	2 726	87 522

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”.
4. [^] : Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes^
by Institution, Level of Study and Place of Origin for the 2010/11 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	725	-	-	725
Caritas Francis Hsu College	Sub-degree	778	3	-	781
Chu Hai College of Higher Education	Sub-degree	83	-	-	83
	Undergraduate	1 213	67	-	1 280
City University of Hong Kong	Sub-degree	7 111	31	3	7 145
	Undergraduate	662	-	-	662
	Taught	4 110	819	79	5 008
	Postgraduate^				
Hang Seng Management College	Sub-degree	492	3	-	495
	Undergraduate	607	5	-	612
HKU SPACE Po Leung Kuk Community College	Sub-degree	2 426	-	1	2 427
Hong Kong Art School	Sub-degree	110	2	-	112
Hong Kong Baptist University	Sub-degree	3 290	171	3	3 464
	Undergraduate	886	37	-	923
	Taught	1 729	658	20	2 407
	Postgraduate^				
Hong Kong Central College	Sub-degree	34	3	-	37
Hong Kong College of Technology	Sub-degree	1 112	1	-	1 113
Hong Kong Institute of Technology	Sub-degree	599	16	-	615
	Undergraduate	403	-	2	405
Hong Kong Shue Yan University	Undergraduate	4 542	216	-	4 758
	Taught	24	-	-	24
	Postgraduate^				
Lingnan University	Sub-degree	2 266	55	-	2 321
	Undergraduate	85	13	-	98
	Taught	312	112	6	430
	Postgraduate^				
The Chinese University of Hong Kong	Sub-degree	3 162	13	1	3 176
	Taught	6 816	1 278	186	8 280
	Postgraduate^				
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	1 530	84	4	1 618
The Hong Kong Academy for Performing Arts	Taught Postgraduate^	72	31	11	114
The Hong Kong Institute of Education	Sub-degree	554	9	-	563
	Undergraduate	122	11	-	133
	Taught	803	186	5	994
	Postgraduate^				

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
The Hong Kong Polytechnic University	Sub-degree	6 873	30	1	6 904
	Undergraduate	2 718	44	3	2 765
	Taught	6 582	1 120	81	7 783
	Postgraduate^				
The Hong Kong University of Science and Technology	Taught	1 208	710	442	2 360
The University of Hong Kong	Postgraduate^				
	Sub-degree	6 388	68	2	6 458
	Taught	6 314	728	221	7 263
The Open University of Hong Kong	Postgraduate^				
	Sub-degree	673	-	3	676
	Undergraduate	5 280	92	11	5 383
	Taught	230	18	-	248
Vocational Training Council	Postgraduate^				
Yew Chung Community College	Sub-degree	13 426	1	-	13 427
All institutions	Sub-degree	12	-	2	14
	Sub-degree	51 644	490	20	52 154
	Undergraduate	16 518	485	16	17 019
	Taught	28 200	5 660	1 051	34 911
	Postgraduate^				
	Total^	96 362	6 635	1 087	104 084

Notes

1. ^ : Figures of taught postgraduate programmes include both full-time and part-time students. Data broken down by mode of study are not available.
2. “-” denotes “nil”.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes[^]
by Institution, Level of Study and Place of Origin for the 2011/12 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	510	3	2	515
Caritas Institute of Higher Education	Sub-degree	606	-	-	606
	Undergraduate	48	-	-	48
Chu Hai College of Higher Education	Sub-degree	35	-	-	35
	Undergraduate	1 201	47	-	1 248
City University of Hong Kong	Sub-degree	6 720	21	1	6 742
	Undergraduate	728	4	-	732
	Taught	3 721	1 248	80	5 049
	Postgraduate [^]				
Hang Seng Management College	Sub-degree	274	2	-	276
	Undergraduate	1 242	6	-	1 248
HKU SPACE Po Leung Kuk Community College	Sub-degree	2 639	1	1	2 641
Hong Kong Art School	Sub-degree	102	-	-	102
Hong Kong Baptist University	Sub-degree	3 664	193	15	3 872
	Undergraduate	962	50	-	1 012
	Taught	1 597	902	33	2 532
	Postgraduate [^]				
Hong Kong College of Technology	Sub-degree	960	2	-	962
Hong Kong Institute of Technology	Sub-degree	649	20	-	669
	Undergraduate	374	-	1	375
Hong Kong Shue Yan University	Undergraduate	4 586	216	-	4 802
	Taught	43	-	-	43
	Postgraduate [^]				
Lingnan University	Sub-degree	3 036	64	-	3 100
	Undergraduate	34	11	-	45
	Taught	313	132	3	448
	Postgraduate [^]				
Sacred Heart Canossian College of Commerce	Sub-degree	110	-	-	110
SCAD Foundation (Kong Kong) Limited / Savannah College of Art and Design, Inc *	Undergraduate	144	-	119	263
The Chinese University of Hong Kong	Sub-degree	3 324	15	2	3 341
	Taught	6 868	1 725	213	8 806
	Postgraduate [^]				
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	1 193	71	2	1 266
The Hong Kong Academy for Performing Arts	Taught	76	37	10	123
	Postgraduate [^]				
The Hong Kong Institute of Education	Sub-degree	685	11	-	696
	Undergraduate	417	21	1	439

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
	Taught Postgraduate^	859	264	9	1 132
The Hong Kong Polytechnic University	Sub-degree	7 860	25	2	7 887
	Undergraduate	2 923	90	4	3 017
	Taught Postgraduate^	6 202	1 469	109	7 780
The Hong Kong University of Science and Technology	Taught Postgraduate^	1 068	840	463	2 371
The Open University of Hong Kong	Sub-degree	1 034	-	5	1 039
	Undergraduate	5 521	83	7	5 611
	Taught Postgraduate^	184	24	-	208
The University of Hong Kong	Sub-degree	5 683	84	7	5 774
	Taught	6 474	889	349	7 712
	Postgraduate^				
Tung Wah College	Sub-degree	274	-	-	274
	Undergraduate	51	7	1	59
Vocational Training Council	Sub-degree	11 868	3	1	11 872
	Undergraduate	281	-	-	281
Yew Chung Community College	Sub-degree	13	1	3	17
All institutions	Sub-degree	51 239	516	41	51 796
	Undergraduate	18 512	535	133	19 180
	Taught	27 405	7 530	1 269	36 204
	Postgraduate^				
	Total^	97 156	8 581	1 443	107 180

Notes

1. ^ : Figures of taught postgraduate programmes include both full-time and part-time students. Data broken down by mode of study are not available.
2. “-” denotes “nil”.
3. * : non-local programmes offered by Savannah College of Art and Design, Inc. were successfully granted local accreditation status in 2011/12 academic year.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes
by Institution, Level of Study and Place of Origin for the 2012/13 Academic Year (Provisional)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	488	4	1	493
Caritas Institute of Higher Education	Sub-degree	587	-	-	587
	Undergraduate	134	7	-	141
Centennial College	Undergraduate	285	-	-	285
Chu Hai College of Higher Education	Sub-degree	5	-	-	5
	Undergraduate	1 728	42	-	1 770
City University of Hong Kong	Sub-degree	6 663	17	5	6 685
	Undergraduate	1 532	-	-	1 532
Hang Seng Management College	Sub-degree	433	3	-	436
	Undergraduate	2 864	11	-	2 875
HKU SPACE Po Leung Kuk Community College	Sub-degree	4 378	1	3	4 382
Hong Kong Adventist College	Sub-degree	1	-	-	1
Hong Kong Art School	Sub-degree	133	-	-	133
	Undergraduate	65	-	3	68
Hong Kong Baptist University	Sub-degree	4 933	213	9	5 155
	Undergraduate	1 152	60	1	1 213
Hong Kong Buddhist College	Sub-degree	12	-	-	12
Hong Kong College of Technology	Sub-degree	824	5	-	829
Hong Kong Institute of Technology	Sub-degree	799	27	3	829
	Undergraduate	689	7	-	696
Hong Kong Shue Yan University	Undergraduate	4 665	205	-	4 870
Kaplan Business and Accountancy School	Sub-degree	14	-	-	14
Lingnan University	Sub-degree	5 110	78	-	5 188
	Undergraduate	4	-	-	4
Sacred Heart Canossian College of Commerce	Sub-degree	217	-	-	217
SCAD Foundation (Kong Kong) Limited / Savannah College of Art and Design, Inc *	Undergraduate	195	-	102	297
The Chinese University of Hong Kong	Sub-degree	3 623	9	1	3 633
	Undergraduate	189	-	-	189
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	761	29	1	791
The Hong Kong Institute of Education	Sub-degree	627	4	-	631
	Undergraduate	721	23	1	745
The Hong Kong Polytechnic University	Sub-degree	8 349	21	1	8 371
	Undergraduate	3 215	182	6	3 403
The Open University of Hong Kong	Sub-degree	979	-	2	981
	Undergraduate	5 717	118	6	5 841

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
The University of Hong Kong	Sub-degree	8 254	133	5	8 392
	Undergraduate	38	3	1	42
Tung Wah College	Sub-degree	529	5	-	534
	Undergraduate	599	35	-	634
Vocational Training Council	Sub-degree	10 212	26	4	10 242
	Undergraduate	1 179	-	4	1 183
Yew Chung Community College	Sub-degree	57	3	10	70
YMCA College of Careers	Sub-degree	43	-	-	43
All institutions	Sub-degree	58 031	578	45	58 654
	Undergraduate	24 971	693	124	25 788
	Total	83 002	1 271	169	84 442

Notes

1. Data on taught postgraduate programmes broken down by local and non-local students for 2012/13 academic year are not available.
2. “-” denotes “nil”.
3. * : non-local programmes offered by Savannah College of Art and Design, Inc. were successfully granted local accreditation status in 2011/12 academic year.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB220**

Question Serial No.

3196

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, in the following format, information regarding kindergarten teachers such as the number and percentage of wastage as well as length of service, salary, academic qualification and age in the past 3 school years (2010/11, 2011/12, 2012/13).

	2010/11 school year	2011/12 school year	2012/13 school year
Number of wastage			
Percentage of wastage			
Average length of service			
Average salary			
Academic qualification			
- Number of teachers without a certificate/diploma in early childhood education			
- Number of teachers with a certificate/diploma in early childhood education			
- Number of teachers with a bachelor's degree in early childhood education			
- Number of teachers with a master's degree in early childhood education			
Average age			

Asked by: Hon. MO, Claudia

Reply:

The number and percentage of wastage, average length of service, average salary, academic qualification and average age of teachers in local kindergartens in the past three school years (2010/11, 2011/12, 2012/13) are provided at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Teachers in local kindergartens from the 2010/11 to 2012/13 school years

	2010/11	2011/12	2012/13 (Note 1)
Number of wastage (Note 2)	650	697	862
Percentage of wastage (Note 2)	6.8%	7.1%	8.3%
Average years of service	14.0	14.0	13.8
Average salary per month	\$16,700	\$17,600	\$18,400
Academic qualification			
- Number of teachers without a certificate/diploma in early childhood education	3 002	2 316	1 688
- Number of teachers with a certificate/diploma in early childhood education	5 306	5 818	6 210
- Number of teachers with a bachelor's degree in early childhood education or equivalent	1 529	2 238	3 185
- Number of teachers with a master's degree in early childhood education	(Note 3)	(Note 3)	(Note 3)
Average years of age	36.5	36.6	36.5

Note 1: The figures for the 2012/13 school year are provisional.

Note 2: The figures refer to 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 has been collected.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB221**

Question Serial No.

3197

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 harmonisation of pre-primary services, please provide, in the following format, the numbers of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by district in the 2012/13 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. MO, Claudia

Reply:

The numbers of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by district in the 2012/13 school year are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total Existing	Closed	Newly operated	Total Existing
Central & Western	3	1	17	1	1	22
Wan Chai	3	2	14	1	0	15
Southern	0	0	17	0	2	24
Eastern	0	3	34	0	0	46
Yau Tsim Mong	0	0	15	0	0	22
Sham Shui Po	0	1	26	0	0	18
Kowloon City	1	3	44	0	2	46
Wong Tai Sin	1	1	23	0	0	24
Kwun Tong	0	0	32	0	0	38
Sai Kung	2	2	31	0	1	29
Sha Tin	1	1	34	0	0	38
Tai Po	0	0	19	0	0	16
North	0	0	28	0	1	18
Yuen Long	1	2	43	0	0	29
Tuen Mun	0	2	32	0	0	31
Tsuen Wan	0	0	16	0	0	20
Kwai Tsing	0	0	34	0	0	29
Islands	1	0	19	0	1	14
All Districts	13	18	478	2	8	479

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB222**

Question Serial No.

3198

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, in the following format, the distribution of monthly salary levels of full-time kindergarten teachers in the past three school years (2010/11, 2011/12 and 2012/13):

Monthly salary levels	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. MO, Claudia

Reply:

The distribution of monthly salary levels of full-time kindergarten (KG) teachers (excluding principals) in local KGs in the 2010/11, 2011/12 and 2012/13 school year is as tabulated at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

2010/11 School Year

Monthly salary levels	No. of full-time teachers 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

2011/12 School Year

Monthly salary levels	No. of full-time teachers in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	50	0
\$6,001 - \$9,000	401	54
\$9,001 - \$12,000	383	364
\$12,001 - \$15,000	133	2 556
\$15,001 - \$18,000	109	2 283
\$18,001 - \$21,000	8	1 221
\$21,001 - \$24,000	12	785
\$24,001 - \$27,000	1	780
\$27,001 or above	0	223

2012/13 School Year

Monthly salary levels	No. of full-time regular kindergarten teachers in local kindergartens
\$6,000 or below	0
\$6,001 - \$9,000	96
\$9,001 - \$12,000	478
\$12,001 - \$15,000	2 123
\$15,001 - \$18,000	2 646
\$18,001 - \$21,000	1 408
\$21,001 - \$24,000	1 076
\$24,001 - \$27,000	692
\$27,001 or above	724

Notes:

- (1) Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time KG teachers conducted in September each year by the Education Bureau. Information on the principals has not been collected.
- (2) For the 2012/13 school year, the monthly salaries of teachers working half-day were not collected.

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

EDB223

Question Serial No.

3269

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 pre-primary education, please provide a breakdown by district of the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and private independent kindergartens not joining the PEVS as well as the average school fees in the 2012/13 school year.

Asked by: Hon. MO, Claudia

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 2012/13 school year as well as the average school fees per student per annum (pspa) of these KGs by District Council district are provided at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 29.3.2013

**Number of NPM KGs joining the PEVS and local PI KGs not joining the PEVS
in the 2012/13 school year and the average school fees of these KGs by District Council district**

District	NPM KGs Joining the PEVS			Local PI KGs Not Joining the PEVS		
	No.	Average school fee pspa of local half-day classes under the PEVS \$	Average school fee pspa of local whole-day classes under the PEVS \$	No.	Average school fee pspa of half-day classes \$	Average school fee pspa of whole-day classes \$
Central & Western	23	22,800	35,900	3	58,300	75,600
Wan Chai	15	21,300	35,600	1	82,100	-
Eastern	59	22,000	34,400	10	48,200	68,100
Southern	18	20,200	33,000	6	52,400	73,700
Sham Shui Po	39	20,600	34,200	1	18,600	33,600
Yau Tsim Mong	29	22,300	34,400	6	52,600	47,400
Kowloon City	44	22,600	36,000	23	39,500	63,000
Wong Tai Sin	44	17,500	30,500	1	24,000	36,000
Kwun Tong	67	19,700	31,500	2	23,100	-
Tsuen Wan	30	21,900	33,500	6	37,300	50,100
Tuen Mun	57	19,800	31,800	4	29,300	50,200
Yuen Long	65	18,500	31,400	5	38,900	55,800
North	41	19,400	32,200	5	33,900	53,400
Tai Po	26	20,200	32,800	6	37,400	60,800
Sha Tin	56	21,000	31,600	10	36,400	51,900
Sai Kung	42	19,500	32,100	9	38,000	54,100
Islands	22	18,900	30,700	3	51,200	67,300
Kwai Tsing	58	21,200	33,000	3	40,500	23,300

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

EDB224

Question Serial No.

2659

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:

To implement e-learning, schools need a stable wireless network to cope with the massive data traffic when a large number of students go online at the same time. But the survey findings of a local education organisation show that the wireless network equipment of more than 75% of the schools' classrooms is not ready for e-learning lessons. Besides, the current trend of e-learning is for students to bring their own tablet computers or laptops to lessons. But many students from the grass roots and low-income families might not be able to afford buying computers. Is there any plan to use the funding for the "promotion of e-learning in the school sector" and "grants for e-learning resources" to:

- (1) renew the wireless network equipment, relay the computer network and enhance the connection speed of all local secondary and primary schools?
- (2) set up the "tablet computers e-learning subsidy" (Digital Device Subsidy) to provide full-grant or half-grant for some 370 000 students from the grass roots and low-income families to buy tablet computers to address the basic needs for "one computer per student" in e-learning.

Asked by: Hon. MOK, Charles Peter

Reply:

- (1) The Government is committed to the promotion of e-learning and has launched three Information Technology (IT) in Education strategies. In 2008, we launched the Third IT in Education Strategy with focuses on assisting schools in drawing up and implementing school-based IT in education development plans; and integrating IT into learning and teaching activities so as to improve students' learning effectiveness and empower teachers and students to use the right technology at the right time for the right task in the learning and teaching process.

Against the above background, the Education Bureau (EDB) has been providing all public sector schools with an annual recurrent Composite IT Grant (CITG) at amounts ranging from \$170,000 to \$586,000, depending on the school type and the number of classes. The grant in the 2011/12 school year was over \$320 million, with an average of \$319,000 for primary schools and \$411,000 for secondary schools. Schools can use the grant to cover expenditures such as Internet service fees, upgrading and replacement of IT facilities (including wireless network facilities), purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences & software), etc. Under the principle of School-based Management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education.

Besides, additional provisions were granted to schools, including \$200 million for replacing and upgrading their IT facilities in 2008, and \$50 million for purchasing e-learning resources in 2010 respectively.

We will review experiences to map out our strategy on the way forward in the application of IT in education, including support to schools in the enhancement of their IT infrastructure.

- (2) While e-learning is practised through the use of computers, access to the Internet and e-textbooks, the interactions between teachers and students and among peers themselves should be the focus of classroom activities. Arrangement of “one computer per student” is not a must in practicing e-pedagogy in schools.

Nevertheless, the Office of the Government Chief Information Officer (OGCIO) has launched the five-year Internet Learning Support Programme in July 2011 to assist students from low-income families to procure affordable computers/tablets and Internet access service through two implementation agents. The Government has also disbursed an Internet access subsidy at full-rate of \$1,300 or half-rate of \$650 annually to these families. The Student Financial Assistance Agency reviews the level of subsidy annually in accordance with the market price of Internet access service.

According to a survey on digital inclusion of Hong Kong society conducted by the OGCIO in 2011, around 97% of students from low-income families had computer connected to the Internet at home. This indicates that the majority of students from low-income families have already been able to practise e-learning at home.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 21.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB225**

Question Serial No.

2660

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:

It has been already pointed out by the IT sector and education sector that the contents of the computer and IT curriculum of primary and secondary schools in Hong Kong are outdated and fail to stimulate students' learning interest, hence affecting their future development in science, technology, engineering and computer areas. This is against the recent global trend of encouraging primary and secondary students to start learning computer programming by government.

- (1) What are the staff establishment and expenditure of the Education Bureau regarding reviewing and updating computer curriculum in the past three years (2010-11, 2011-12, 2012-13) and 2013-14? What are the reasons for any increase or decrease? Has the Education Bureau assessed whether the increase or decrease is appropriate?
- (2) Is there any plan to conduct consultation on improving and updating the contents of the computer and IT curriculum in 2013-14? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

- (1) The staff establishment responsible for the development of computer curricula in schools is seven in the past three years (2010-11, 2011-12, 2012-13) as well as in 2013-14. There is no change in the staff establishment. The estimated expenditure of staff involved in 2013-14 is \$5.42 million with breakdown as summarised below:

Rank	Establishment	Estimated expenditure for 2013-14 (\$ million)
Assistant Inspector (Graduate) or equivalent	2	1.09
Inspector (Graduate) or equivalent	3	2.26
Senior Inspector or equivalent	1	0.94
Principal Inspector or equivalent	1	1.13
Total	7	5.42

- (2) Computer curricula are being implemented at secondary schools. Basic IT skills are introduced through school-based programmes in primary schools. Students are encouraged to integrate the use of IT skills into the learning of other subjects.

Regarding the curriculum development of computer subjects, the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority have jointly launched a review of the New Academic Structure in 2012-13, including the New Senior Secondary (NSS) Information and Communication Technology (ICT) curriculum. Contents of the NSS ICT curriculum, such as "Use of Office Automation Software", "Elementary Web Authoring", "Intellectual Property", and "Threats and

Security on the Internet” will be fine-tuned and details will be announced in early Q2 2013. At junior secondary level, the Technology Education Key Learning Area Curriculum Guide has been enriched and views from schools and teachers were collected in October 2012. The contents have been reviewed by the CDC Committee on Technology Education comprising members from the school sector, the tertiary education institutions and professional bodies, and will be finalised in mid-2013.

In 2013-14, we shall continue to enhance the implementation of the computer curricula in schools through running professional development programmes for teachers, developing learning and teaching resources and materials, and organising student activities.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB226

Question Serial No.

2662

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:

Some people in the e-textbook industry have reflected that the textbook vetting system is detrimental to competition and not suitable for e-textbooks whose contents can be changed or revised quickly. They have suggested that the vetting systems of printed textbooks and e-textbooks be abolished altogether. However, the Administration plans to introduce a list of approved e-textbooks. What are the Education Bureau's current establishment and total expenditure for vetting of textbooks? Was there an increase or decrease in the past 5 years (2008-09, 2009-10, 2010-11, 2011-12 and 2012-13)? What is the estimated increase or decrease in 2013-14? Will the Administration consider abolishing the textbook vetting system to make the market more open and fairer? If so, what are the details? If not, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

The existing textbook review mechanism is a quality assurance mechanism which has worked well all along. To ensure that quality textbooks are available to schools, the Education Bureau (EDB) has devised a stringent textbook review mechanism. The textbook review mechanism was recently reviewed in October 2009 and in December 2011, by the 'Working Group on Textbooks and e-Learning Resources Development' and the 'Task Force to Review Learning and Teaching Materials' respectively. Both of them recommended that the textbook review mechanism should be maintained. Of note is that all school head and teacher members of the Working Group and Task Force object to the abolition of the textbook vetting system. Given the two reviews, therefore, the EDB does not have plan to abolish the textbook vetting system.

The expenditures, including manpower provision, for administering the textbook review mechanism are absorbed in the recurrent expenditures of the relevant subject sections in the Curriculum Development Institute of the EDB. There is no separate breakdown of the expenditures in this respect.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB227

Question Serial No.

2663

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 Government proposed in the Budget to inject an additional \$480 million into the HKSAR Government Scholarship Fund for 20 “outstanding” local students to take degree courses or teacher training programmes in prestigious overseas universities, with preference given to students studying English and early childhood education. The public is generally sceptical about the efficacy of the proposal.

- (1) Would the Administration consider removing the requirement that preference be given to certain subjects of study?
- (2) Would the Administration extend eligibility beyond students to include serving teachers, so as to give them an opportunity for further study?
- (3) Would the Administration reduce the amount payable to each student in order to raise the total number of awarded students?

Asked by: Hon. MOK, Charles Peter

Reply:

- (1) Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education.
- (2) The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It is therefore our plan to offer the proposed scholarship to those who are not yet in the teaching profession. For serving teachers, there are at present other training opportunities for them and their training needs will be reviewed from time to time.
- (3) We propose to inject \$480 million into the HKSAR Government Scholarship Fund which will generate an estimated yield of 5%, making available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programme and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that can be offered each year is about 20. Each successful applicant will receive a maximum of 0.3 million each year during his / her specified study programme to cover tuition fees, boarding and other living expenses. The actual amount provided to each awardee will depend on the level of the fees, the standard of living in the countries concerned, etc. Thus, the exact number of scholarship places in each year depends on the actual yield of the Fund, the actual amount of scholarship for each awardee and the duration of study programmes to be pursued.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 26.3.2013

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

EDB228

Question Serial No.

3093

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:

It is stated in Paragraph 72 of the Budget Speech that “investing in education enhances the knowledge of both individuals and the community at large”. In view of the international trend for universities to offer free massive open online courses (MOOC), will the Administration inform this Committee on whether it has studied the feasibility of encouraging local universities to offer free online university courses catering for local needs for the purposes of promoting continuing education at home with information technology and enhancing the overall education level of the community? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

The Government established the Open University of Hong Kong (OUHK) (formerly known as the Open Learning Institute) in 1989 with a mission to make higher education available to all, principally through open and flexible learning. At present, local higher education institutions including OUHK and University Grants Committee (UGC)-funded institutions embrace dissemination of knowledge to society through various ways, e.g. distributing free courseware units and audio-visual education materials online, broadcasting free courses on television and radio channels, conducting free public lectures and seminars, organizing free educational programmes, exhibitions and forums on issues facing our society, etc. In addition, some local higher education institutions (e.g. the Chinese University of Hong Kong, the Hong Kong University of Science and Technology and OUHK) have already begun offering courses on some common massive open online course (MOOC) platforms such as Coursera and iTunes U. The UGC will continue to keep in view developments in this area and will consider how best, if appropriate, to facilitate its funded institutions in embracing this new teaching approach.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB229

Question Serial No.

2527

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:

For the section on "Matters Requiring Special Attention in 2013-14", please provide the respective amount of the total expenditure in respect of the Learning Support Grant for public sector primary schools, as well as the details on the respective expenditure and arrangement of the planned enhancement in the last 3 school years (i.e. 2010/11, 2011/12 and 2012/13 school years).

Asked by: Hon. POON Siu-ping

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. The estimated expenditure of LSG for public sector primary schools in the 2010/11, 2011/12 and 2012/13 school years is about \$138 million, \$149 million and \$156 million respectively.

While the existing calculation basis of the LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. With enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students with SEN in these schools. For budgetary purpose, the estimated expenditure of LSG for public sector primary schools in the 2013/14 school year is about \$173 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB230

Question Serial No.

2536

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:

In paragraph 78 of the Budget Speech, it was proposed that \$10 million be allocated per year to support Industry Training Advisory Committees to launch a new initiative of introducing award schemes for outstanding practitioners. What are the expected outcomes of those schemes? What is the estimated number of practitioners who can benefit from them?

Asked by: Hon. POON Siu-ping

Reply:

In the 2013-14 Budget, the Financial Secretary has proposed to allocate \$10 million per year to support the Industry Training Advisory Committees (ITACs) established under the Qualifications Framework (QF) to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. These initiatives include, among others, introducing award schemes for outstanding practitioners to engage in learning activities in different places around the world. The activities will not only enable these practitioners to broaden their vision and exposure to international culture, standards and environment, but also help them establish network and linkage with industry partners, local and overseas. These awardees will serve as exemplars and role models for their respective industries and help inspire younger generation to pursue career in these fields and promote multiple pathways as well as the QF.

We are now discussing with the ITACs on the implementation details of the initiatives. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB231**

Question Serial No.

1631

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:

What were the respective government expenditures on technology-related education for secondary schools and primary schools in the past 3 years (i.e. 2010/2011, 2011/2012 and 2012/2013)? What are the respective percentage shares of these expenditures in the total expenditures on secondary education and primary education? Also, in secondary schools and primary schools, what are the respective rankings of the expenditure on technology-related education when comparing with the expenditures on other subjects (ranking from higher expenditure to lower expenditure)?

Asked by: Hon. QUAT, Elizabeth

Reply:

Technology-related education includes the use of information technology in education across the curriculum and technology education which is one of the eight Key Learning Areas in school curriculum. Similar to the governments of many advanced economies, information technology is used in education to enhance the effectiveness of learning and teaching across the school curriculum. The provision of funding through recurrent composite information technology grant at amounts ranging from \$170,000 to \$586,000 per school, depending on the school type and the number of classes, as well as an one-off grant of \$50 million in total, ranging from \$33,680 to \$84,210 per school depending on the number of classes, provided in 2010 for purchasing e-Learning resources for schools is to be used across the curriculum and there is no breakdown for each Key Learning Area or subjects.

Overall, the expenditure on technology-related education in primary and secondary schools in 2010-11, 2011-12, and 2012-13 is \$351.4 million, \$314.0 million, and \$299.9 million respectively.

Detailed breakdown of the expenditure is as follows:

	Expenditure for 2010-11 (\$ million)	Expenditure for 2011-12 (\$ million)	Expenditure for 2012-13 (\$ million)
Primary schools	174.6	153.0	144.9
Secondary schools	176.8	161.0	155.0
Total	351.4	314.0	299.9

For primary education, the percentage of the above said total expenditure of \$144.9 million in 2012-13 is about 1.14% of the total expenditure of primary education which amounts to \$12,672.6 million.

For secondary education, the percentage of the above said total expenditure of \$155.0 million is about 0.70% of the total expenditure of secondary education which amounts to \$22,306.2 million.

Since technology-related education includes both the use of information technology in education across the

curriculum and the Technology Education Key Learning Area (which comprises the learning and teaching of business subjects, computer subjects, technological subjects, Technology and Living, Health Management and Social Care at secondary level as well as part of General Studies at primary level), it is infused into the school curriculum. In addition, an integral part of the support for schools are professional development programmes for teachers, the development of learning and teaching resources and various student activities which are scheduled for different subjects and Key Learning Areas from time to time. Therefore, we are unable to provide separate breakdown for each Key Learning Area or subject, nor we can provide the respective rankings of the expenditure on technology-related education when comparing with the expenditures on other subjects.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

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

EDB232

Question Serial No.

3303

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 details of the manpower training programmes implemented by the Government in respect of the 6 industries where Hong Kong enjoys clear advantages in 2012-13 and 2013-14, with a breakdown of the training provider, number of beneficiaries and the expenditure and staffing involved. Also, what is the manpower supply and demand in each of the 6 industries at present? If there is a shortage, what is the present situation? Are existing training programmes sufficient to meet the manpower requirements of the market?

Asked by: Hon. QUAT, Elizabeth

Reply:

For education service, the Chief Executive has announced in his 2013 Policy Address that in promoting the six industries over the past four years, certain issues have been identified and needed to be addressed, including whether education services should be regarded as an industry. The Economic Development Committee has been tasked to review the overall industrial development strategies and policies in order to draw up relevant proposals.

Unlike other specific service sectors, education service covers a wide range of disciplines, and hence academic and administrative staff do not come from specific disciplines. The education services sector has been meeting the demand for requisite human resources through international recruitment and nurturing local talent. Detailed statistics are not available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB233

Question Serial No.

0257

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 paragraph 74 of the Budget Speech, the Government proposes to inject an additional \$480 million into the HKSAR Government Scholarship Fund to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. The Financial Secretary has mentioned that there is no preference or specialized subjects in the granting of such scholarships. Yet, contradictory comment was made by the Secretary for Education. Will the Administration inform this Committee, what are the age requirement and academic achievement for eligible applicant as "outstanding local student"? Will the Administration provide a detailed list for the "prestigious overseas universities" and "degree courses or teacher training programmes" that could be a reference for future applicants?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. Assessment of applications will be made by a committee formed for this purpose. In consultation with this committee, details on eligibility requirements, including academic achievements and age, etc., will be formulated and announced closer to time.

Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, the above-mentioned committee will advise on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB234

Question Serial No.

0258

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 paragraph 75 of the Budget Speech, the Government proposes to inject \$5 billion into the Language Fund to facilitate its longer term planning. Given that the Language Fund will also support programmes to support non-Chinese speaking students in learning Chinese. Will the Language Fund pave the way to the formulation of "Chinese as a second language" curriculum for non-Chinese speaking students? Will the Administration consider as a step to develop local educational services for foreign students to learn Chinese in Hong Kong? Will the Administration consider such development as another step of developing Hong Kong into a regional educational hub?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. Initiatives supported by the Language Fund constitute part of the support measures that we have put in place. With the Language Fund, we have, in collaboration with non-governmental organisations, organised district-based programmes for NCS children aged 3 – 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative arts etc. In addition, the Project of After-school Extended Chinese Learning for NCS Students has also been implemented, benefiting 2 300, 4 000 and 4 300 NCS students in the 2010/11, 2011/12 and 2012/13 school years respectively. We have been actively reviewing the support measures for NCS students in the learning of Chinese Language in light of stakeholders' views. We would seek funding from the Language Fund to try out new/enhanced support measures as and when appropriate.

Separate from the Language Fund, a series of measures to support the learning and teaching (L&T) of the Chinese Language of NCS students being put in force includes, among others, the development of the "Supplementary Guide to the Chinese Language Curriculum for NCS Students" complemented by a series of L&T materials for schools and individual NCS students. The Supplementary Guide, which includes four curriculum modes of "immersion in Chinese Language lessons", "bridging / transition", "specific learning purposes" and "integration" leading to multiple pathways, caters for the diverse needs as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development.

The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students. An alternative curriculum and assessment with pre-set simpler contents and lower standards would limit the range of learning opportunities for NCS students with different needs and aspirations and also undermine their opportunities for further studies. Besides, the credibility of such qualifications in the eyes of employers remains to be ascertained. In fact, with effect from the 2012/13 school year, we have expanded the subsidy coverage for NCS students sitting other non-local Chinese Language examinations so

that they could obtain, apart from the Hong Kong Diploma of Secondary Education Examination, other internationally recognized Chinese Language qualifications that better suit their Chinese standards and needs for academic advancement and future development.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB235

Question Serial No.

1584

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 "Matters Requiring Special Attention in 2013-14", the Administration states that it will "explore ways to assist Chinese Language teachers in enhancing their professional qualifications for teaching non-Chinese speaking students." In this connection, please provide the details of the exploration as well as the manpower and resources allocated for the exercise. How will the Administration ensure adequate representation from stakeholders?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language.

To facilitate the learning of Chinese by NCS students, the Government is exploring with the Standing Committee on Language Education and Research (SCOLAR) the setting up of an Incentive Grant Scheme to assist Chinese Language teachers in enhancing their professional qualifications for teaching NCS students. When formulating the operational details, we shall seek views from relevant stakeholders and work out a proposal for consideration by SCOLAR.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB236

Question Serial No.

1585

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:

Regarding the implementation of "School-based Educational Psychology Service" in primary and secondary schools,

- (a) Please provide the number of primary and secondary schools as well as the number of primary and secondary school students that is expected to be covered by the scheme in the 2013/14 school year.
- (b) Please provide the number of Educational Psychologists that have been involved in the scheme in the past three years, the expected number of Educational Psychologists involved in the scheme in the 2013/14 school year, the average number of schools each Educational Psychologist will serve in the 2013/14 school year, the expected average number of visit days by Educational Psychologist for individual schools under the scheme for the 2013/14 school year, the ratio of Educational Psychologists compared to students served by the scheme and how this ratio compares with other developed economies around the world.
- (c) Please provide the details, manpower and resources related to the expansion of the "School-based Educational Psychology Service" in primary and secondary schools for the 2013/14 school year.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) In the 2013/14 school year, it is anticipated that about 570 public sector primary and secondary schools will be provided with the School-based Educational Psychology Service (SBEPS). Since the SBEPS is a comprehensive service that covers remedial, preventive and developmental work in catering for the students' diverse educational needs, all students in the participating schools will benefit from the service either directly or indirectly.

(b) and (c)

The numbers of educational psychologists (EPs) involved in the SBEPS from the 2010/11 to 2012/13 school years are 35, 52 and 62 respectively. For the 2013/14 school year, it is anticipated that about 70 EPs will be involved in the service. For budgetary purpose, the estimated expenditure for the 2013/14 school year is about \$77 million.

Under the SBEPS, one EP serves six to ten schools. They pay regular visits to schools to provide service at the school system, teacher support and student support levels. The number of visit days paid to each school varies, depending on the specific needs of the schools and their students. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. SBEPS is still at its developing stage and our aim is to achieve, upon full

implementation, an EP to student ratio comparable to that of other developed countries.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB237

Question Serial No.

1586

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:

Extra Primary One places in the North District will be necessary due to the increase of cross-border school children for the 2013/14 school year and after.

(a) Please provide the number of extra Primary One places in the North District has been created through the Administration's measures to meet the demand from the increase of cross-border school children for the 2013/14 school year, as well as the expected number of Primary One places in the North District for the coming five school years.

(b) Will the Administration build new schools in the North District to meet the demand for school places caused the increase of cross-border school children? If yes, of the details as well as an explanation of how the land for the construction will be acquired. If not, the reasons for that.

(c) Please provide the details as well as manpower and resource implications related to the measures to provide extra Primary One places in the North District for the 2013/14 school year.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) Based on the latest information available, the anticipated shortfall of Primary One (P1) places in the North District under the Primary One Admission (POA) system for 2013 is less than 1 400. As announced on 1 February 2013, we will implement special measures after the release of POA allocation results in June 2013 to assist students, who are residing in the North District and have chosen a school net in the North District during their POA application but have been allocated P1 places in Tai Po in the Central Allocation exercise, and want to give up the allocated P1 places in favour of studying in their home district instead. We will address their wish to study in their home district by increasing the number of P1 places in the North District. As the outcome of the POA will be known only in early June, it is difficult, if not impossible, to forecast the number of additional school places required in the district to meet the demand of those eligible applicants at this stage.

The shortage of P1 places in the North District is mainly due to the increase in cross-boundary students (CBS). The number of CBS as well as the boundary control points through which they access Hong Kong is subject to year-on-year changes depending on family factors, distribution of their places of residence in Shenzhen, and adjustment of relevant policies, etc. We will continue to collaborate with other bureaux and departments to improve the cross-boundary support measures for more effective diversion of CBS to other districts. We are also exploring ways to enhance the arrangements for the 2014/15 and subsequent school years to address the concerns of local students. We will take into account the year-on-year progression of CBS already attending schools in Hong Kong, the prevalent number of POA applicants and the related developments mentioned above when estimating the number and planning school places in the North District. As whether and when CBS would come to Hong Kong to study is very much a personal decision of CBS'

parents, it is difficult to project, with accuracy, the number of P1 places required in the North District for the coming years at this stage.

(b) The demand for school places arising from return of Type II babies (born to Mainland women in Hong Kong and whose fathers are non-permanent residents of Hong Kong), including CBS, will decrease in a few years because of the “zero delivery quota” policy for expectant Mainland mothers whose husbands are not Hong Kong residents since 2013. Construction of schools requires precious land resources and substantial funding and in general will take about six years to complete. It should therefore tie in with the long term needs and development of the districts concerned, taking into account the provision of places in the existing schools in the districts. We have already started a primary school project at Area 36 of Fanling for reprovisioning of an existing primary school. We will utilize existing school facilities as far as possible to increase the supply of school places in a timely manner to cope with the increased demand in the transient period. We will also strive to make continuous efforts to identify suitable vacant school premises for temporary use as primary schools to tie over the transient surge in CBS.

(c) For schools in the North District that will operate additional P1 classes in the 2013/14 school year, the amount of their operating expenses block grant and teaching staff entitlement will be increased according to the established mechanism. As regards schools in the North District that will be allocated more students per P1 class, the Administration will provide additional resources and support to these schools with a view to enabling teachers to maintain the teaching strategies adopted before and, above all, the quality of education despite the increase in the number of students to be allocated per P1 class. The resource implications can only be worked out at a later stage when the number of additional school places required is available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB238

Question Serial No.

1587

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:

Regarding the Native-speaking English Teacher (NET) Schemes in primary and secondary schools,

(a) please provide the total number of NET posts, NETs employed and NET vacancies in primary and secondary schools respectively for the past three school years.

(b) please provide the retention and attrition rate of NETs in primary and secondary schools for the past three school years. What are the main reasons for NETs leaving the NET Schemes? What are the measures to improve the retention rate?

(c) please provide a breakdown of the teaching professional qualifications obtained by NETs currently employed in primary and secondary schools.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) The numbers of NET posts, NETs employed and NET vacancies in public sector primary and secondary schools in the past three school years are as follows:

	School Year	Primary Schools	Secondary Schools
Number of NET posts	2012/13	459	412
	2011/12	458	416
	2010/11	481	442
Number of NETs employed	2012/13	457	405
	2011/12	457	415
	2010/11	477	409
Number of NET vacancies	2012/13	2	7
	2011/12	1	1
	2010/11	4	33

(b) The retention and attrition rates of NETs in primary and secondary schools in the past three school years are as follows:

School Year	Primary School		Secondary School	
	Retention Rate [@]	Attrition Rate [#]	Retention Rate [@]	Attrition Rate [#]
2012/13	Not available at the moment			
2011/12	88%	12%	84%	16%
2010/11	88%	12%	84%	16%

Note:

[@] Retention rate is calculated as the difference between the total and the attrition rate of that particular year.

[#] The attrition rate is defined as the percentage of the number of NETs leaving the NET Schemes on completion of contract out of the total number of NETs completing the contract in that particular school year.

The main reasons for NETs leaving the NET schemes are retirement, return to their home country and other personal reasons.

Since the 2005/06 school year, we have introduced a Retention Incentive for eligible NETs to encourage them to continue their service in Hong Kong. Recent statistics show that the wastage of NETs has stabilized.

(c) All NETs are qualified to teach. Among them, those holding Post Graduate Diploma in Education or equivalent qualifications in the 2012/13 school year are as follows:

	Number of Trained NETs
Primary Schools	271
Secondary Schools	383
Total	654

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB239**

Question Serial No.

1588

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:

According to "Educational support for newly-arrived children and young people (including non-Chinese speaking children)" of "Brief Description", the Administration offers newly-arrived children and young people the choice to enroll in Induction Programmes provided through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools.

- (a) Please provide the expenditure for the above two programmes in the past three school years and the expected expenditure for the 2013/14 school year.
- (b) Has the Administration carried out a review on the cost-effectiveness and user-satisfaction of the above two programmes in the past three school years? If yes, of the details; if not, the reasons for that.
- (c) In view of the growing number of doubly non-permanent resident children expected to receive education in Hong Kong in the future, will the Administration review and increase resources to the above two programmes? If yes, of the details; if not, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Expenditure for the Induction Programmes and Initiation Programmes in the past three school years (i.e. 2009/10 to 2011/12 school years) and the estimated expenditure for the 2012/13 and 2013/14 school years are tabulated as follows:

	Expenditure for 2009/10 (\$ million)	Expenditure for 2010/11 (\$ million)	Expenditure for 2011/12 (\$ million)	Estimated Expenditure for 2012/13 (\$ million)	Estimated expenditure for 2013/14 (\$ million)
Induction Programmes	2.1	1.9	1.8	2.1	2.2
Initiation Programmes	15	16	18	21	21

- (b) On completion of each course under the two programmes, the schools or non-governmental organisations concerned are required to submit to the Education Bureau evaluation reports covering student performance and achievement, teaching and learning, opinion surveys, etc. Based on the evaluation reports submitted, this Bureau will assess overall performance of the two programmes with a view to enhancing their effectiveness. The two programmes are in general effectively operated and able to meet the needs of students.

- (c) The two programmes are made available for newly-arrived children and young people to help them better integrate into the local education system. Such programmes are not compulsory and some newly-arrived children and young people choose to enrol in mainstream schools direct without going through the Initiation Programmes. The Education Bureau will continuously assess the demand for and supply of the two programmes and make necessary adjustment to ensure sufficiency of places.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

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

EDB240

Question Serial No.

1589

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:

Enrichment and enhancement programmes are conducted both within and outside schools to provide challenges to and cater to the needs of gifted students.

(a) Please provide a breakdown of the current number of primary and secondary students that have been identified as gifted in the areas of cognitive domains, leadership, arts and sports respectively.

(b) Please provide the detail and expenditure on the enrichment and enhancement programmes for the past three school years conducted both within and outside schools that cater to the needs of students gifted in the areas of cognitive domains, leadership, arts and sports respectively.

(c) Has the Administration earmarked resources in the current 2013/14 school year for researches on gifted education and studies on setting up dedicated schools for gifted students? If yes of the details; if no, the reasons for that.

(d) Please provide a comparison between Hong Kong's education policy towards gifted students and those of other developed economies, and the rationale for our current policy.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) In line with practices recognised worldwide, the Education Bureau adopts a broad definition for giftedness from the perspective of multiple intelligences. Giftedness is one of the manifestations of learner diversity and a complex and dynamic construct that depends very much on time, cultural values, educational beliefs and available resources. Under this rationale, giftedness is developmental in nature and may be demonstrated by the student in multiple forms. Therefore, it is not practical to rigidly define and categorise students into one particular category. In addition, we have adopted a three-level approach to identifying and nurturing giftedness. Levels 1 and 2 involve school-level deployment of apt pedagogies and pull-out enrichment activities. Level 3 is offered by the Education Bureau and the Hong Kong Academy for Gifted Education. Hence, there is no absolute number of gifted students both overall and in any one particular domains.

(b) Schools are advised to adopt a school-based approach to cater for the needs of their gifted students through whole-class and pull-out modes within schools. Hence, it will not be practical or possible to require individual schools to separate expenditure on the enrichment and enhancement programmes for gifted students.

Regarding support for gifted students outside schools, there are off-school enrichment and enhancement

programmes offered by the Education Bureau and the Hong Kong Academy for Gifted Education. These programmes are in the form of lectures, workshops, short courses, year-long web-based learning courses, mentorship programmes etc. Student-participants are encouraged to involve in activities which they may not have attempted in the past in order to broaden their exposure. For this and the reason outlined in (a) above, a breakdown by domains will not be possible. The total expenditures of all off-school programmes by the Education Bureau and the Hong Kong Academy for Gifted Education for the past three school years are provided below:

School Year	20009/10	2010/11	2011/12
Name of Provider	(\$ million)	(\$ million)	(\$ million)
Education Bureau	2.34	2.39	2.37
Hong Kong Academy for Gifted Education	1.93	2.56	3.87
Total	4.27	4.95	6.24

(c) The Administration has not earmarked resources in the 2013/14 school year for researches on gifted education or studies on setting up dedicated schools for gifted students. As a measure to cater for the needs of gifted students, the Hong Kong Academy for Gifted Education has been set up with funding support from the Administration in 2007 and it is still expanding its services for gifted students.

(d) The local gifted education policy is based on the recommendation from the Education Commission Report No. 4 which has made reference to the policies and practices of different countries. A recent international study summarises the policies and practices of some countries as follows:

Global trend	Brief description of practice	Place
A. Selecting a few children for special provision	Gifted education is for Jewish and Arab children only	Israel
	Only 960 gifted boys and girls are provided with Summer Gifted programmes annually	Saudi Arabia
	Only highly gifted youngsters are provided with residential week with Nobel prize winners	Washington, USA
	Only very poor children are offered engineering specialty	Brazil
B. Educating all children to very high standard	An inclusive school-based approach is advocated to cater for all students within schools and off schools	Hong Kong
	Day-a-week schools and resources centres offer gifted programmes all over the country	New Zealand
	Gifted provision focused on mathematically and scientifically gifted in the early days but now open to humanities, arts, ICT and languages in addition	South Korea
	Gifted provision was confined to 26 Gifted Education Programme schools but now extended to other schools through Integrated Programmes at school-based level	Singapore

Source: Worldwide provision to develop gifts and Talents – An international survey (2010) by Tower Education Group

Global Trend B denotes an inclusive approach to accommodating learners' diversity in order to address the developmental and multiple intelligence needs of students. Of note is that there is an increasing number of countries practising Global Trend B and from this perspective, Hong Kong's approach is in line with this world trend.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB241

Question Serial No.

1590

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:

According to "Indicators", the number of students joining the Pre-primary Education Voucher Scheme (PEVS) in the 2011/12 and 2012/13 school year were 129,000 and 133,100 respectively while 135,800 students are estimated to join in the 2013/14 school year. On the other hand, the number of non-profit-making kindergartens joining the PEVS in the 2011/12 and 2012/13 school year were 751 and 735 respectively while 722 kindergartens are estimated to join in the 2013/14 school year.

- (a) Please provide, for the past three school years (2010/11, 2011/12, 2012/13), the average number of students in one kindergarten class as well as the teacher to student ratio in kindergartens who have joined the PEVS scheme.
- (b) In view of the trend of an increasing number of students and a decreasing number of kindergartens joining the PEVS, what measures the administration will undertake to ensure that the quality of education received by students joining the PEVS, especially in regard to small class teaching, will not be compromised by larger student intakes per kindergarten?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) In the 2010/11 and 2011/12 school year, the actual average teacher-to-student ratio of kindergartens under the Pre-primary Education Voucher Scheme (PEVS) are 1:9.9 while the provisional figure for the 2012/13 school year is 1:9.5. In kindergartens, grouping is usually flexibly arranged for children to meet the needs of different learning activities. Information on the average number of students in one kindergarten class is therefore not available.
- (b) Apart from complying with the provision under the Education Ordinance and Education Regulations and the instructions promulgated by the Education Bureau from time to time, all KGs under the PEVS are required to meet the minimum teacher-to-children ratio of 1:15 with teachers possessing the Certificate in Early Childhood Education qualification. Besides, only KGs meeting the prescribed quality standards under the quality assurance mechanism are eligible for joining the PEVS. As such, the quality of education received by students under the PEVS will not be compromised by larger student intakes in a KG.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB242

Question Serial No.

1591

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Political Assistant supports the Secretary for Education in undertaking political work.

- (a) In terms of liaison with stakeholders in the community, please provide a summary of the work, as well as the policy areas involved in such work, that the Political Assistant has undertaken since assuming the office.
- (b) In terms of liaison with the media and the public at large, please provide the number of television and radio interviews attended and the number of media interviews conducted by the Political Assistant since assuming the office.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Similar to his counterparts in other POs' offices, the Political Assistant to Secretary for Education (PA) is mainly responsible for providing political support and input to the Secretary for Education and the Under Secretary for Education, and conducting the necessary political liaison with stakeholders in the community as instructed by the Secretary for Education and the Under Secretary for Education. Since assuming the office, the PA has provided advice from the political perspective on explaining policy background to political parties / groups and lobbying them through appropriate channels. He has also monitored views from interest groups and the general public on policy issues concerned and assessed the political implications. The policy areas involved include all policies under the purview of the Education Bureau, like the drop in Secondary One student population and the Primary One school places allocation.
- (b) Since assuming the office, the PA maintains close liaison with the media and public at large through different means and channels. This is part and parcel of the day-to-day work of the PA that cannot be quantified.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

EDB243

Question Serial No.

1592

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
661 Minor plant, vehicles and
equipment (block vote)

Programme: Not Specified

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Expenditure of minor plant, vehicles and equipment has been fluctuating wildly. Actual expenditure in 2011-12 was \$1,095,000, the revised estimate in 2012-13 was \$6,109,000 and the estimate for 2013-14 is \$3,229,000. Please explain the fluctuation and provide a summary on what items are associated with this expenditure.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The provision under Subhead 661 Minor plant, vehicles and equipment (block vote) is mainly for replacement and acquisition of new intercom and public address systems, air conditioning systems and computer systems each costing above \$150,000 but not exceeding \$2,000,000 for government schools. The fluctuation between years is mainly due to changes in requirements during these years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB244

Question Serial No.

1593

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:

According to "*Matters Requiring Special Attention in 2013-14*", the Vocational Training Council (VTC), during 2013-14, will roll out specialised support for non-Chinese speaking students and students with special educational needs in the new Youth College.

- (a) Please provide the number of intake of non-Chinese speaking student in the new Youth College in the 2012/13 school year and the expected intake in the 2013/14 school year.
- (b) Please provide the number of intake of students with special educational needs in the new Youth College in the 2012/13 school year and the expected intake in the 2013/14 school year.
- (c) Please provide the details and timetable as well as the manpower and resources involved in rolling out specialised support for non-Chinese speaking students and students with special educational needs in the new Youth College during 2013-14.
- (d) Will the Administration earmark resources to provide financial support to families of non-Chinese speaking students and students with special educational needs to assist such students in meeting the course fees of the new Youth College?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) & (b) The new Youth College (Youth College (Yeo Chei Man)) under the Vocational Training Council (VTC) has been set up in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for non-Chinese Speaking (NCS) students and students with special educational needs (SEN). In the 2012/13 academic year, some 330 students are enrolled in the Youth College (Yeo Chei Man), among them 23 are NCS students and nine are students with SEN.

In the 2013/14 academic year, about 90 places are planned for NCS students in the Youth College (Yeo Chei Man). As for SEN students, there would not be a fixed number of places and those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programmes.

- (c) Since the 2012/13 academic year, the Youth College (Yeo Chei Man) has been providing dedicated support for NCS and SEN students, helping them to better cope with their study, adapt to the campus life and wider community. Services for the NCS students include alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community. Services for SEN students include provision of technical

learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services are also provided to both NCS and SEN students.

In the 2013/14 academic year, about 18 teaching staff and 10 support staff will be required for the Youth College (Yeo Chei Man) and the subvention from the Government is about \$20.7 million.

- (d) Similar to other students of the VTC, eligible NCS and SEN students enrolled in the Youth College (Yeo Chei Man) with financial needs may apply for fee remissions from the VTC.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

Reply Serial No.

EDB245

Question Serial No.

1594

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 original financial provision for Policy and Support in 2012-13 was \$1,836.1 million while the revised financial provision was \$8,744.3 million, an increase of 376.2%. Please explain the drastic increase as well as a breakdown of the expenditure dedicated to the various policies in terms of the original and revised expenditure of each policy.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The breakdown for the estimates of 2012-13 for Programme 7 Policy and Support is as follows:

	2012-13 Original Estimate \$ million	2012-13 Revised Estimate \$ million
One-off injections to various funds		
- Research Endowment Fund	-	5,000.0
- HKSAR Government Scholarship Fund	-	1,000.0
- Self-financing Post-secondary Education Fund	-	1,000.0
Cash flow for various support schemes / programmes such as Qualifications Framework Support Schemes and Project Yi Jin / Yi Jin Diploma programme	307.1	237.2
Operational expenses for formulation of policies and provision of support to the education sector	1,529.0	1,507.1
Total	1,836.1	8,744.3 (+376.2%)

The revised estimate for 2012-13 under Programme 7 Policy and Support is \$6,908.2 million or 376.2% higher than its original estimate. This is mainly due to the charging of a total of \$7 billion in-year injections that were approved by the Finance Committee during the year. In accordance with the established mechanism, provisions for initiatives under planning will not be included in the original estimate of Head 156 Government Secretariat: Education Bureau. After the approval of the Finance Committee, the related expenditure will then be included in the revised estimate of Head 156.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB246

Question Serial No.

3292

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the Budget Speech, the Financial Secretary mentions, "Over the past couple of years, the Government has promoted six industries where Hong Kong enjoys clear advantages." In 2013-14, how will the Administration allocate resources to promote each of the six industries? What is the number of officials responsible for this job and their respective ranks? What items will be included in the specific action plan? What is the progress or timetable in 2013-14?

Asked by: Hon. SIN Chung-kai

Reply:

In recent years, we have implemented/planned to implement a series of measures to develop Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of facilitating measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the HKSAR 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 as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation. In the 2011/12 academic year, about 21 000 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies.

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 –

- (i) Land Grant Scheme (LGS) – The LGS provides land at nominal premium or vacant school premises at nominal rent respectively to non-profit-making self-financing post-secondary institutions for the operation of quality self-financing full-time locally-accredited post-secondary programmes. Since the launch of the LGS in 2002, 10 sites and five vacant school premises have been granted;
- (ii) Start-up Loan Scheme (SLS) – The SLS provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$6.2 billion have been approved. We have expanded the ambit of the SLS in 2012 to provide financial support for the development of student hostels for students of full-time self-financing locally-accredited undergraduate and research postgraduate programmes;
- (iii) The Self-financing Post-secondary Education Fund (SPEF) – The SPEF was set up in November 2011 with an initial commitment of \$2.5 billion. An additional injection of \$1 billion was made in August 2012. The SPEF is set up as an endowment fund that generates recurrent income to provide

scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education;

- (iv) Qualifications Framework Support Schemes (QFSS) – The QFSS includes a number of financial assistance schemes to encourage and assist education providers in seeking accreditation of their programmes;
- (v) Research Endowment Fund - In 2012-13, we injected \$5 billion into the Research Endowment Fund. We have earmarked \$3 billion in this Fund to support the self-financing degree sector in enhancing its academic and research development; and
- (vi) Sixth Matching Grant Scheme (MGS) – We have launched the \$2.5 billion Sixth MGS to help tertiary institutions tap more funding sources to further consolidate their development, improve the quality of education and foster a philanthropic culture. The Sixth MGS covers all statutory and approved post-secondary institutions, and has a floor of \$60 million for matching by each institution as a guaranteed minimum over the two-year period to help post-secondary institutions with less fund-raising experience.

Developing Hong Kong as a regional education hub is an on-going initiative of the Education Bureau. The manpower resources involved are absorbed through internal redeployment and hence no breakdown is available.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 27.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB247**

Question Serial No.

0379

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. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans in 2013-14? 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 2012/13 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	8 390	760	2 840	2 450	130	30	270	1 940
Secondary	9 050	930	1 310	2 330	250	100	420	190

In the 2013/14 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources include Learning Support Grant (LSG), Enhanced Speech Therapy 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 be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also step up the provision of teacher training and strengthen school networking for sharing of good practices and teaching resources developed for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. As announced in the 2013 Policy Address, with effect from the 2013/14 school year, EDB will raise the ceiling of the LSG from \$1 million to \$1.5 million per school per year to strengthen support for schools having admitted larger number of students with SEN.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for SEN students in mainstream schools in the 2013/14 school year is about \$1,076 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB248

Question Serial No.

0380

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 2013-14, 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 2013-14, we have earmarked a total provision of \$112 million for the development and implementation of the Qualifications Framework (QF). This includes the expenditure for the provision of financial assistance under the QF Support Schemes and an additional \$10 million for implementing new initiatives proposed in the 2013-14 Budget to support the Industry Training Advisory Committees (ITACs).

Specifically, we will continue to work closely with the ITACs to develop the Specifications of Competency Standards (SCS) and promote their wider application in developing education and training courses, mapping out progression pathways and human resources management. We will also liaise with ITACs on the implementation of the Recognition of Prior Learning mechanism and extension to more industries. As proposed in the 2013-14 Budget, we will support ITACs to (i) introduce award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) design SCS-based training programmes and packages that meet the needs of the industries; and (iii) step up promotion and publicity of the QF for its wider acceptance among all sectors. As part of our on-going efforts, we will continue to encourage more industries to join the QF, explore the development of a credit accumulation and transfer system, and foster collaboration with the QFs of other areas.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB249

Question Serial No.

0381

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:

What is the number of kindergartens operating with a co-located child care centre in the 2013/14 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 2013/14 school year will only be available later this year after the commencement of the new school term. In the 2012/13 school year, there are 479 kindergartens operating with a co-located child care centre. The subsidies for the child care centre portion are as follows :

Scheme	Estimates for the 2012/13 school year (\$ millions)
Refund of rent, rates and government rent for the child care centre portion:	47
Child Care Centre Subsidy Scheme:	16

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB250

Question Serial No.

0382

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 Chief Executive stated earlier this year in his Policy Address that a committee would be set up to examine the feasibility of free kindergarten education and recommend specific proposals. What are the work targets and specific work plan of the committee next year (2013-14)? What is the estimated expenditure of the committee next year (2013-14)?

Asked by: Hon. TAM Yiu-chung

Reply:

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB251**

Question Serial No.

0383

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 2012/13 school year.

What is the provision for schools designated for intensive support to cater for the needs of NCS students in the 2013/14 school year? What is the average amount of provision per school? What are the new support measures?

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 2012/13 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)	12 324	164 764	7.5%
Primary (Primary 1 - 6) (Note 4)	7 945	272 802	2.9%
Secondary (Secondary 1 - 6) (Note 4)	6 919	396 836	1.7%

Notes:

- Figures refer to the position as at September of 2012.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
- 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.

To facilitate schools to assist NCS students to adapt to the local curriculum, the Education Bureau (EDB) has been supporting schools in the provision of school-based support programmes specifically for NCS students by means of, among others, an annual grant ranging from \$300,000 to \$600,000 per school for developing school-based measures and accumulating teaching experiences for dissemination to other schools admitting NCS students. For planning purpose, we have earmarked an estimated provision of \$17.5 million for the schools concerned in the 2013/14 school year with an average of about \$0.56 million per school assuming that the number of the schools concerned will be 31 in the 2013/14 school year.

As stated in our paper to the Legislative Council Panel on Education on the education-related initiatives in the 2013 Policy Address, to enhance the support for NCS students, we would step up our collaboration with ethnic minority communities and non-governmental organisations as well as to encourage NCS parents to participate in diversified Chinese activities together with their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. In this regard, we have made reference to the encouraging results of the 2012 Language Fund initiative of collaborating with non-governmental organisations to organise district-based programmes for around 900 NCS children to motivate them to learn Chinese through fun activities such as games and creative art, etc. We will, starting from 2013, refine specifically the Summer Bridging Programme for NCS students progressing to Primary 1 to Primary 4 to allow NCS parents to accompany their children in the Programme. We believe that NCS students would be better supported in learning Chinese and enhancing their Chinese proficiency through parent-school collaboration. We would also explore launching an incentive grant scheme to enhance the professional competencies of Chinese Language teachers in teaching NCS students. In addition, based on teaching experience, the “Chinese Language Assessment Tools” tailored for NCS students and a longitudinal study, we would further evaluate the effectiveness of measures in supporting NCS students’ learning of Chinese with a view to setting appropriate targets for their acquisition of the Chinese Language as well as improving learning and teaching and teachers’ professional development.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB252**

Question Serial No.

0384

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:

Although the Government of the Hong Kong Special Administrative Region announced at the end of last year (2012) that National Education would not be an independent subject any longer, the promotion of national education is still one of the tasks and responsibilities of the Education Bureau (EDB). In this connection, please provide the EDB's specific plans and estimated expenditure for the promotion of national education as well as the number of participating teachers and students in 2013-14.

Asked by: Hon. TAM Yiu-chung

Reply:

The EDB will continue to provide professional development programmes and learning and teaching resources for teachers, and to organise Mainland exchange programmes and interflow activities for students and teachers so as to enhance their understanding of the social, economic and cultural development of the Mainland for the promotion of national education.

In 2013-14, the estimated expenditure for the above activities is \$90.2 million. Detailed breakdown and estimated number of participating teachers and students are as follows:

	Estimated expenditure (\$ million)	Estimated number of student participants	Estimated number of teacher participants
Professional development programmes for teachers	2.5	N.A.	1 600
Learning and teaching resources and materials for various subjects for teachers	7.9	N.A.	N.A.
Mainland exchange programmes and interflow activities for students and teachers	79.8	55 600	4 800

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB253

Question Serial No.

0385

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
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 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:

All aided schools have applied for the establishment of incorporated management committees as required by the Education Ordinance.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22 March 2013

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

EDB254

Question Serial No.

0389

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 provide the respective number of primary and secondary students in the 2012/13 school year both of whose parents are not Hong Kong permanent residents, and the respective number of these students studying in primary and secondary schools in each of the 18 districts in Hong Kong. Has the Administration provided any special support service to these students to help them adapt to Hong Kong's education system? If so, what are the specific measures and the expenditure involved? If not, what are the reasons?

What is the expected number of these students in the 2013/14 school year? What is the Administration's total estimated expenditure (including the expenditure for the provision of school places and the expenditure for a series of support services) in relation to these students?

Asked by: Hon. TAM Yiu-chung

Reply:

We do not collect information on the residency status of the parents of students and therefore do not have the breakdown of the number of students whose parents are not Hong Kong permanent residents. Nevertheless, we have collected information on the number of cross-boundary students (CBS) in local aided schools, which include children whose parents are not Hong Kong permanent residents. For the 2012/13 school year, there were about 6 800 and 2 200 cross-boundary students in the public sector primary and secondary schools respectively. These students mainly study in the North, Tai Po, Tuen Mun and Yuen Long Districts. Regardless of the permanent residence status of the parents, students eligible for receiving education in public sector schools will enjoy the same educational support services as those of our local students. For newly-arrived children, we provide them the choice of attending the six-month full-time "Initiation Programme" or the "Induction Programme" run by non-governmental organisations in addition to the various school-based programmes run by the respective schools using the "School-based Support Scheme Grant", which help these children integrate into the local education system.

In estimating future demand for school places and related resources requirement, we take into account the number of students already in the public sector schools system (including CBS) as well as the population projections, which have already taken into account the children whose parents are not Hong Kong permanent residents and who would return to Hong Kong, and the latest demographic changes, including the number of newly-arrived children from the Mainland, as updated by the Census and Statistics Department from time to time.

Since the number of students whose parents are not Hong Kong permanent residents is not available, we are unable to provide the estimated expenditures on the provision of school places as well as the educational support services mentioned above for these students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

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

EDB255

Question Serial No.

0391

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:

How many children who studied in primary schools in the North District in the 2010/11, 2011/12 and 2012/13 school years were born locally but whose parents were non-permanent residents of Hong Kong? How many children who lived in the North District and whose parents were permanent residents of Hong Kong or either of whose parents was a permanent resident of Hong Kong were allocated places in primary schools outside the North District in those 3 school years? In these connections, what are the estimated figures for the next 3 school years (i.e. 2013/14, 2014/15 and 2015/16 school years)?

Does the Administration have any plan to allocate places in school nets (such as Tin Shui Wai, Tai Po and Yuen Long) with surplus primary school places to children born locally but whose parents are non-permanent residents of Hong Kong? If so, what are the details and related expenditure? If not, what are the reasons?

Asked by: Hon. TAM Yiu-chung

Reply:

The records of students' birth information currently kept by the Education Bureau (EDB) are mainly related to their eligibility for admission to public sector schools in Hong Kong. We do not have information about the resident status of the students' parents, and hence are not able to provide the figures of primary students in the North District who were born locally but whose parents are non-permanent residents of Hong Kong (commonly known as "Type II babies").

Under the Primary One Admission (POA) system, all eligible applicants, irrespective of their parents' resident status, are treated alike in the school places allocation process. Applicants are not required to provide information about the resident status of their parents. We therefore are not able to provide the figures of children who lived in the North District and whose parents were permanent residents of Hong Kong or either of whose parents was a permanent resident of Hong Kong but were allocated places in primary schools outside the North District in the past three years. For the same reason, we are not able to make any projections for the future years.

Like other locally-born babies, Type II babies are eligible for admission to public sector schools. For those Type II babies who do not return to Hong Kong for settlement, some of them will commute daily through the boundary control points to attend school in Hong Kong as cross-boundary students. It is worth noting that among cross-boundary students are also children of Hong Kong residents living in the Mainland as well as Type I babies (born to Mainland women in Hong Kong and whose fathers are permanent residents of Hong Kong). At present, cross-boundary students can choose one of the eight relevant school nets in four districts, viz. North District, Tuen Mun, Yuen Long and Tai Po, as their school net for allocation of Primary 1 places during the Central Allocation. There is a shortage of Primary 1 places in the North District as most cross-boundary students choose to attend primary schools there. We are exploring ways to enhance the POA arrangements for the 2014/15 and subsequent school years to address the concern. Designating a

school net, which may comprise surplus school places in various school nets, for cross-boundary students, is one of the options under consideration.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB256

Question Serial No.

1902

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

252 Loan Fund : Loans to Schools/Teachers

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The estimated expenditure on “Loans to Schools/Teachers” in 2013-14 increases significantly to \$946 million, which is more than the expenditures of the same category in the past few years (including the \$1 million in 2010-11, the \$213 million in 2011-12 and the revised estimate of \$500 million in 2012-13). Will the Administration advise on why the expenditures in the past few years are all lower than the estimated expenditure in 2013-14 ? Please list the total amounts of loans to schools and teachers separately (please list, on a yearly basis, the figures for 2008-09 to 2013-14 in table form).

Asked by: Hon. TIEN Pei-chun, James

Reply:

There are at present three loan schemes under Head 252 – Loans to Schools/Teachers of the Loan Fund with details as follows -

- (i) Loans to non-profit-making international schools - the scheme provides capital assistance in the form of interest-free loan to non-profit-making international school operators allocated with greenfield sites on an application basis, for construction of school buildings. The provision of loan is subject to the funding approval by the Legislative Council (LegCo) and is capped at 100% of the cost for constructing a standard-design public sector school accommodating the same number of students. As at March 2013, the cumulative commitment of the scheme stands at \$822.68 million;
- (ii) Slope improvement loan scheme for private schools - the scheme provides loans to eligible private schools on a non-means-tested basis for upgrading the sub-standard slopes under their maintenance responsibility as required by Dangerous Hillside Orders served by the Building Authority under section 27A of the Buildings Ordinance (Cap. 123). The loan scheme operates on a revolving basis and has a total commitment of \$100 million; and
- (iii) Start-up loan for post-secondary education providers – This Start-up Loan Scheme provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$6.2 billion have been approved.

In 2012-13, the LegCo Finance Committee (FC) approved three applications in relation to the provision of loan to non-profit-making international schools, namely an interest-free loan of \$203.83 million to the Kellett School Association Limited on 27 April 2012; \$157.72 million to the Hong Kong Academy Educational Foundation Limited on 25 May 2012; and \$272.74 million for the Harrow International School (Hong Kong) Limited on 8 June 2012 for meeting part of the construction cost of their new school premises at the

greenfield sites in Kowloon Bay, Sai Kung and Tuen Mun respectively. Of which, the loan for Kellett School Association Limited and the Hong Kong Academy Educational Foundation Limited are expected to be drawn down in 2013-14 upon the completion of the construction of the new school premises at the greenfield sites in August 2013. This leads to an increase in loan payment to \$361.55 million in the 2013-14 estimate.

Moreover, the LegCo FC approved on 13 July 2012 a start-up loan of \$300 million to Caritas-Hong Kong; and a start-up loan of \$670 million to the Vocational Training Council to fund part of the construction costs of new purpose-built campuses in Tseung Kwan O and Chai Wan for the operation of Caritas Institute of Higher Education and the Technological and Higher Education Institute of Hong Kong respectively under the Start-up Loan Scheme. Based on the planned disbursements of these two new loans and other loans previously approved, loan payment will increase to \$580.3 million in 2013-14.

The actual loan payments from 2008-09 to 2011-12, the revised estimate for 2012-13 and the estimate for 2013-14 are set out in the following table –

Head 252: Loans to Schools/Teachers (Payments)		Actual 2008-09 (\$'000)	Actual 2009-10 (\$'000)	Actual 2010-11 (\$'000)	Actual 2011-12 (\$'000)	Revised Estimate 2012-13 (\$'000)	Estimate 2013-14 (\$'000)
Sub-head							
104	Loans to non-profit making international schools	-	-	-	-	272,740	361,550
105	Slope improvement loan scheme for private schools	-	-	-	-	-	4,000
106	Start-up loan for post-secondary education providers	663,078	55,100	1,400	213,344	226,700	580,300
Head 252: total		663,078	55,100	1,400	213,344	499,440	945,850

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB257

Question Serial No.

1912

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 Financial Secretary proposed to allocate \$10 million per year to support Industry Training Advisory Committees (ITACs) to launch new initiatives. Would the Government inform us whether this scheme will be subject to a time limit and a cap on the total amount to be allocated, and how the allocated funding will be distributed among the ITACs? What is the breakdown of expenditure?

Asked by: Hon. TIEN Pei-chun, James

Reply:

In the 2013-14 Budget, the Financial Secretary has proposed to allocate \$10 million per year to support the Industry Training Advisory Committees (ITACs) established under the Qualifications Framework (QF) to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. The proposed \$10 million is recurrent funding. We are now discussing with the ITACs on the implementation details including the allocation of funding among three major initiatives, namely (i) introducing award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) designing training programmes and packages based on the Specification of Competency Standards (SCS) that meet the needs of the industries; and (iii) stepping up promotion and publicity of the QF for its wider acceptance among all sectors. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year and for those ITACs with SCS completed, to develop up to three SCS-based training packages every year. All ITACs will also be invited to suggest joint publicity efforts or promotion strategies for the respective industry to further publicise and promote the QF.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

Reply Serial No.

EDB258

Question Serial No.

1806

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

Programme: (2) Primary Education
(7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please tabulate the following information on native-speaking English teachers (NETs) in government primary schools, aided primary schools and primary schools under Direct Subsidy Scheme from the 2008/09 to 2012/13 school years:

- the total number of the above NETs;
- the average number of NETs per school;
- the average number of students taught by a NET;
- the average number of teaching hours per NET;
- the average salary of NETs; and
- the median salary.

What are the respective numbers of regular and contract teachers among the above NETs?

Please tabulate the average English lesson hours per week for Primary 1 to Primary 6 in government primary schools, aided primary schools and primary schools under Direct Subsidy Scheme from the 2008/09 to 2012/13 school years.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

Only public sector schools, i.e. government, aided and caput schools, are under the NET Schemes. As such, the information provided below does not include primary schools under the Direct Subsidy Scheme (DSS). In respect of DSS schools, the NET provision has been factored into the average unit cost of an aided school place which is used for the calculation of DSS subsidy. DSS schools are free to deploy their resources for the appointment of teachers.

- The numbers of teachers employed under the NET Scheme in Primary Schools from the 2008/09 to 2012/13 school years are as follows:

School Year	Government Schools	Aided Schools	Total
2008/09	36	453	489
2009/10	34	450	484
2010/11	34	443	477
2011/12	34	423	457
2012/13	34	423	457

- All public sector primary schools operating six or more classes are provided with one NET post.

- c. NETs are additional teachers provided under the NET Scheme for eligible public sector primary schools. They serve mainly as resource teachers for the English Language subject and, together with other English teachers, seek to provide an environment conducive to students communicating in English. They mainly support and collaborate with the local English teachers in facilitating the implementation of the curriculum and the development of subject-related tasks. For those public sector primary schools not eligible for a NET, peripatetic support will be provided by the NET Section of the Education Bureau on a need basis. Given the role of NETs and the flexibility in their deployment, not every student in the school is necessarily taught by the NET in the classroom in each school year. The provision of NETs is made on a school basis and there are great variations in class and student numbers, as well as in the deployment of NETs to teach at different levels among schools. In this regard, the information about the average number of students taught by a NET is not available.
- d. According to the NET Deployment Guidelines issued in 2012, NETs should have 15 to 17 contact hours (including mainstream teaching and co-curricular activities) with students per week with a minimum of 14 hours of mainstream teaching. The intention is to enable NETs to have a contextualized understanding of the school so as to enable them to better discharge their role as resource teachers. Apart from these contact hours, NETs are expected to perform non-teaching duties, such as co-planning with teachers for each grade level involved; preparing and developing activities; materials and resources; planning and developing school-based curriculum; preparing and presenting school-based workshops; attending centralised/regional professional development activities; contributing to the school's cultural and English language environment, etc. Schools generally follow the Guidelines in their allocation of NETs' teaching hours.
- e. and f.

The average salary and the median salary of NETs in government and aided primary schools in the 2008/09 to 2012/13 school year are as follows:

	2008/09		2009/10		2010/11		2011/12		2012/13	
	Govt	Aided	Govt	Aided	Govt	Aided	Govt	Aided	Govt	Aided
Average Salary	30,763	33,143	31,421	33,664	32,018	34,920	34,969	37,485	38,121	39,213
Median Salary	27,910	29,235	29,235	29,235	30,785	29,400	34,220	32,680	37,860	36,205

NETs are all employed under two-year renewable contract terms. Hence, no NETs are employed as regular teachers on the permanent establishment.

The *Basic Education Curriculum Guide (CDC 2002)* recommends that all primary schools in Hong Kong including government, aided and DSS schools, which implement the local English Language Curriculum, allocate 17-21% of lesson time to the English Language Education Key Learning Area (KLA) from Primary 1 to Primary 6. Thus, the average lesson time per week on English Language Education from Primary 1 to Primary 6 is about 3.9 to 4.8 hours. Schools are free to vary the allocated percentage time for different class levels as long as the total lesson time falls within the recommended range. From the school visits conducted and our regular contact with schools, it is observed that most primary schools can meet the recommended lesson time for the English Language Education KLA as required by the Bureau. It is important to note that many schools do not confine exposure to English to English lessons. They make effective use of non-lesson time to enrich students' experience with English, including recess, lunch as well as activities conducted after-school and on non-school days.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

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

EDB259

Question Serial No.

1807

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 information on the following from the 2009/10 to 2012/13 school years:

- (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 and the number of school places provided (please list by District Council district);
- (c) the number of half-day kindergartens under the subsidy of the PEVS and the number of school places provided (please list by District Council district);
- (d) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens under the subsidy of the PEVS (please list by District Council district);
- (e) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens not joining the PEVS (please list by District Council district);
- (f) a list of the whole-day and half-day kindergartens withdrawn from the PEVS (please list by District Council district);
- (g) the average salary, median salary, highest salary and lowest salary for teachers of whole-day and half-day kindergartens joining and not joining the PEVS (please list by District Council district).

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The respective breakdown of expenditures on pre-primary education from 2009-10 to 2012-13 are tabulated at Appendix I.
- (b) The respective number of whole-day (WD) kindergartens (KGs) under the PEVS and the number of school places provided (by District Council district) from the 2009/10 to 2012/13 school years are tabulated at Appendix II.
- (c) The respective number of half-day (HD) KGs under the PEVS and the number of school places provided (by District Council district) from the 2009/10 to 2012/13 school years are tabulated at Appendix III.
- (d) The respective average school fee, median school fee, highest school fee and lowest school fee charged

by WD and HD KGs under the PEVS (by District Council district) from the 2009/10 to 2012/13 school years are tabulated at Appendix IV.

- (e) The respective average school fee, median school fee, highest school fee and lowest school fee charged by WD and HD KGs not joining the PEVS (by District Council district) from the 2009/10 to 2012/13 school years are tabulated at Appendix V.
- (f) According to the terms and conditions of the PEVS implemented in the 2007/08 school year, the validity period of eligibility of the PEVS was 5 years from the start of 2007/08 school year to the end of the 2011/12 school year. As such, no KGs withdrew from the PEVS during that period. The list of WD and HD KGs withdrawn from the PEVS (by District Council district) in the 2012/13 school year is tabulated at Appendix VI.
- (g) The respective average salary, median salary, highest salary and lowest salary for teachers of KGs with WD classes only, with both HD and WD classes and with HD classes only joining and not joining the PEVS (by District Council district) from the 2009/10 to 2012/13 school years are tabulated at Appendix VII.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Expenditures on pre-primary education from 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13
	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	1,628.9	1,854.3	1,998.8	2,169.6
Kindergarten and Child Care Centre Fee Remission Scheme	284.7	251.0	352.3	422.2
Refund of rent, rates and government rent	186.7	193.2	197.3	204.2
Child Care Centre Subsidy Scheme	12.0	12.9	13.5	14.6
Principal and teacher training (Note)	45.0	32.0	17.5	6.9

Note: 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 the PEVS for approved course(s) in early childhood education. There is a drastic drop in the revised estimate for 2012-13 as the commissioned course has been completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required.

**Number of whole-day (WD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS) and
Number of school places provided by District Council district
from the 2009/10 to 2012/13 school years**

School Year	2009/10		2010/11		2011/12		2012/13	
KGs under the PEVS	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	19	1 384	18	1 349	18	1 340	18	1 325
Wan Chai	13	907	13	977	13	975	11	966
Eastern	55	2 816	50	2 840	50	2 970	50	3 002
Southern	17	1 104	18	1 208	17	1 151	17	1 164
Sham Shui Po	35	2 478	34	2 318	34	2 483	35	2 564
Yau Tsim Mong	21	1 693	20	1 600	20	1 653	20	1 652
Kowloon City	31	2 589	29	2 532	30	2 654	30	2 746
Wong Tai Sin	38	2 627	40	2 677	41	2 817	40	2 943
Kwun Tong	56	3 831	55	3 871	56	3 928	52	3 988
Tsuen Wan	22	1 482	20	1 489	21	1 608	21	1 736
Tuen Mun	53	3 221	53	3 254	52	3 622	52	4 060
Yuen Long	59	3 566	54	3 520	52	3 823	52	4 010
North	34	2 236	32	2 232	34	2 354	34	2 277
Tai Po	26	1 826	25	1 822	25	2 002	25	2 090
Sha Tin	51	3 242	47	3 244	47	3 350	48	3 532
Sai Kung	40	2 319	38	2 311	38	2 386	38	2 493
Islands	19	956	19	998	19	960	17	1 019
Kwai Tsing	43	2 568	43	2 523	44	2 795	46	3 171

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

**Number of half-day (HD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS) and
Number of school places provided by District Council district
from the 2009/10 to 2012/13 school years**

School Year	2009/10		2010/11		2011/12		2012/13	
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	19	3 963	17	3 994	17	4 148	14	3 674
Wan Chai	15	4 882	15	4 748	14	4 744	9	2 854
Eastern	53	8 155	45	7 645	46	7 738	47	8 204
Southern	12	2 026	12	1 860	11	1 799	11	1 803
Sham Shui Po	27	7 467	26	7 213	27	7 225	26	6 841
Yau Tsim Mong	16	3 633	15	3 550	15	3 527	15	3 540
Kowloon City	37	10 905	33	10 274	33	10 471	31	8 633
Wong Tai Sin	31	5 737	31	5 274	31	5 119	29	4 497
Kwun Tong	43	9 944	43	10 180	43	10 267	42	10 031
Tsuen Wan	23	4 563	21	4 480	21	4 471	21	4 490
Tuen Mun	43	8 949	40	8 432	39	8 243	39	7 860
Yuen Long	55	12 143	49	11 426	49	11 601	48	11 126
North	34	7 474	31	7 366	32	7 878	32	8 423
Tai Po	21	3 435	19	2 903	18	2 846	18	2 842
Sha Tin	44	8 728	39	7 865	38	7 767	38	7 883
Sai Kung	32	5 693	29	5 134	30	4 973	30	4 786
Islands	21	3 008	21	2 781	20	2 631	19	2 423
Kwai Tsing	45	9 205	44	8 936	43	8 497	43	7 842

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

**Average school fee, median school fee, highest school fee and lowest school fee
charged by whole-day (WD) and half-day (HD) kindergartens (KGs)
under the Pre-primary Education Voucher Scheme (PEVS) by District Council district
from the 2009/10 to 2012/13 school years**

2009/10 school year

District	WD KGs under the PEVS				HD KGs under the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	32,400	30,600	42,800	27,500	20,600	21,300	24,000	13,900
Wan Chai	32,300	30,000	48,000	27,400	21,600	23,100	24,000	10,000
Eastern	30,700	30,400	48,000	19,300	20,200	20,000	24,000	13,200
Southern	30,100	30,300	48,000	24,900	18,700	18,600	24,000	11,500
Sham Shui Po	30,000	29,100	47,500	22,100	17,800	18,000	24,000	13,700
Yau Tsim Mong	29,900	29,900	37,800	19,400	20,300	20,400	24,000	16,000
Kowloon City	33,400	30,600	48,000	25,300	20,400	20,000	24,000	13,500
Wong Tai Sin	27,300	27,900	37,200	21,000	15,400	15,000	24,000	11,000
Kwun Tong	28,100	28,100	48,000	15,800	17,000	16,400	24,000	10,400
Tsuen Wan	29,800	29,500	48,000	22,000	18,900	18,600	24,000	10,800
Tuen Mun	28,700	28,800	45,500	21,800	17,000	16,900	24,000	12,400
Yuen Long	28,800	28,800	48,000	20,700	16,600	16,500	24,000	10,800
North	28,000	28,000	46,800	21,800	16,900	16,800	24,000	12,600
Tai Po	28,500	26,400	48,000	20,600	17,700	18,100	24,000	11,000
Sha Tin	28,800	28,500	48,000	18,400	18,700	17,600	24,000	11,500
Sai Kung	28,000	28,600	48,000	16,400	17,400	16,900	24,000	12,800
Islands	27,300	27,600	30,900	20,800	16,300	16,800	22,500	12,000
Kwai Tsing	29,600	28,800	48,000	22,800	18,000	17,100	24,000	12,300

2010/11 school year

District	WD KGs under the PEVS				HD KGs under the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	33,400	30,800	42,800	27,500	21,100	21,500	24,000	13,900
Wan Chai	34,200	32,200	48,000	28,800	21,700	23,100	24,000	10,000
Eastern	31,500	30,600	48,000	19,300	20,800	21,200	24,000	13,200
Southern	30,600	30,700	48,000	24,900	19,000	18,600	24,000	11,500
Sham Shui Po	30,900	30,700	47,500	23,800	18,700	19,000	24,000	13,800
Yau Tsim Mong	31,500	32,000	37,800	28,100	20,900	20,900	24,000	17,600
Kowloon City	33,800	30,600	48,000	26,900	20,500	20,000	24,000	14,600
Wong Tai Sin	28,100	28,700	37,200	21,500	15,900	15,500	24,000	11,000
Kwun Tong	29,200	29,400	48,000	15,800	17,900	17,200	24,000	10,400
Tsuen Wan	31,100	30,800	48,000	24,400	19,500	20,300	24,000	14,000
Tuen Mun	29,500	29,200	46,000	21,800	17,600	18,000	24,000	12,400
Yuen Long	29,100	29,200	48,000	21,300	16,900	17,100	24,000	10,800
North	29,200	29,500	44,400	22,900	17,600	17,500	24,000	14,000
Tai Po	29,700	29,100	48,000	21,700	18,200	18,100	24,000	14,600
Sha Tin	29,500	29,000	48,000	18,400	19,300	18,500	24,000	11,500
Sai Kung	29,000	29,800	46,800	16,400	18,200	18,800	24,000	12,800
Islands	28,500	29,000	34,000	22,000	17,100	16,800	24,000	12,700
Kwai Tsing	30,300	29,800	48,000	22,800	19,100	18,800	24,000	12,300

2011/12 school year

District	WD KGs under the PEVS				HD KGs under the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	34,400	33,100	42,800	27,500	21,300	21,500	24,000	13,900
Wan Chai	35,200	34,200	48,000	30,700	21,800	23,100	24,000	10,000
Eastern	33,000	32,600	48,000	19,300	21,300	22,600	24,000	13,200
Southern	31,400	31,200	48,000	25,300	19,300	18,600	24,000	11,500
Sham Shui Po	32,900	33,000	47,500	23,900	19,600	19,800	24,000	14,500
Yau Tsim Mong	33,000	33,600	37,800	28,100	21,600	21,900	24,000	18,600
Kowloon City	34,700	32,400	48,000	27,000	21,000	21,000	24,000	16,000
Wong Tai Sin	29,200	29,300	37,400	22,200	17,000	16,700	24,000	11,500
Kwun Tong	30,400	30,600	48,000	18,200	18,800	18,700	24,000	11,000
Tsuen Wan	32,200	31,800	48,000	24,400	20,600	20,300	24,000	14,500
Tuen Mun	30,700	31,000	46,000	21,800	18,700	19,400	24,000	12,400
Yuen Long	29,900	30,000	48,000	21,600	17,600	18,000	24,000	10,800
North	30,700	30,800	44,400	23,000	18,400	18,200	24,000	14,000
Tai Po	31,300	30,300	48,000	23,000	19,300	18,700	24,000	15,800
Sha Tin	30,400	29,800	48,000	18,400	20,100	20,000	24,000	11,500
Sai Kung	30,600	31,500	48,000	16,400	18,900	19,500	24,000	12,800
Islands	29,600	30,000	37,000	22,000	18,100	17,100	24,000	13,200
Kwai Tsing	31,600	31,300	48,000	26,300	20,000	19,800	24,000	13,000

2012/13 school year

District	WD KGs under the PEVS				HD KGs under the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	35,900	35,800	46,500	29,800	22,800	25,200	25,200	17,000
Wan Chai	35,600	35,400	38,800	32,600	21,300	20,800	24,600	11,000
Eastern	34,400	33,800	48,300	20,800	22,000	24,000	25,200	14,300
Southern	33,000	32,500	50,400	25,300	20,200	19,700	25,200	11,500
Sham Shui Po	34,200	33,800	50,400	24,700	20,600	20,800	25,200	16,800
Yau Tsim Mong	34,400	35,600	39,100	28,100	22,300	22,000	25,200	18,600
Kowloon City	36,000	34,200	50,400	28,700	22,600	23,200	25,200	16,800
Wong Tai Sin	30,500	30,800	38,800	22,200	17,500	18,000	24,000	11,500
Kwun Tong	31,500	32,400	50,400	18,200	19,700	19,600	25,200	11,000
Tsuen Wan	33,500	33,100	48,000	24,400	21,900	23,000	25,200	15,600
Tuen Mun	31,800	32,200	50,400	21,800	19,800	20,600	25,200	12,400
Yuen Long	31,400	31,000	50,400	21,600	18,500	18,300	25,200	10,800
North	32,200	32,600	44,400	23,000	19,400	19,000	25,100	14,000
Tai Po	32,800	32,200	48,000	25,800	20,200	19,200	24,500	16,800
Sha Tin	31,600	30,900	48,000	21,400	21,000	20,400	25,200	13,000
Sai Kung	32,100	33,300	50,400	16,400	19,500	20,700	25,200	12,800
Islands	30,700	30,800	39,000	23,800	18,900	18,400	25,200	13,200
Kwai Tsing	33,000	32,500	50,400	27,100	21,200	21,500	25,200	13,000

**Average school fee, median school fee, highest school fee and lowest school fee
charged by whole-day (WD) and half-day (HD) kindergartens (KGs)
not joining the Pre-primary Education Voucher Scheme (PEVS) by District Council district
from the 2009/10 to 2012/13 school years**

2009/10 school year

District	WD KGs not joining the PEVS				HD KGs not joining the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	72,000	68,800	100,000	68,800	50,500	51,200	51,400	27,400
Wan Chai	60,400	60,400	60,400	60,400	30,500	29,200	38,400	29,200
Eastern	61,200	66,000	67,600	38,400	49,200	46,400	74,900	24,000
Southern	65,000	65,000	65,000	65,000	46,000	48,700	51,700	34,200
Sham Shui Po	33,600	33,600	33,600	33,600	18,600	18,600	18,600	18,600
Yau Tsim Mong	39,400	19,400	75,800	19,400	47,100	44,400	75,700	38,400
Kowloon City	73,700	55,200	135,600	42,600	33,200	35,400	51,600	24,000
Wong Tai Sin	--	--	--	--	--	--	--	--
Kwun Tong	--	--	--	--	35,200	35,200	35,200	35,200
Tsuen Wan	50,200	54,000	54,000	38,900	31,200	28,800	39,600	23,600
Tuen Mun	48,200	50,400	50,400	45,300	24,100	27,100	31,200	17,600
Yuen Long	52,300	53,800	53,800	48,000	34,200	35,600	40,200	24,000
North	42,700	39,600	46,800	39,600	26,200	25,200	30,600	24,000
Tai Po	53,900	53,800	55,900	50,400	29,800	29,700	39,600	24,600
Sha Tin	49,600	46,200	58,900	40,800	30,000	30,000	43,200	24,000
Sai Kung	51,400	52,700	56,500	46,800	31,800	34,000	39,600	25,000
Islands	67,300	67,300	67,300	67,300	45,000	45,000	45,400	43,000
Kwai Tsing	23,300	23,300	23,300	23,300	31,900	38,400	38,400	14,100

2010/11 school year

District	WD KGs not joining the PEVS				HD KGs not joining the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	79,400	75,600	100,000	75,600	57,000	58,400	58,400	27,400
Wan Chai	63,200	63,200	63,200	63,200	30,600	29,200	38,400	29,200
Eastern	64,200	72,600	72,600	39,200	52,800	51,000	82,100	24,000
Southern	65,000	65,000	65,000	65,000	47,700	48,700	54,300	36,600
Sham Shui Po	33,600	33,600	33,600	33,600	18,600	18,600	18,600	18,600
Yau Tsim Mong	38,600	20,400	79,600	20,400	47,300	46,500	75,700	40,600
Kowloon City	71,700	56,400	119,800	42,700	35,600	37,200	51,600	24,800
Wong Tai Sin	--	--	--	--	30,000	30,000	30,000	30,000
Kwun Tong	--	--	--	--	38,000	38,000	38,000	38,000
Tsuen Wan	48,300	54,000	54,000	38,900	32,900	32,400	39,600	23,600
Tuen Mun	48,100	50,400	50,400	45,300	26,900	26,300	31,200	21,600
Yuen Long	51,400	48,000	58,600	48,000	35,000	35,600	40,600	25,200
North	44,500	42,000	47,400	42,000	27,700	27,600	32,500	25,200
Tai Po	56,900	57,900	61,600	51,600	33,400	32,500	40,800	26,700
Sha Tin	48,700	47,400	58,900	42,000	32,400	32,200	44,400	25,100
Sai Kung	49,400	48,600	56,500	48,000	31,900	34,000	39,300	25,200
Islands	67,300	67,300	67,300	67,300	46,500	47,300	47,300	45,200
Kwai Tsing	23,300	23,300	23,300	23,300	34,400	40,800	40,800	14,100

2011/12 school year

District	WD KGs not joining the PEVS				HD KGs not joining the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	79,700	75,600	125,000	75,600	56,800	58,000	58,300	27,400
Wan Chai	64,500	64,500	64,500	64,500	73,900	82,100	82,100	29,200
Eastern	67,600	72,600	72,600	48,000	48,400	51,000	56,500	24,000
Southern	70,200	70,200	70,200	70,200	50,400	53,000	57,000	39,000
Sham Shui Po	33,600	33,600	33,600	33,600	18,600	18,600	18,600	18,600
Yau Tsim Mong	40,900	22,300	79,600	22,300	50,400	48,200	81,700	43,200
Kowloon City	74,200	58,000	134,100	42,700	36,700	39,600	66,000	24,800
Wong Tai Sin	--	--	--	--	30,000	30,000	30,000	30,000
Kwun Tong	--	--	--	--	38,000	38,000	38,000	38,000
Tsuen Wan	49,400	56,400	56,400	40,900	34,100	32,400	43,100	24,800
Tuen Mun	49,900	50,400	50,400	48,900	29,100	30,100	31,200	21,600
Yuen Long	52,800	55,000	58,600	48,000	35,800	36,400	41,400	26,400
North	51,700	51,000	59,400	43,200	31,900	30,600	36,300	28,800
Tai Po	58,000	58,600	63,800	54,000	35,500	35,200	42,000	29,500
Sha Tin	49,700	50,400	60,100	45,000	34,200	33,800	45,600	26,400
Sai Kung	52,400	51,000	56,500	50,400	35,600	36,400	46,800	27,600
Islands	67,300	67,300	67,300	67,300	49,400	50,900	50,900	45,400
Kwai Tsing	23,300	23,300	23,300	23,300	38,600	43,200	46,800	14,100

2012/13 school year

District	WD KGs not joining the PEVS				HD KGs not joining the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	87,500	75,600	125,000	75,600	58,300	59,100	59,100	42,000
Wan Chai	67,200	67,200	67,200	67,200	50,300	30,000	82,100	21,500
Eastern	71,900	74,700	77,000	48,000	48,300	51,600	58,200	25,200
Southern	73,700	73,700	73,700	73,700	52,400	56,200	98,500	39,000
Sham Shui Po	33,600	33,600	33,600	33,600	19,900	20,100	20,100	18,600
Yau Tsim Mong	47,400	24,500	79,600	24,500	52,600	48,200	81,700	45,000
Kowloon City	75,400	58,100	139,700	42,700	38,800	39,600	88,000	23,000
Wong Tai Sin	36,000	36,000	36,000	36,000	32,400	33,000	33,000	24,000
Kwun Tong	--	--	--	--	37,400	38,000	38,000	23,100
Tsuen Wan	50,100	40,900	60,000	40,900	37,300	36,000	49,200	24,800
Tuen Mun	50,200	50,400	54,600	48,900	29,300	30,000	35,400	21,600
Yuen Long	55,800	57,400	64,400	50,400	38,100	36,400	44,600	28,800
North	53,400	54,600	61,400	45,400	33,900	32,800	38,500	30,000
Tai Po	60,800	61,400	64,400	54,000	37,400	36,300	43,000	31,900
Sha Tin	51,900	52,800	62,400	45,000	36,400	35,500	48,000	27,900
Sai Kung	54,100	52,800	56,500	52,200	37,800	36,400	49,200	29,500
Islands	67,300	67,300	67,300	67,300	51,200	53,500	53,500	45,400
Kwai Tsing	23,300	23,300	23,300	23,300	40,500	45,600	49,200	14,100

**List of kindergartens (KGs) with whole-day (WD) classes only,
with both WD and half-day (HD) classes and with HD classes only that have
withdrawn from the Pre-primary Education Voucher Scheme (PEVS) by District Council district
in the 2012/13 school year**

District	No.	School Name	Classes offered
Central & Western	1	Sheng Kung Hui Kindergarten	HD classes only
Wan Chai	2	Lingnan Day Nursery	Both WD and HD classes
	3	Hong Kong Ling Liang Church Kindergarten	HD classes only
	4	Sheng Kung Hui Kindergarten (Mount Butler)	HD classes only
	5	St. Paul's Kindergarten	HD classes only
Eastern	6	St. Jude's Catholic Kindergarten	Both WD and HD classes
Sham Shui Po	7	Kowloon Rhenish School	HD classes only
Kowloon City	8	Creative Kindergarten	HD classes only
	9	Munsang College	HD classes only
	10	The Alliance Kindergarten	HD classes only
Wong Tai Sin	11	Catline Kindergarten (Fu Shan)	Both WD and HD classes
	12	Diamond Hill Ling Liang Kindergarten	HD classes only
Kwun Tong	13	Pegasus Sau Wah Christian Kindergarten	Both WD and HD classes
Yuen Long	14	St. Lorraine Kindergarten (Yuen Long)	HD classes only

**Average salary, median salary, highest salary and lowest salary for teachers of KGs joining and not joining the PEVS by District Council district
from the 2009/10 to 2012/13 school years**

2009/10 school year – KGs joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	16,900	16,500	24,500	8,500	15,500	14,500	24,500	6,500	16,500	15,500	25,500	6,500
Wan Chai	17,900	17,500	25,500	13,500	17,200	16,500	26,500	10,500	19,400	16,500	38,500	12,500
Eastern	17,400	15,500	24,500	10,500	17,100	15,500	38,500	7,500	14,600	13,500	26,500	5,500
Southern	17,000	15,500	26,500	10,500	16,400	15,500	25,500	5,500	16,000	13,500	24,500	9,500
Sham Shui Po	17,100	15,500	25,500	11,500	15,400	14,500	30,600	8,500	17,000	16,500	28,500	7,500
Yau Tsim Mong	17,500	15,500	29,500	13,500	12,200	12,500	20,500	8,500	14,200	13,500	25,500	8,500
Kowloon City	16,500	15,500	27,500	7,500	14,900	13,500	26,500	7,500	16,800	15,500	32,100	6,500
Wong Tai Sin	17,100	15,500	25,500	11,500	15,500	14,500	25,500	5,500	16,500	15,500	36,700	9,500
Kwun Tong	17,400	16,500	25,500	9,500	15,000	14,500	28,500	7,500	16,300	15,500	29,500	8,500
Tsuen Wan	17,400	16,500	25,500	8,500	13,100	13,500	25,500	6,500	17,200	15,500	26,500	9,500
Tuen Mun	16,900	15,500	25,500	11,500	14,500	13,500	25,500	5,500	16,600	15,500	26,500	8,500
Yuen Long	16,800	15,500	25,500	7,500	14,700	13,500	26,500	8,500	15,000	13,500	28,500	6,500
North	18,400	17,500	25,500	9,500	15,000	14,500	26,500	7,500	17,100	16,500	25,500	11,500
Tai Po	16,300	15,500	25,500	11,500	16,800	15,500	27,500	6,500	15,600	13,500	21,500	7,500
Sha Tin	16,500	15,500	25,500	9,500	15,400	14,000	31,000	8,500	16,600	14,500	32,100	12,500
Sai Kung	16,900	15,500	25,500	10,500	15,100	14,500	34,000	7,500	16,500	15,500	26,500	8,500
Islands	15,500	15,500	17,500	13,500	15,500	14,500	27,500	6,500	11,900	12,500	16,500	7,500
Kwai Tsing	17,100	16,500	25,500	9,500	14,500	13,500	29,500	8,500	17,400	17,500	27,500	9,500

2010/11 school year – KGs joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	17,000	16,500	24,500	10,500	15,700	14,500	25,500	5,500	17,300	16,500	27,500	6,500
Wan Chai	18,600	17,500	25,500	13,500	18,200	16,500	27,500	13,500	19,700	17,500	38,700	10,500
Eastern	17,400	16,500	24,500	9,500	17,700	16,500	52,800	8,500	15,300	13,500	26,500	6,500
Southern	18,000	16,500	25,500	13,500	17,200	15,500	26,500	6,500	14,700	14,500	15,500	13,500
Sham Shui Po	17,800	16,500	25,500	13,500	16,300	15,500	35,300	9,500	17,300	15,500	39,000	10,500
Yau Tsim Mong	17,400	16,500	24,500	13,500	12,700	12,500	16,500	8,500	15,100	14,500	27,500	7,500
Kowloon City	17,000	15,500	29,500	9,500	15,400	14,500	24,500	6,500	17,400	16,500	32,100	7,500
Wong Tai Sin	17,400	16,500	24,500	12,500	16,300	15,500	38,500	6,500	17,000	16,500	36,900	10,500
Kwun Tong	17,400	16,500	25,500	7,500	15,400	14,500	24,500	5,500	16,600	15,500	35,300	8,500
Tsuen Wan	17,700	16,500	24,500	8,500	13,100	13,500	24,500	5,500	17,800	16,500	28,500	8,500
Tuen Mun	17,100	16,500	26,500	7,500	15,100	14,500	25,500	5,500	17,000	16,500	26,500	12,500
Yuen Long	16,900	16,500	25,500	9,500	15,100	14,500	28,500	6,500	16,000	15,000	28,500	7,500
North	18,500	17,500	25,500	12,500	15,700	14,500	29,500	8,500	17,800	17,500	26,500	12,500
Tai Po	17,600	16,500	25,500	13,500	17,000	15,500	28,500	9,500	16,700	15,500	22,500	8,500
Sha Tin	17,200	16,000	25,500	9,500	15,800	14,500	26,500	8,500	17,200	15,500	38,700	12,500
Sai Kung	16,900	16,500	24,500	11,500	15,100	14,500	25,500	6,500	17,800	16,500	27,500	13,500
Islands	15,500	15,000	18,500	13,500	16,400	15,500	29,500	6,500	13,600	13,500	17,500	8,500
Kwai Tsing	17,100	16,500	25,500	11,500	14,800	14,500	29,500	7,500	17,800	17,500	29,500	10,500

2011/12 school year – KGs joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	18,700	18,500	25,500	10,500	16,900	15,500	28,500	8,500	17,600	16,500	28,500	8,500
Wan Chai	18,700	17,500	26,500	7,500	19,000	18,000	36,000	12,500	21,100	20,500	43,000	10,500
Eastern	17,900	16,500	25,500	7,500	18,500	16,500	55,000	8,500	16,600	14,500	28,500	6,500
Southern	18,700	17,500	28,500	14,500	17,500	16,500	28,500	7,500	15,800	16,500	16,500	14,500
Sham Shui Po	18,100	17,500	25,500	11,500	17,100	16,500	28,500	7,500	18,300	16,500	30,000	10,500
Yau Tsim Mong	18,200	17,500	28,500	10,500	13,500	13,500	18,500	8,500	16,400	15,500	29,500	6,500
Kowloon City	18,500	17,500	32,700	8,500	16,900	15,500	34,200	9,500	18,200	17,500	31,200	7,500
Wong Tai Sin	18,000	16,500	27,500	10,500	16,900	15,500	27,500	8,500	18,700	18,500	41,100	11,500
Kwun Tong	18,300	17,500	26,500	7,500	16,100	15,500	29,500	7,500	17,500	16,500	40,100	12,500
Tsuen Wan	18,800	17,500	34,200	9,500	15,300	14,500	28,500	8,500	19,500	17,500	31,200	10,500
Tuen Mun	17,600	16,500	25,500	9,500	15,600	14,500	29,500	9,500	17,500	16,500	26,500	13,500
Yuen Long	18,200	17,500	29,500	10,500	15,900	14,500	31,200	7,500	17,100	15,500	29,500	6,500
North	19,300	18,500	26,500	9,500	16,500	15,500	29,500	9,500	18,500	17,500	28,500	12,500
Tai Po	19,500	18,500	28,500	14,500	16,900	15,500	27,500	9,500	18,000	16,500	23,500	10,500
Sha Tin	18,200	17,500	28,500	9,500	16,400	15,500	31,200	9,500	18,200	16,500	40,100	11,500
Sai Kung	18,000	16,500	27,500	9,500	16,400	15,500	43,000	7,500	19,800	19,500	29,500	8,500
Islands	17,300	17,500	20,500	14,500	17,100	16,500	30,600	9,500	13,900	14,500	18,500	7,500
Kwai Tsing	17,900	16,500	26,500	9,500	15,800	15,500	30,800	8,500	19,400	19,500	28,500	11,500

2012/13 school year – KGs joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	19,800	18,900	27,200	10,500	17,400	16,800	31,500	9,400	18,900	18,200	28,600	9,800
Wan Chai	20,700	20,100	29,800	14,000	19,500	18,900	30,800	10,500	21,500	20,100	29,800	11,500
Eastern	18,900	18,900	27,200	10,200	19,000	17,800	62,400	7,000	18,500	16,500	30,000	10,500
Southern	20,100	20,100	29,100	14,000	19,000	17,800	32,100	10,600	16,700	17,000	17,400	15,000
Sham Shui Po	19,700	19,000	31,500	10,400	17,900	17,800	33,000	9,000	18,400	16,900	39,200	8,300
Yau Tsim Mong	19,700	18,900	31,500	11,500	13,900	13,900	20,200	8,300	16,200	15,400	27,200	8,000
Kowloon City	20,400	20,100	34,600	9,000	17,700	16,500	29,000	8,800	19,700	18,900	33,000	12,700
Wong Tai Sin	19,300	17,800	30,000	13,400	17,100	16,800	28,600	8,500	18,900	19,000	30,000	12,600
Kwun Tong	20,000	19,000	31,500	10,500	16,600	15,900	30,000	7,800	17,500	16,100	49,600	8,800
Tsuen Wan	20,800	20,200	27,500	10,200	15,600	15,300	30,000	7,100	20,600	18,900	33,000	11,500
Tuen Mun	19,800	19,800	28,200	11,500	16,400	15,700	30,700	7,000	18,500	17,900	30,000	9,900
Yuen Long	19,700	19,000	29,700	10,700	16,200	15,400	29,200	7,300	17,600	15,900	32,400	8,400
North	20,900	20,300	28,600	10,200	17,200	16,000	31,500	8,500	19,100	18,700	29,200	12,500
Tai Po	21,300	21,300	28,600	14,000	17,700	16,800	28,600	7,000	18,000	16,600	24,200	11,000
Sha Tin	19,600	19,000	29,100	9,600	16,800	16,200	28,600	7,500	18,700	16,800	33,000	9,900
Sai Kung	19,800	18,400	28,600	10,400	16,700	15,800	37,900	7,000	18,800	18,900	29,900	7,800
Islands	19,700	19,000	26,000	14,800	18,300	17,000	31,200	8,300	13,800	14,300	18,400	9,000
Kwai Tsing	19,800	19,000	27,200	10,200	16,600	15,900	32,900	8,800	19,900	20,100	31,500	8,000

2009/10 school year – KGs not joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	35,000	35,000	40,400	29,500	21,200	20,500	26,500	14,500	13,500	13,500	13,500	13,500
Wan Chai	25,100	25,500	30,600	20,500	-	-	-	-	17,400	18,500	24,500	11,500
Eastern	-	-	-	-	23,900	21,500	44,800	12,500	19,800	19,500	35,000	8,500
Southern	-	-	-	-	23,400	22,500	34,600	15,500	15,900	14,500	20,500	13,500
Sham Shui Po	-	-	-	-	-	-	-	-	-	-	-	-
Yau Tsim Mong	-	-	-	-	18,800	22,500	22,500	11,500	18,800	19,500	25,500	9,500
Kowloon City	20,900	21,500	29,500	12,500	16,700	15,500	29,500	11,500	19,300	18,500	63,100	7,500
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	-	-	-	-	-	-	-	-	-	-	-	-
Tsuen Wan	-	-	-	-	9,800	9,500	13,500	7,500	14,400	14,500	20,500	7,500
Tuen Mun	-	-	-	-	11,900	12,500	13,500	8,500	-	-	-	-
Yuen Long	-	-	-	-	11,500	10,500	16,500	9,500	-	-	-	-
North	-	-	-	-	-	-	-	-	-	-	-	-
Tai Po	-	-	-	-	12,600	11,500	19,500	10,500	18,700	19,500	24,500	12,500
Sha Tin	-	-	-	-	14,000	12,500	22,500	11,500	16,800	14,500	25,500	13,500
Sai Kung	-	-	-	-	13,500	12,000	25,500	9,500	21,500	21,500	22,500	20,500
Islands	-	-	-	-	16,500	15,500	25,500	11,500	21,900	23,500	28,500	12,500
Kwai Tsing	-	-	-	-	10,000	10,000	10,500	9,500	15,400	12,500	21,500	11,500

2010/11 school year – KGs not joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	34,000	34,000	38,000	38,000	20,200	17,500	33,000	16,500	-	-	-	-
Wan Chai	23,700	24,500	26,500	19,500	-	-	-	-	18,600	19,500	24,500	12,500
Eastern	15,500	15,500	16,500	14,500	24,500	21,500	49,900	9,500	21,200	19,500	50,900	8,500
Southern	-	-	-	-	22,900	22,500	25,500	20,500	16,900	15,500	26,500	10,500
Sham Shui Po	-	-	-	-	10,500	10,500	10,500	10,500	-	-	-	-
Yau Tsim Mong	14,500	14,500	17,500	9,500	19,500	20,500	26,500	12,500	19,100	18,500	34,000	9,500
Kowloon City	20,900	22,500	27,500	13,500	16,300	16,500	25,500	6,500	18,900	17,500	44,100	6,500
Wong Tai Sin	-	-	-	-	-	-	-	-	15,600	14,500	29,500	13,500
Kwun Tong	-	-	-	-	-	-	-	-	-	-	-	-
Tsuen Wan	-	-	-	-	11,500	10,500	25,500	7,500	14,000	13,500	16,500	12,500
Tuen Mun	-	-	-	-	15,500	13,500	22,500	8,500	-	-	-	-
Yuen Long	-	-	-	-	13,100	12,500	20,500	9,500	13,800	14,500	14,500	12,500
North	-	-	-	-	12,000	12,000	15,500	9,500	11,900	12,500	13,500	8,500
Tai Po	-	-	-	-	14,000	13,500	19,500	11,500	16,400	14,500	27,500	11,500
Sha Tin	16,500	16,500	16,500	16,500	13,100	12,500	21,500	8,500	17,600	16,500	24,500	14,500
Sai Kung	-	-	-	-	13,800	13,500	17,500	9,500	13,100	11,000	20,500	9,500
Islands	-	-	-	-	12,500	12,500	14,500	10,500	21,600	24,500	30,500	5,500
Kwai Tsing	-	-	-	-	-	-	-	-	17,300	16,500	29,500	11,500

2011/12 school year – KGs not joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	38,300	38,300	46,600	46,600	24,000	21,500	48,000	16,500	16,500	16,500	16,500	16,500
Wan Chai	25,900	25,500	32,700	22,500	-	-	-	-	20,400	19,500	25,500	17,500
Eastern	-	-	-	-	23,500	23,500	40,000	10,500	22,600	21,500	45,200	9,500
Southern	-	-	-	-	19,700	20,000	24,500	14,500	17,100	16,500	25,500	11,500
Sham Shui Po	-	-	-	-	9,500	9,500	9,500	9,500	-	-	-	-
Yau Tsim Mong	17,100	14,500	26,500	9,500	19,400	21,500	26,500	10,500	20,400	19,500	33,500	12,500
Kowloon City	22,600	21,500	32,900	14,500	17,800	17,500	25,500	8,500	19,700	18,500	44,100	8,500
Wong Tai Sin	-	-	-	-	-	-	-	-	16,500	15,500	22,500	12,500
Kwun Tong	-	-	-	-	-	-	-	-	-	-	-	-
Tsuen Wan	-	-	-	-	11,400	11,500	18,500	8,500	17,700	16,000	29,500	13,500
Tuen Mun	-	-	-	-	14,600	13,500	23,500	7,500	-	-	-	-
Yuen Long	-	-	-	-	13,300	13,000	22,500	7,500	13,900	13,500	15,500	12,500
North	-	-	-	-	13,300	12,500	23,500	10,500	-	-	-	-
Tai Po	-	-	-	-	15,500	14,500	30,000	9,500	15,100	13,500	22,500	12,500
Sha Tin	16,200	16,500	17,500	14,500	15,900	13,500	26,500	11,500	17,700	17,500	24,500	13,500
Sai Kung	-	-	-	-	14,100	13,500	20,500	9,500	16,800	15,000	23,500	10,500
Islands	-	-	-	-	16,300	15,500	23,500	12,500	22,900	23,000	32,500	10,500
Kwai Tsing	-	-	-	-	10,500	10,500	11,500	9,500	17,600	15,500	25,500	11,500

2012/13 school year – KGs not joining the PEVS

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	40,300	40,300	47,500	33,000	29,800	25,500	68,000	17,300	15,200	15,200	15,300	15,000
Wan Chai	27,300	27,200	34,000	17,800	-	-	-	-	23,000	23,200	49,000	14,000
Eastern	-	-	-	-	24,400	21,400	65,300	10,000	26,900	23,500	65,300	12,000
Southern	-	-	-	-	27,600	24,400	50,000	16,600	16,800	15,400	29,500	8,900
Sham Shui Po	-	-	-	-	10,900	11,500	11,500	9,000	20,900	20,700	29,800	13,100
Yau Tsim Mong	19,100	15,900	27,000	9,700	20,900	20,700	31,000	14,300	22,300	22,700	34,200	13,600
Kowloon City	22,400	21,200	29,800	14,900	16,800	16,200	28,000	10,600	20,700	19,500	68,500	9,300
Wong Tai Sin	-	-	-	-	14,500	14,800	20,000	9,000	20,400	20,100	34,600	13,100
Kwun Tong	-	-	-	-	16,300	17,000	17,100	14,600	-	-	-	-
Tsuen Wan	-	-	-	-	12,300	11,700	25,000	8,300	17,800	16,600	41,600	9,500
Tuen Mun	-	-	-	-	15,200	15,000	23,300	9,800	16,500	16,500	20,000	13,000
Yuen Long	-	-	-	-	15,400	14,000	24,000	10,600	14,900	15,000	31,700	8,000
North	-	-	-	-	14,200	14,000	25,000	9,500	-	-	-	-
Tai Po	-	-	-	-	14,800	14,700	33,600	8,700	18,600	16,500	30,000	15,000
Sha Tin	16,400	16,400	19,000	14,000	15,400	14,900	25,500	11,000	18,500	18,200	23,700	14,000
Sai Kung	-	-	-	-	15,300	14,900	29,300	8,500	17,700	16,500	26,500	12,000
Islands	-	-	-	-	17,000	17,200	27,000	10,700	25,400	26,300	33,000	14,800
Kwai Tsing	-	-	-	-	13,000	13,000	15,000	11,000	19,300	17,700	29,500	14,200

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB260**

Question Serial No.

1808

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 following information regarding various member institutions of the Vocational Training Council (VTC) in the academic years from 2007/08 to 2011/12 in table form:

- total number of places;
- the number of Government-funded places and students enrolled;
- the number of non-Government funded places and students enrolled.

Please provide a breakdown of the average amount of subsidy for each student by discipline in the academic years from 2007/08 to 2011/12.

Please provide a breakdown of the number of programmes offered by the VTC by the levels on the Qualifications Register.

Please provide the following information regarding various member institutions of the VTC in the academic years from 2007/08 to 2011/12 in table form:

- the employment, unemployment and underemployment rates of students in the first year after graduation;
- the industries that student programmes targeted at. Please provide the respective percentages of programme places targeted at each industry;
- the percentages of students employed in the industries that their programmes targeted at two years after graduation, with a breakdown by industry;
- how does VTC assess the effectiveness of vocational education? How effective is it?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- The numbers of places and applicants of programmes offered by the Vocational Training Council (VTC) for the 2007/08 to 2011/12 academic year are as follows –

Academic year	Funding source	Number of places (new intake)	Number of places (progressing)	Total number of places	Number of applicants (new intake)
2007/08	Subvented	22 100	15 110	37 210	29 836
	Self-financed	22 470	14 650	37 120	36 447
	Total	44 570	29 760	74 330	66 283
2008/09	Subvented	19 120	16 280	35 400	27 886
	Self-financed	30 780	15 000	45 780	32 792
	Total	49 900	31 280	81 180	60 678

Academic year	Funding source	Number of places (new intake)	Number of places (progressing)	Total number of places	Number of applicants (new intake)
2009/10	Subvented	19 320	16 970	36 290	30 603
	Self-financed	31 280	16 010	47 290	35 469
	Total	50 600	32 980	83 580	66 072
2010/11	Subvented	18 130	17 560	35 690	26 752
	Self-financed	37 970	15 740	53 710	32 719
	Total	56 100	33 300	89 400	59 471
2011/12	Subvented	12 150	16 880	29 030	16 900
	Self-financed	22 690	15 190	37 880	24 234
	Total	34 840	32 070	66 910	41 134

2. A breakdown of the average amount of subsidy for each student by discipline is not available. The average costs of each subvented full-time place at higher technician/technician level from the 2007/08 to 2011/12 academic year are given below –

Academic year	Average cost per place (\$)	Average subvention per place (\$)
2007/08	56,300	36,600
2008/09	60,900	39,600
2009/10	61,400	39,900
2010/11	64,300	41,800
2011/12	69,000	44,900

3. The numbers of programmes currently offered by the Technological and Higher Education Institute of Hong Kong, Hong Kong Institutes of Vocational Education, Hong Kong Design Institute, School for Higher and Professional Education, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute and Youth Colleges which are registered in the Qualifications Register by level under the Qualifications Framework (QF) are given below –

QF Level	No. of Programmes
5	25
4	415
3	220
2	31
1	1

4. (a) An employment survey is conducted each year for graduates of full-time programmes six months after their graduation. The employment survey for the graduates of the 2011/12 academic year is being conducted and statistics are not available as yet. The employment rates of the economically active graduates from the 2007/08 to 2010/11 academic year are given below –

Academic year			
2007/08	2008/09	2009/10	2010/11
86%	83%	88%	91%

- (b) VTC's vocational education programmes are offered in seven industry-based disciplines. The distribution of places by discipline is as follows –

Discipline / Relevant Industry	Academic year				
	2007/08	2008/09	2009/10	2010/11	2011/12
Applied Science	3%	4%	4%	4%	4%
Business Administration	32%	29%	28%	28%	26%
Child Education and Community Services	2%	3%	4%	8%	3%
Design	13%	13%	13%	16%	15%
Engineering	28%	29%	27%	25%	31%
Hotel, Service and Tourism Studies	10%	11%	12%	9%	10%
Information Technology	12%	11%	12%	10%	11%
Total	100%	100%	100%	100%	100%

Based on employment surveys conducted six months after students' graduation, the percentages of graduates who are engaged in employment relevant to their industry-based disciplines among those economically active graduates are given below –

Discipline / Relevant Industry	Academic year			
	2007/08	2008/09	2009/10	2010/11
Applied Science	94%	90%	72%	76%
Business Administration	87%	81%	62%	77%
Child Education and Community Services	100%	98%	96%	96%
Design	84%	85%	67%	79%
Engineering	88%	83%	74%	83%
Hotel, Service and Tourism Studies	88%	88%	68%	80%
Information Technology	82%	81%	59%	80%
Overall	87%	84%	68%	80%

- (c) Statistics on the employment situation of graduates after two years of graduation are not available.
- (d) Under the VTC's quality assurance system, key process and outcome performance indicators are used to measure the effectiveness of the teaching and learning programmes, and the activities that support them. Performance indicators measuring educational and support process management, student performance, stakeholder satisfaction and organisational effectiveness are used. In the past years, the targets of the performance indicators are generally met.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

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

EDB261

Question Serial No.

1811

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) Please provide in a table the respective information of the outstanding balances and expenditures of the Language Fund as well as government injections into the Fund from 2007 to 2012.
- (b) Please provide in a table the respective information of the projects funded and the funds allocated by the Language Fund from 2007 to 2012. In what way the effectiveness of the projects is assessed? What is the effectiveness?
- (c) Please provide in a table the respective number of participants of the funding schemes and study programmes provided by the Standing Committee on Language Education and Research from 2007 to 2012.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. A table showing the injection into the Language Fund and its expenditure since 2007-08 financial year is as follows:

Financial year	Amount of injection (\$ million)	Expenditure (\$ million)
2007-08	0	263.5
2008-09	0	295.2
2009-10	0	251.4
2010-11	500.0	322.3
2011-12	0	493.7
2012-13 (up to 31 January 2013)	0	370.3

As at 31 January 2013, the available balance of the Language Fund was \$95 million.

- (b) A list of projects and their respective allocation from the Language Fund since 2007-08 financial year is at Annex. Monitoring on the use of funds and effectiveness evaluation by way of monitoring visits and feedback surveys etc constitute integral requirements of the funding support by the Standing Committee on Language Education and Research (SCOLAR). In general, the feedbacks as obtained from the surveys have been positive and the activities have been well-received by the participants as observed during the monitoring visits.
- (c) A table showing number of participants of the funding schemes and study programmes provided by SCOLAR from 2007 to 2012 is as follows:

Financial year	No. of participants ^{Note}						Remarks (if any)
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Funding schemes							
Professional Development Incentive Grant Scheme	732	430	253	172	125	70	
English Enhancement Grant Scheme	-	-	-	226 schools	395 schools (including first and second round of schools)	243 Schools (including second and third round of schools)	School-based scheme was commenced in 2010-11.
Workplace English Campaign Funding Scheme	1 513	1 924	-	-	-	-	The scheme was completed in 2008-09.
English Enhancement Scheme	A total of 439 secondary schools participated by batches spanning over a period from 2006 to 2014						School based Scheme was commenced in 2006-07
Refined English Enhancement Scheme	-	-	-	-	A total of 386 secondary schools participated by batches spanning over a period from 2011 to 2014		School-based scheme was commenced in 2011-12.
Study programmes							
Immersion (English)	120	113	94	122	-	-	The programme was completed in 2010-11
Immersion (Putonghua)	207	-	191	165	72	-	The programme was temporarily suspended in 2008-09.
Vocational English Enhancement Programme	-	-	-	-	-	186	

Note: Different schemes and study programmes have different targeted groups of participants from school sector (namely teachers and principals) and non-schools sectors (namely working adults).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

List of projects	Allocation (\$ million)
Financial year 2007-08	
Promotion of Chinese	4.0
Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	12.0
Promotion of Putonghua	5.0
Promotion of Cross Language	5.3
Establishment of SCOLAR's KG English Language Support	48.2
Research Project on Putonghua Proficiency of Primary and Secondary Students in Hong Kong	21.2
Scheme to Support Schools in Using Putonghua to teach Chinese Language Subject	225.1
Task Force on Language Support	110.0
Total: 430.8	
Financial year 2008-09	
Promotion of Chinese	0.5
Promotion of English	9.1
Promotion of Putonghua	4.1
Promotion of Cross Language	0.8
Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	15.0
Total: 29.5	
Financial year 2009-10	
Promotion of English	8.0
Promotion of Putonghua	1.4
Promotion of Cross Language	8.3
English Enhancement Grant Scheme for Primary School	270.0
Total: 287.7	
Financial year 2010-11	
Promotion of Chinese	0.9
Promotion of English	10.7
Promotion of Putonghua	5.0
Promotion of Cross Language	0.8
Task Force on Language Support	91.8
Refined English Enhancement Scheme	323.0
Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	4.7
After-school Extended Chinese Learning for Non-Chinese Speaking (NCS) Students	77.0
Total: 513.9	

Financial year 2011-2012	
Promotion of English	38.0
Promotion of Putonghua	3.1
Promotion of Cross Language	1.4
Language Landscape Studies - A Study on the Use of Language in the Workplace of Hong Kong	0.7
Language Landscape Studies - Thematic Household Survey on the Use of Language in Hong Kong	1.0
Total: 44.2	
Financial year 2012-13	
Promotion of Chinese	2.3
Promotion of English	8.6
Promotion of Putonghua	2.9
Promotion of Cross Language	4.2
Total: 18.0	

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

EDB262

Question Serial No.

1819

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:

- (a) Please tabulate the mean and median numbers of students per class at Primary 1 in government, aided and Direct Subsidy Scheme primary schools in the 2009/10 to 2014/15 school years. Please provide the information by District Council district.
- (b) How does the Government assess the effectiveness of small class teaching? How was the effectiveness of small class teaching in the 2009/10 to 2011/12 school years?
- (c) Please tabulate the numbers of permanent and contract teachers as well as the staff outside teacher establishment who support teaching in government, aided and Direct Subsidy Scheme primary schools in the 2010/11 to 2014/15 school years. Please provide the information by District Council district.
- (d) Please tabulate the numbers of teachers retired and those who newly joined the education profession in government, aided and Direct Subsidy Scheme primary schools in the 2010/11 to 2014/15 school years. Please provide the information by District Council district.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) Average and median class sizes of Primary 1 classes in public sector and Direct Subsidy Scheme (DSS) primary schools by district and by sector from the 2009/10 to 2012/13 school year are tabulated at Annex. The number of operating Primary 1 classes of each public sector school for the 2013/14 and 2014/15 school years can only be determined after the headcount in September of the respective school year. We are therefore not able to provide the average and median class sizes for the 2013/14 school year onwards at this stage.
- (b) We have launched a longitudinal study to assess small class teaching in the local context, with a view to identifying the teaching strategies and modes of support necessary for maximising the benefits of small class teaching. The full report of the Study on Small Class Teaching was uploaded onto the Education Bureau website in December 2009.

Taking into account the findings of the Study, we have formulated the professional development programmes including workshops, Learning Circles, in-service training courses for teachers, etc. in order to support the implementation of small class teaching in public sector primary schools starting from Primary 1 in the 2009/10 school year. 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.

Small class teaching is a kind of teaching sets or grouping. Groupings per se will not necessarily bring about enhancement in student learning. Pedagogical considerations and strategies to harness the groupings flexibly and professionally to address the different needs of students in class are essential.

Hence, evaluation must be done in a school context. In line with the School Development and Accountability Framework, schools implementing small class teaching are held accountable for small class teaching in relation to students' learning outcomes. Schools should report in their School Development Plan their strategies and measures including small class teaching to deliver quality education. In terms of monitoring, schools have to conduct annual review of their learning and teaching strategies including small class teaching and report the findings in the School Report. The Education Bureau (EDB) will conduct external school review to validate schools' self-evaluation to help schools review the effectiveness of learning and teaching including small class teaching.

- (c) Government and aided primary schools can appoint teachers to fill the posts on the approved teaching establishment (i.e. establishment teachers as mentioned hereafter) or posts outside the establishment (i.e. non-establishment teachers as mentioned hereafter) with deployment of various grants and other funding. The EDB does not have readily available breakdown of the establishment teachers and non-establishment teachers for government and aided primary schools by District Council district. Besides, categorisation of teachers into establishment teachers and non-establishment teachers is not applicable to DSS schools.

The number of classes in government and aided primary schools for the 2013/14 and 2014/15 school years can only be determined after the headcount in September of the respective school year. We are therefore not able to provide the numbers of establishment teachers and non-establishment teachers in the schools concerned for the 2013/14 school year onwards at this stage.

The EDB does not have information of other non-establishment staff such as teaching assistants who support teaching in the types of schools concerned.

The overall figures of the numbers of establishment teachers and non-establishment teachers in government and aided primary schools and the number of teachers in DSS primary schools for the school years from 2010/11 to 2012/13 are as follows:

School year	2010/11 (actual)		2011/12 (actual)		2012/13 (provisional)	
	Govt	Aided	Govt	Aided	Govt	Aided
Primary schools						
Establishment teachers	1 320	14 750	1 300	14 680	1 270	14 630
Non-establishment teachers	120	1 830	110	1 790	140	1 890
Teachers in DSS primary schools	1 020		1 100		1 150	

- (d) Teachers may leave the teaching profession at any age for various reasons, including retirement and personal or family considerations. While we have kept statistics of the number of teachers who had left the teaching profession, we cannot verify the data about those teachers who left the profession only due to retirement. The numbers of teachers who left the teaching profession and those who newly joined the teaching profession in government, aided and DSS primary schools in the 2010/11 to 2012/13 school years are as follows:

School year	2010/11 (actual)			2011/12 (actual)			2012/13 (provisional)		
	Govt	Aided	DSS	Govt	Aided	DSS	Govt	Aided	DSS
Primary schools									
Teachers who left the teaching profession	80	1 070	90	60	890	70	60	810	90
Newly joined teachers	10	370	100	20	420	70	30	490	90

We are not able to estimate the numbers of teachers who will leave the teaching profession and those who will newly join the teaching profession in the types of schools concerned from the 2013/14 school year onwards. Besides, given teachers' job-mobility across schools and since the projection of manpower needs in the teaching profession is made with reference to territory-wide parameters, we do not have readily available breakdown by District Council district.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Average and Median Class Sizes of Primary 1 Classes in Public Sector and Direct Subsidy Scheme Primary Schools by District and by Sector, 2009/10 - 2012/13 School Years

School Year : 2009/10

District	Government		Aided		Direct Subsidy Scheme	
	Average Class Size	Median Class Size	Average Class Size	Median Class Size	Average Class Size	Median Class Size
Central & Western	25.0	25.0	25.5	27.0	32.0	32.0
Wan Chai	24.1	25.0	26.6	30.0	-	-
Eastern	24.6	25.0	26.0	26.0	26.7	30.0
Southern	23.0	25.5	24.9	26.0	30.0	30.0
Yau Tsim Mong	21.6	19.0	29.0	30.5	29.4	34.0
Sham Shui Po	21.7	22.5	28.2	30.5	27.0	29.5
Kowloon City	25.9	26.0	26.7	29.0	26.4	30.0
Wong Tai Sin	22.0	22.0	24.6	26.0	-	-
Kwun Tong	25.6	26.0	25.9	26.0	13.7	14.0
Sai Kung	24.5	24.5	22.6	25.0	28.0	27.0
Sha Tin	26.0	26.0	25.6	25.0	31.4	30.0
Tai Po	21.0	21.0	24.5	25.0	-	-
North	24.0	24.0	28.1	27.0	-	-
Yuen Long	27.7	27.0	24.4	25.0	28.4	29.0
Tuen Mun	22.5	23.0	24.4	25.0	30.0	30.0
Tsuen Wan	28.3	28.0	27.0	28.0	-	-
Kwai Tsing	-	-	25.3	27.0	30.0	31.0
Islands	-	-	23.1	24.0	-	-
All Districts	24.8	25.0	25.6	26.0	28.1	30.0

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September 2009.
 - (3) Average class size refers to the number of students divided by the number of operating classes of schools in the district.
 - (4) Median class size refers to the class size in the district separating the higher half of the class sizes of the schools in the district from the lower half.

Average and Median Class Sizes of Primary 1 Classes in Public Sector and Direct Subsidy Scheme Primary Schools by District and by Sector, 2009/10 - 2012/13 School Years

School Year : 2010/11

District	Government		Aided		Direct Subsidy Scheme	
	Average Class Size	Median Class Size	Average Class Size	Median Class Size	Average Class Size	Median Class Size
Central & Western	22.3	22.5	25.0	26.0	32.0	32.0
Wan Chai	23.8	26.0	27.1	30.0	-	-
Eastern	24.4	24.0	25.7	26.0	26.3	29.5
Southern	24.4	25.0	24.1	24.0	30.0	30.0
Yau Tsim Mong	19.0	21.0	29.4	31.5	29.2	34.0
Sham Shui Po	22.6	23.0	28.3	30.0	27.3	28.0
Kowloon City	26.4	26.5	26.6	28.0	30.4	30.0
Wong Tai Sin	21.0	21.0	24.0	25.0	-	-
Kwun Tong	25.4	26.0	25.6	26.0	15.5	15.5
Sai Kung	18.7	19.0	22.1	24.0	27.5	27.0
Sha Tin	26.3	26.0	25.3	26.0	30.6	31.0
Tai Po	18.5	18.5	24.3	25.0	-	-
North	25.3	25.5	28.7	27.0	-	-
Yuen Long	25.5	25.0	24.2	24.0	26.8	27.0
Tuen Mun	25.8	26.0	23.8	24.0	29.3	29.5
Tsuen Wan	27.8	28.0	27.1	28.5	-	-
Kwai Tsing	-	-	25.3	26.0	30.3	30.0
Islands	-	-	21.3	23.0	-	-
All Districts	24.4	25.0	25.4	26.0	28.1	30.0

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September 2010.
 - (3) Average class size refers to the number of students divided by the number of operating classes of schools in the district.
 - (4) Median class size refers to the class size in the district separating the higher half of the class sizes of the schools in the district from the lower half.

Average and Median Class Sizes of Primary 1 Class in Public Sector and Direct Subsidy Scheme Primary Schools by District and by Sector, 2009/10 - 2012/13 School Years

School Year : 2011/12

District	Government		Aided		Direct Subsidy Scheme	
	Average Class Size	Median Class Size	Average Class Size	Median Class Size	Average Class Size	Median Class Size
Central & Western	25.0	25.0	26.0	27.0	31.3	32.0
Wan Chai	25.7	27.0	27.2	30.5	-	-
Eastern	24.1	25.0	25.5	26.0	26.8	30.5
Southern	24.8	26.0	25.0	25.0	28.0	28.0
Yau Tsim Mong	19.5	20.0	28.4	31.0	28.7	34.0
Sham Shui Po	21.0	21.0	28.3	30.0	26.0	27.0
Kowloon City	26.1	26.0	26.3	27.0	30.3	30.0
Wong Tai Sin	21.0	21.0	24.2	25.0	-	-
Kwun Tong	25.3	26.0	25.5	26.0	25.3	25.0
Sai Kung	22.5	22.5	23.3	25.0	30.7	30.0
Sha Tin	25.0	25.0	25.5	26.0	30.3	30.0
Tai Po	23.0	23.0	24.8	25.0	-	-
North	23.1	22.0	28.9	27.0	-	-
Yuen Long	25.4	25.0	24.5	25.0	30.6	30.0
Tuen Mun	25.3	25.5	25.0	25.0	30.8	30.5
Tsuen Wan	29.8	29.5	27.8	27.0	-	-
Kwai Tsing	-	-	25.6	27.0	31.3	31.0
Islands	-	-	21.2	22.0	-	-
All Districts	24.6	25.0	25.7	26.0	29.2	30.0

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Average class size refers to the number of students divided by the number of operating classes of schools in the district.
 - (4) Median class size refers to the class size in the district separating the higher half of the class sizes of the schools in the district from the lower half.

Average and Median Class Sizes of Primary 1 Classes in Public Sector and Direct Subsidy Scheme Primary Schools by District and by Sector, 2009/10 - 2012/13 School Years

School Year : 2012/13

District	Government		Aided		Direct Subsidy Scheme	
	Average Class Size	Median Class Size	Average Class Size	Median Class Size	Average Class Size	Median Class Size
Central & Western	24.3	24.0	27.3	26.0	33.0	33.0
Wan Chai	25.3	27.0	27.7	30.0	-	-
Eastern	22.8	23.0	26.3	27.0	29.6	30.0
Southern	24.6	25.0	24.3	24.5	28.0	28.0
Yau Tsim Mong	19.0	20.0	27.5	31.0	28.6	29.0
Sham Shui Po	22.9	24.0	29.0	31.0	27.4	29.0
Kowloon City	26.8	27.0	27.7	27.0	31.7	30.0
Wong Tai Sin	21.8	22.0	24.5	25.0	-	-
Kwun Tong	25.6	26.0	26.5	26.0	23.8	24.0
Sai Kung	19.8	20.0	23.3	25.0	27.5	27.0
Sha Tin	26.8	27.0	26.2	26.0	30.1	30.0
Tai Po	23.0	23.5	25.7	26.0	-	-
North	25.8	26.0	29.7	29.0	-	-
Yuen Long	26.4	27.0	24.8	25.0	30.9	30.0
Tuen Mun	26.0	26.0	25.4	25.0	32.0	32.0
Tsuen Wan	29.3	29.5	27.5	27.0	-	-
Kwai Tsing	-	-	25.8	25.0	29.7	30.0
Islands	-	-	21.5	22.0	-	-
All Districts	24.7	26.0	26.2	26.0	29.1	30.0

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) Average class size refers to the number of students divided by the number of operating classes of schools in the district.
 - (4) Median class size refers to the class size in the district separating the higher half of the class sizes of the schools in the district from the lower half.

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

EDB263

Question Serial No.

1823

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 tabulate by District Council district the numbers of regular teachers, contract teachers and teaching support personnel employed outside the teaching staff establishment in the government and aided secondary schools and secondary schools under the Direct Subsidy Scheme from the 2008/09 to 2012/13 school years.

Please tabulate by District Council district the numbers of retired teachers, teachers retired after joining the Early Retirement Scheme for Aided Secondary School Teachers and new teachers in the government and aided secondary schools and secondary schools under the Direct Subsidy Scheme from the 2008/09 to 2012/13 school years.

Please tabulate by District Council district the numbers of school candidates and private candidates registered for 1 to 8 subjects in the 2012 and 2013 Hong Kong Diploma of Secondary Education (HKDSE) Examination.

Please tabulate the numbers of school candidates and private candidates registered for Categories A, B and C subjects in the 2012 and 2013 HKDSE Examination.

Please tabulate the following information regarding the Hong Kong Advanced Level Examination from 2008 to 2012 and the 2012 HKDSE Examination:

- (a) percentage of candidates meeting the entry requirement for admission to bachelor's degree programmes of universities;
- (b) percentage of candidates meeting the above requirement admitted to sub-degree programmes;
- (c) percentage of candidates admitted to bachelor's degree programmes of universities;
- (d) percentage of candidates meeting the above requirement chose to take other study pathways.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

Government and aided secondary schools can appoint teachers to fill the posts on the approved teaching establishment (establishment teachers) or posts outside the establishment (non-establishment teachers) by using various grants and other funding. In Direct Subsidy Scheme (DSS) schools, teachers are not classified into establishment teachers and non-establishment teachers.

The Education Bureau (EDB) does not have readily available breakdown of the establishment teachers and non-establishment teachers for different types of schools by District Council district. The overall figures on the numbers of establishment teachers and non-establishment teachers in government and aided secondary schools and the number of teachers in DSS secondary schools for the school years from 2008/09 to 2012/13 are as follows:

Government Secondary Schools

	2008/09	2009/10	2010/11	2011/12	2012/13*
Establishment teachers	1 570	1 530	1 540	1 530	1 490
Non-establishment teachers	280	270	250	330	240

Aided Secondary Schools

	2008/09	2009/10	2010/11	2011/12	2012/13*
Establishment teachers	19 610	19 530	19 350	19 880	18 750
Non-establishment teachers	2 740	2 810	3 010	3 720	3 380

DSS Secondary Schools

	2008/09	2009/10	2010/11	2011/12	2012/13*
Teachers	3 420	3 570	3 710	4 020	3 950

* Provisional figures

The EDB does not have information of other non-establishment staff, such as teaching assistants who support teaching in different types of schools.

Teachers may leave the teaching profession at any age for various reasons, including retirement and personal or family considerations. While we have kept statistics of the number of teachers who had left the teaching profession, we cannot verify the data about those teachers who left the profession only due to retirement. The numbers of teachers who left the teaching profession including the exact numbers of teachers who retired under the Early Retirement Scheme, and the numbers of newly joined teachers in government, aided and DSS secondary schools in the 2008/09 to 2012/13 school years are as follows:

Teachers who left the teaching profession

	2008/09	2009/10	2010/11	2011/12	2012/13*
Government secondary schools	130	130	110	80	190
Aided secondary schools (under Early Retirement Scheme#)	1 290 (119)	1 160 (119)	1 200 (139)	860 (56)	1 920 (201)
DSS secondary schools	270	240	290	200	460

* Provisional figures except the teachers who left under Early Retirement Scheme

Figures are not applicable to government and DSS secondary schools

Newly Joined Teachers

	2008/09	2009/10	2010/11	2011/12	2012/13*
Government secondary schools	80	60	40	70	30
Aided secondary schools	930	780	770	1 290	410
DSS secondary schools	270	210	280	290	150

* Provisional figures

Given teachers' job-mobility across schools and since the projection of manpower needs in the teaching profession is made with reference to territory-wide parameters, we do not have readily available breakdown by District Council district.

The numbers of school candidates and private candidates registered for 1 to 8 subjects in the 2012 and 2013 Hong Kong Diploma of Secondary Education (HKDSE) Examination by District Council district are at Appendix 1.

The numbers of school candidates and private candidates registered for Categories A, B and C subjects in the 2012 and 2013 HKDSE Examination are at Appendix 2.

Regarding the Hong Kong Advanced Level Examination (HKALE) from 2008 to 2012 and the 2012 HKDSE Examination -

- (a) The percentage of candidates meeting the general entrance requirements for admission to bachelor's degree programmes of local post-secondary institutions is set out in Table 1 of Appendix 3.
- (b) As the intakes of the first year of sub-degree programmes include intakes who are not the candidates of the HKALE/HKDSE Examination of the respective year, no direct comparison could be made with the number of candidates of the HKALE/HKDSE Examination in that year. Thus, the EDB does not have information on the percentage of candidates meeting the general entrance requirements for admission to bachelor's degree programmes of local post-secondary institutions and admitted to sub-degree programmes. The number of intakes of the first year of full-time locally-accredited sub-degree programmes from the 2008/09 to 2012/13 academic years are set out in Table 2 of Appendix 3.
- (c) As the intakes of the first year of bachelor's degree programmes include intakes who are not the candidates of the HKALE/HKDSE Examination of the respective year, no direct comparison could be made with the number of candidates of the HKALE/HKDSE Examination in that year. Thus, the EDB does not have information on the percentage of those candidates admitted to bachelor's degree programmes of local post-secondary institutions. The number of intakes of the first year of full-time locally-accredited bachelor's degree programmes from the 2008/09 to 2012/13 academic years are set out in Table 2 of Appendix 3.
- (d) The EDB has not collected information on the educational status of Secondary 7 and HKDSE graduates who met the entry requirements for admission to bachelor's degree programmes of local post-secondary institutions other than those included in (b) and (c) above.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28.3.2013

**Numbers of school candidates and private candidates registered for 1 to 8 subjects in the 2012 and 2013 HKDSE Examination
(by District Council district)**

Table 1 – 2012 Examination

		Number of subjects entered							
		1	2	3	4	5	6	7	8
Central & Western									
	School candidates	1	2	0	0	72	744	651	4
	Private candidates	28	6	2	2	1	10	1	0
Wan Chai									
	School candidates	2	0	0	2	60	397	414	6
	Private candidates	16	5	2	1	1	6	4	1
Eastern									
	School candidates	28	7	0	1	310	2 636	2 001	19
	Private candidates	56	11	3	4	5	15	4	0
Southern									
	School candidates	6	1	2	4	205	1 236	692	3
	Private candidates	16	5	0	1	4	7	4	0
Yau Tsim Mong									
	School candidates	11	2	0	5	155	1 405	677	5
	Private candidates	33	8	3	1	3	4	2	0
Sham Shui Po									
	School candidates	9	1	1	5	193	2 434	1 042	7
	Private candidates	38	13	2	3	4	15	5	1
Kowloon City									
	School candidates	4	1	0	7	216	1 763	1 042	22
	Private candidates	25	3	5	1	3	10	3	0
Wong Tai Sin									
	School candidates	25	1	0	4	376	3 117	1 225	5
	Private candidates	38	15	1	6	3	13	3	0
Kwun Tong									
	School candidates	23	0	0	17	383	4 491	1 749	13
	Private candidates	72	8	6	3	7	24	6	0

		Number of subjects entered							
		1	2	3	4	5	6	7	8
Kwai Tsing									
	School candidates	24	1	1	19	454	3 515	1 239	6
	Private candidates	30	13	4	1	5	10	6	2
Tsuen Wan									
	School candidates	10	1	1	3	180	2 067	951	5
	Private candidates	33	6	4	1	5	7	4	1
Tuen Mun									
	School candidates	31	0	11	41	667	4 102	1 151	9
	Private candidates	46	15	4	1	8	26	6	0
Yuen Long									
	School candidates	37	7	1	34	703	5 245	1 577	4
	Private candidates	55	11	4	1	9	29	3	2
North									
	School candidates	5	8	0	11	442	2 579	802	15
	Private candidates	30	15	2	0	3	14	6	0
Tai Po									
	School candidates	9	1	0	5	225	2 243	776	6
	Private candidates	41	12	2	1	2	14	2	0
Sha Tin									
	School candidates	18	0	0	1	429	4 063	1 956	9
	Private candidates	75	16	7	5	7	15	10	1
Sai Kung									
	School candidates	9	1	0	7	534	3 027	1 051	9
	Private candidates	43	5	1	1	6	13	2	2
Islands									
	School candidates	3	1	2	2	130	1 000	323	4
	Private candidates	9	2	0	0	0	1	1	0
Total:		939	204	71	201	5 810	46 297	19 391	161

Table 2 – 2013 Examination

		Number of subjects entered							
		1	2	3	4	5	6	7	8
Central & Western									
	School candidates	2	0	0	1	99	826	514	9
	Private candidates	59	25	27	11	22	40	7	0
Wan Chai									
	School candidates	0	0	0	4	92	415	341	6
	Private candidates	50	16	12	11	9	22	4	0
Eastern									
	School candidates	15	9	3	5	404	3 055	1 395	17
	Private candidates	205	120	84	48	55	130	29	0
Southern									
	School candidates	2	0	1	0	226	1 370	516	8
	Private candidates	96	60	36	24	23	60	14	0
Yau Tsim Mong									
	School candidates	4	0	0	8	271	1 475	470	9
	Private candidates	125	73	37	34	37	78	15	1
Sham Shui Po									
	School candidates	2	0	0	4	449	2 527	699	7
	Private candidates	165	116	63	40	60	131	22	2
Kowloon City									
	School candidates	2	0	0	11	301	1 817	855	8
	Private candidates	127	78	51	25	53	85	13	1
Wong Tai Sin									
	School candidates	105	2	0	2	553	3 479	903	2
	Private candidates	200	120	90	76	78	130	17	0
Kwun Tong									
	School candidates	6	1	2	16	669	4 723	1 299	7
	Private candidates	233	201	127	82	114	218	41	2
Kwai Tsing									
	School candidates	6	3	0	8	728	3 733	825	6
	Private candidates	203	143	114	66	66	165	24	3
Tsuen Wan									
	School candidates	9	0	0	2	245	2 383	574	5

		Number of subjects entered							
		1	2	3	4	5	6	7	8
	Private candidates	159	97	60	54	62	75	15	2
Tuen Mun									
	School candidates	16	1	3	41	878	4 076	792	14
	Private candidates	302	171	120	96	99	161	33	3
Yuen Long									
	School candidates	6	4	4	60	963	5 048	1 159	5
	Private candidates	303	232	167	113	147	265	33	0
North									
	School candidates	2	1	0	7	534	2 681	558	10
	Private candidates	136	103	85	45	55	111	22	1
Tai Po									
	School candidates	1	0	0	1	308	2 116	576	3
	Private candidates	152	94	62	49	51	100	17	2
Sha Tin									
	School candidates	7	2	2	12	614	4 628	1 321	14
	Private candidates	320	195	140	71	78	194	30	1
Sai Kung									
	School candidates	4	1	0	12	637	3 229	844	4
	Private candidates	234	158	110	60	59	150	27	0
Islands									
	School candidates	0	0	0	6	208	990	266	0
	Private candidates	53	34	28	22	22	26	3	0
Total:		3 311	2 060	1 428	1 127	9 269	50 712	14 273	152

Numbers of school candidates and private candidates registered for Categories A, B and C subjects in the 2012 and 2013 HKDSE Examination

Category of subjects entered	2012 Examination		2013 Examination	
	School candidates	Private candidates	School candidates	Private candidates
Category A subjects	71 561	1 323	71 076	11 105
Category B subjects	5 314	3	4 932	1
Category C subjects	259	8	255	12

Information on the HKALE from 2008 to 2012 and the 2012 HKDSE Examination

Table 1 – Percentage of candidates meeting the general entrance requirements for admission to bachelor's degree programmes of local post-secondary institutions

	HKALE					HKDSE Examination
	2008	2009	2010	2011	2012	2012
Number of candidates meeting the general entrance requirements for admission to bachelor's degree programmes of local post-secondary institutions	17 714	17 891	18 430	19 059	18 820	26 636
Number of candidates sat for the examination	37 606	37 905	38 964	41 058	40 515	72 620
Percentage of candidates meeting the general entrance requirements for admission to bachelor's degree programmes of local post-secondary institutions	47.1%	47.2%	47.3%	46.4%	46.5%	36.7%

Table 2 – Number of intakes of the first year of full-time locally-accredited sub-degree and bachelor's degree programmes from the 2008/09 to 2012/13 academic years

	2008/09	2009/10	2010/11	2011/12	2012/13
Number of intakes of the first year of full-time locally-accredited sub-degree programmes	30 700	34 900	37 500	34 000	41 400
Number of intakes of the first year of full-time locally-accredited bachelor's degree programmes	18 900	18 800	19 400	20 300	40 200

Note:

1. As the intakes of the first year of sub-degree and bachelor's degree programmes include intakes who are not the candidates of the HKALE/HKDSE Examination of the respective year, no direct comparison could be made with the number of candidates of the HKALE/HKDSE Examination in that year.
2. The 2011/12 academic year is a gap year for sub-degree programmes as there were no Secondary 5 graduates in 2011.
3. 2012 is a double-cohort year in which the first cohort of students sitting the HKDSE Examination and the last cohort of day school students sitting the HKALE completed their secondary education at the same time.
4. The numbers of intakes for the 2012/13 academic year are provisional figures.

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

EDB264

Question Serial No.

1826

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 by District Council district the number of gifted students in primary and secondary schools from the 2008/09 to 2012/13 school years.

Please list by District Council district the following information on gifted education from the 2008/09 to 2012/13 school years:

- the total amount of subsidy on gifted education;
- the average amount of subsidy for each gifted student;
- the highest amount of subsidy for gifted student; and
- the lowest amount of subsidy for gifted student.

Please list by District Council district the number of enrolments in A, B, C, D and E categories of gifted education courses from the 2008/09 to 2012/13 school years.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

In line with practices recognised worldwide, the Education Bureau adopts a broad definition of giftedness from the perspective of multiple intelligences. Giftedness is a complex and dynamic construct that depends very much on time, cultural values, educational beliefs and available resources. It is regarded as one of the manifestations of learner diversity. Under such broad meaning of giftedness, we are unable to provide absolute number of gifted students in schools or the number of gifted students by district.

Since 2000, the Education Bureau has been advocating a three-tier model to cater for the needs of gifted students both within and outside schools. Regarding Levels 1 and 2, schools are advised to adopt a school-based approach to cater for the needs of their gifted students through whole-class (Level 1 or categories A and B) and pull-out (Level 2 or categories C and D) modes within schools. The Education Bureau supports schools to cater for the needs of these gifted students through production of curriculum resources, provision of professional development programmes for teachers, provision of learning activities for students and collaboration with other stakeholders. Funds for schools to cater for gifted students at Level 1 and 2 are subsumed under the grants that have been allocated to them (e.g. Operating Expenses Block Grant, Capacity Enhancement Grant, Diversity Learning Grant). In this light, we are unable to provide separate breakdown of subsidy and student enrolment at Level 1 and 2, by school or by district. For this reason, we are also unable to provide the total and average subsidy on gifted education in general.

Regarding support for gifted students at Level 3 (i.e. category E), there are off-school programmes offered by the Education Bureau and the Hong Kong Academy for Gifted Education. The following table shows the number of student enrolments in these programmes from the 2008/09 to 2012/13 school years:

School Year \ Name of Provider	2008/09	2009/10	2010/11	2011/12	2012/13 (up to February 2013 only)
Education Bureau	2946	3030	4711	4773	4269
Hong Kong Academy for Gifted Education	1212	1409	1340	1711	1568
Total	4158	4439	6051	6484	5837

The breakdown of student enrolments by District Council district has not been collected by the Education Bureau and the Hong Kong Academy for Gifted Education.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB265

Question Serial No.

1828

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 EDB requires DSS schools to set aside 10% of the school's total school fee income to provide fee remission or scholarship for deserving students. Please provide information for the school years from 2008/09 to 2012/13 on:

- a. The total, average, highest and lowest amount of fee remission provided by DSS primary schools, as well as the number of students benefited;
- b. The total, average, highest and lowest amount of scholarship provided by DSS primary schools, as well as the number of students benefited;
- c. The total, average, highest and lowest amount of fee remission provided by DSS secondary schools, as well as the number of students benefited;
- d. The total, average, highest and lowest amount of scholarship provided by DSS secondary schools, as well as the number of students benefited;
- e. By 4 levels of percentage (25%, 50%, 75% and 100%), a breakdown of the number of DSS schools with the utilisation rates of their fee remission/ scholarship reserve.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

Direct Subsidy Scheme (DSS) schools are required to provide the total annual expenditure of the fee remission/ scholarship provision in their annual audited accounts submitted to the Education Bureau. The annual audited accounts do not provide separate items on the amounts spent on fee remission or scholarship and the number of students benefitted from the fee remission/ scholarship. As the Education Bureau has not yet received the 2011/12 and 2012/13 audited accounts from all the DSS schools, the information on the total annual expenditure of the fee remission/ scholarship as well as their utilisation rates from the 2008/09 to 2010/11 school years is tabulated in Tables A and B below:

Table A : The total, average, highest and lowest amount of annual expenditure for fee remission/ scholarship provided by DSS schools

	2008/09 \$	2009/10 \$	2010/11 \$
DSS Primary Schools			
Total	7,609,373	5,345,906	12,058,489
Average	691,761	485,991	1,096,226
Highest	4,521,987	1,140,000	6,279,919
Lowest	0	2,520	17,554
DSS Secondary Schools			
Total	77,548,267	74,999,835	104,012,650
Average	1,520,554	1,470,585	2,000,243
Highest	12,628,800	10,007,300	18,476,943
Lowest	14,000	34,500	15,000
DSS Schools with both Primary and Secondary Levels			
Total	14,964,673	20,419,245	30,083,251
Average	1,662,741	2,268,805	3,008,325
Highest	6,534,940	7,621,631	13,216,831
Lowest	340,770	561,071	319,250

Table B: Utilisation rate of fee remission/ scholarship provision in DSS schools

	Number of Schools		
	2008/09	2009/10	2010/11
Less than 25%	7	5	3
Greater than or equal to 25% and less than 50%	12	13	8
Greater than or equal to 50% and less than 75%	14	10	11
Greater than or equal to 75% and less than 100%	8	12	10
100% or above	30	31	41
Total Number of Schools	71	71 ^{Note}	73

Note: There were 72 DSS schools in the 2009/10 school year, one of which was not required to report the fee remission/ scholarship provision as it did not charge school fees that year.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 28 March 2013

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

EDB266

Question Serial No.

1843

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:

As mentioned in paragraph 78 of the Budget Speech, the Financial Secretary proposed to allocate \$10 million per year to support Industry Training Advisory Committees (ITACs) to develop and implement the Qualifications Framework (QF). Would the Administration set out in details the areas of work to be carried out with this additional funding? Also, how will the Education Bureau evaluate the effectiveness of the QF? What is the average annual increase in median salaries in the 19 industries for which ITACs have been set up? (Please provide a breakdown according to the 19 industries with ITACs)

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

In the 2013-14 Budget, the Financial Secretary has proposed to allocate \$10 million per year to support the Industry Training Advisory Committees (ITACs) established under the Qualifications Framework (QF) to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. We are now discussing with the ITACs on the implementation details including the allocation of funding among three major initiatives, including (i) introducing award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) designing training programmes and packages based on the Specification of Competency Standards (SCS) that meet the needs of the industries; and (iii) stepping up promotion and publicity of the QF for its wider acceptance among all sectors. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year and for those ITACs with SCS completed, to develop up to three SCS-based training packages every year. All ITACs will also be invited to suggest joint publicity efforts or promotion strategies for the respective industry to further publicise and promote the QF.

So far, the Government has assisted 19 industries to set up ITACs under the QF, covering 46% of the workforce in Hong Kong. Twelve of these ITACs have drawn up their SCSs which facilitate the development of education and training courses and mapping out of progression pathways. Work by other ITACs on drawing up their SCSs is in progress. SCSs are also gaining wider acceptance by employers as useful guides for the development of in-house training and human resources management, such as staff recruitment and performance assessment. Separately, the Recognition of Prior Learning (RPL) mechanism, which enables employees of various backgrounds to receive formal recognition of the knowledge, skills and experience already acquired, has been implemented in eight industries. As at end February 2013, nearly 6 000 practitioners involving about 11 000 clusters of competencies at QF levels 1 to 4 were successfully awarded Statements of Attainment in recognition of the competencies they acquired.

The establishment of the QF has provided an accessible articulation pathway to promote lifelong learning by linking the academic, vocational and continuing education. As at end February 2013, over 7 600 quality assured academic and vocational qualifications, involving about 210 education and training providers, were registered in the Qualifications Register. In October 2012, the Government further announced the introduction of the Award Titles Scheme and use of credit under the QF to enable learners to make informed

choices and better facilitate recruitment and training by employers.

We do not have information on the median salary of employees of the 19 industries with ITACs established. It must nevertheless be pointed out that the QF aims at building up an infrastructure to facilitate lifelong learning and professional/vocational upgrading. Its success, at least in the initial years, cannot and should not be measured in terms of increases in income of the employees.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.3.2013

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

EDB267

Question Serial No.

1850

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 condition of the Chinese Cuisine Training Institute during the period from the 2007/08 to 2011/12 academic years, please provide the following information:

a. please tabulate the number of students enrolled and the number of students graduated as well as the number of graduates employed in the catering industry for the Chinese Cuisine Training Institute course, Basic Food Hygiene Certificate for Hygiene Managers and Master Chef Course in Chinese Cuisine;

b. after completing the 3 courses mentioned above, what level of certification under the Qualifications Framework will the graduates obtain respectively?

c. please tabulate the number of people applied for and the number of people passed the elementary, intermediate and advanced trade tests respectively.

(2) What is the progress on the establishment of the International Culinary College? What are the current expenditure and estimated expenditure?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

(1) (a) During the period from the 2007/08 to 2011/12 academic year, the number of trainees and graduates of the Chinese Cuisine Training Institute (CCTI) training programmes, Basic Food Hygiene Certificate for Hygiene Managers programme and Master Chef Course in Chinese Cuisine are as follows –

CCTI training programmes		Basic Food Hygiene Certificate for Hygiene Managers		Master Chef Course in Chinese Cuisine#	
No. of trainees enrolled	No. of graduates	No. of trainees enrolled	No. of graduates	No. of trainees enrolled	No. of graduates
9 354	8 010	670	633	13	10 [@]

Students are enrolled for the Master Chef Course in Chinese Cuisine once every two years. Applicants should possess not less than 12 years' experience in the catering industry, nominated by relevant professional bodies and pass the assessment interview.

@ According to the training schedule, three Master Chef students enrolled in the 2011/12 academic year will complete the course in the 2012/13 academic year.

In the past five years, the average placement rate of CCTI graduates from full time training programmes is 95%, of which over 80% are in the catering and related industry.

- (b) Trainees who completed the full-time Food Preparation pre-employment programmes of the CCTI will be awarded certificates at Level 3 of the Qualifications Framework (QF). Full-time pre-employment programme on Food & Beverage is pitched at QF Level 2. The Basic Food Hygiene Certificate for Hygiene Managers programme and the Master Chef Course in Chinese Cuisine are not QF-recognised courses at present.
- (c) During the period from the 2007/08 to 2011/12 academic year, the number of applicants and number of those who passed the trade tests are as follows –

Trade Test in Chinese Cuisine					
Elementary Level		Intermediate Level		Advanced Level	
No. of applicants	No. of those who passed the trade test	No. of applicants	No. of those who passed the trade test	No. of applicants	No. of those who passed the trade test
514	476	108	102	59	54

- (2) The Education Bureau plans to seek funding approval from the Finance Committee (FC) of the Legislative Council in June 2013 for the development of the Vocational Training Council (VTC) International Culinary College (ICC). The estimated cost of the project is \$657.5 million in money-of-the-day prices. Subject to FC's approval, VTC aims to commence the construction work in the third quarter of 2013, with a view to completing the works in the last quarter of 2015. Meanwhile, the VTC is actively developing the programmes to be offered by the ICC. The recurrent expenditure for the operation of the ICC is estimated to be about \$50 million per annum, in which up to \$41 million would be met by Government subvention. It covers staff salaries, administrative costs, repair and maintenance fees and other operating expenses.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 3.4.2013

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

Reply Serial No.

EDB268

Question Serial No.

0951

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

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What is the salary expenditure earmarked for the Secretary for Education, the Under Secretary and the Political Assistant in 2013-14?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

For budgetary purposes, the provisions for the salary in respect of the positions of Director of Bureau, Deputy Director of Bureau and Political Assistant to Director of Bureau in the Education Bureau for 2013-14 are \$3.38 million, \$2.20 million and \$1.18 million respectively.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB269

Question Serial No.

0970

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 following information:

- (a) the details of teacher wastage in special schools;
- (b) the 2013-14 estimate, 2012-13 revised estimate and 2011-12 actual expenditure for replacing the lost teachers in special schools.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a) The wastage rates of teachers in special schools in the 2011/12 and 2012/13 school years are 5.4% and 7.8% respectively. The reasons for teachers leaving the special school sector are mainly retirement, transfer to mainstream schools, personal reasons, etc.
- (b) Recruitment decisions are made at the school level. Aided special schools are provided with salaries grant to remunerate teachers on the establishment posts regardless of whether the teachers are newly recruited to fill the vacancies arising from drop-out teachers. Furthermore, special schools may also make use of other grants provided by the Education Bureau, including the Operating Expenses Block Grant / Expanded Operating Expenses Block Grant flexibly to recruit teachers to fill teaching vacancies so created to meet the schools' needs. Thus, we are unable to provide the actual or estimated expenditure for replacing drop-out teachers in special schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB270

Question Serial No.

0971

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 Curriculum Guide of the Moral and National Education subject has been shelved, but the Moral, Civic and National Education Section (a total of 12 Curriculum Development Officers and Project Officers of various ranks) and the National Education Support Programme Section (a total of 14 Inspectors and Officers of various ranks) still remain in the establishment of the Education Bureau. Please provide the following information for 2013-14:

- (a) the areas of work as well as the expenditures on salaries and fringe benefits for the staff of these 2 sections; and
- (b) the budget estimates for the projects undertaken by the staff of these 2 sections.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a) The Moral, Civic and National Education (MCNE) Section is mainly responsible for curriculum development work related to moral, civic and national education which includes many aspects under values education (e.g. sex education, moral education, life education) in primary and secondary schools. The MCNE Section also provides curriculum-related professional development programmes for school heads and teachers as well as production of relevant learning and teaching resources. The major functions of the National Education Support Programme (NESP) Section include implementation of measures in offering opportunities for Hong Kong students and teachers to join Mainland exchange programmes to widen their experiences. Teacher participants play their role as learning facilitators in these activities. The remuneration packages for the staff of these two Sections follow the pay scale and established structure of their respective grades and ranks. In 2013-14, expenditures on salaries and fringe benefits for the MCNE Section and the NESP Section amount to \$11.3 million and \$11.6 million respectively.
- (b) Curriculum elements of the moral, civic and national education are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Expenditures for the related curriculum development work, which includes research and development, provision of learning activities for students related to values education as well as regular school visits and monitoring etc, are absorbed by the recurrent expenditures of the Education Bureau. Therefore, we are unable to provide a separate breakdown of the budget estimates for the ongoing curriculum development work undertaken by the MCNE Section in 2013-14. The estimated expenditure of various programmes undertaken by the NESP Section in 2013-14 is \$64.8 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 20.3.2013

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

EDB271

Question Serial No.

0976

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:

- a. The Government actively encourages integrated education (IE) to facilitate students with special educational needs to integrate into mainstream schools. Would the Government please elaborate on the details of the implementation of IE, including the expenditures for the past 3 financial years (i.e. 2010-11 to 2012-13), the estimated expenditure for 2013-14, the number of primary and secondary schools implementing IE and the support measures provided for these schools by Government.
- b. For the expenditures in the past 3 financial years and the estimated expenditure for 2013-14, how much resources is set aside for teacher training to enhance the effectiveness of IE? Has the effectiveness been assessed? If yes, what is the effectiveness?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

(a) & (b)

Under the Disability Discrimination Ordinance (DDO), all schools have the legal obligation to admit students with special educational needs (SEN) and provide them with appropriate support through the Whole School Approach to integrated education (IE). To support schools to cater for their students with SEN, 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. Details of these support and services as well as teacher training, and the amounts of funding involved in the 2010/11, 2011/12, 2012/13 and 2013/14 school years are set out in the Appendix.

Under the five-year teacher professional development framework on integrated education (the Framework) launched in the 2007/08 school year, structured training courses on catering for students with SEN, pitched at basic, advanced and thematic (BAT Courses) levels, were conducted for serving teachers. We have been monitoring the BAT Courses through various means, including lesson observations, review meetings with the course providers, analysis of participants' feedback and examination of the evaluation reports by the course providers. A review on the Framework has been conducted, in which the views of school principals and teachers were gauged and the evaluation of the course providers scrutinized. The findings showed that the BAT Courses were effective in enhancing the teachers' knowledge and skills in catering for students with SEN. In view of the positive feedback, we have launched another round of BAT Courses starting from the 2012/13 school year, with appropriate adjustments to the mode and content of the training programmes to better meet the training needs of the teachers.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

Additional support and services provided for integrated education in the 2010/11, 2011/12 , 2012/13 and 2013/14 school years

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 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.	172.8	177.1	182.3	178.7
	Learning Support Grant (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	148.9	156.3	172.6
	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.	10.6	11.1	11.9	12.3

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
	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.	1.1	0.3	0.7	0.7
	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	1.2	1.2	1.3
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	18.7	28.4	32.4	42.1

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
	Enhanced Speech Therapy Service	Eligible 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	45.6	48.0	56.2
	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.	4.7	6.3	5.7	7.6
(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.	6.7	6.6	6.6	6.6

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
	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.	0.8	0.6	0.8	0.8
	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	327.6	328.9	316.0
	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	0.6	0.8	0.8	1.1

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
		students with special educational needs.				
	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.	0.5	0.3	0.7	0.7
	Learning Support Grant	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	97.5	117.0	137.1	157.0
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	8.4	13.8	23.5	35.2
(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	8.6	10.8	11.9	11.9

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
		mainstream schools.				
	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.	4.2	2.8	3.8	3.8
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers, speech therapist (for primary students) and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.1	4.8	5.2	5.2

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2010/11 school year (\$ million)	2011/12 school year (\$ million)	2012/13 school year (revised estimate) (\$ million)	2013/14 school year (estimate) (\$ million)
(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.	56.4	59.8	62.4	65.0
(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	0.6	0.6	0.7
Total:			900.4	964.4	1020.8	1075.5

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

EDB272

Question Serial No.

0977

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 the training places, offered to teachers in schools implementing integrated education in the 2010/11, 2011/12 and 2012/13 school years?

Asked by: Hon. WONG Pik-wan, Helena

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 2010/11, 2011/12 and 2012/13 school years is summarised in the Appendix.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 25.3.2013

Teacher Training in Special Education in the 2010/11 to 2012/13 School Years

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
1	Professional Development Course - Catering for Diverse Learning Needs (Level 1)	39	280 (217)	4,200,000	15,000	39	240 (195)	3,600,000	15,000	39	240	3,600,000	15,000
2	Professional Development Course - Catering for Diverse Learning Needs (Level 2)	117	200 (173)	9,000,000	45,000	117	200 (193)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 3)	30	400 (390)	4,056,000	10,400	30	400 (390)	4,329,000	11,100	30	480	6,096,000	12,700
4	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 3)	90-120	440 (322)	11,237,800	34,900	90-120	440 (411)	14,590,500	35,500	-	-	-	-
5	Advanced Course on Catering for Diverse Learning Needs with 12-hour optional attachment module (Note 3)	-	-	-	-	-	-	-	-	90-102	320	13,792,000	43,100
6	Thematic Course on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Notes 3 & 4)	72	600 (522)	11,901,600	22,800	-	-	-	-	-	-	-	-
7	Thematic Course on Education of Students with Specific Learning Difficulties for Chinese Language Teachers (Notes 3 & 4)	72	80 (77)	1,709,400	22,200	72	200 (195)	4,407,000	22,600	-	-	-	-

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
8	Thematic Course on Education of Students with Specific Learning Difficulties for English Language Teachers (Notes 3 & 4)	72	80 (15)	357,000	23,800	72	320 (240)	5,832,000	24,300	-	-	-	-
9	Thematic Course on Education of Students with Hearing Impairment and Speech and Language Impairment (Note 3)	90	120 (70)	2,310,000	33,000	90	240 (144)	4,838,400	33,600	-	-	-	-
10	Thematic Courses on Education of Students with Special Educational Needs (SEN) (Note 3)	60	520 (413)	8,796,900	21,300	60	520 (448)	9,963,520	22,240	-	-	-	-
11	Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Note 3)	-	-	-	-	-	-	-	-	120	280	12,600,000	45,000
12	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Note 3)	-	-	-	-	-	-	-	-	120	160	8,112,000	50,700
13	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs (Note 3)	-	-	-	-	-	-	-	-	90	160	6,080,000	38,000

Type of Courses		2010/11 School Year (Actual)				2011/12 School Year (Actual)				2012/13 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
14	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 3)	120	50 (46)	1,720,400	37,400	120	50 (50)	1,965,000	39,300	120	50	1,775,000	35,500
15	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants”	12	520 (362)	621,554	1,717	12	560 (560)	795,200	1,420	12	560	868,000	1,550
16	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc.	3-42	6200 (6038)	504,100	NA (Note 5)	3-42	6000 (6407)	471,000	NA (Note 5)	3-42	6050	480,000	NA (Note 5)
TOTAL				56,414,754				59,791,620				62,403,000	

Note 1: Provision for items 1 and 2 is calculated based on the number of places offered by the service providers while that for the other items are calculated according to the number of participants of the respective programmes.

Note 2: Number of participants for the 2012/13 school year is not yet available.

Note 3: 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 4: Items 6, 7 and 8 are listed separately since they are offered by different service providers under different service contracts.

Note 5: 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.

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

EDB273

Question Serial No.

0978

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 3 school years (i.e. 2010/11 to 2012/13 school years). 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. WONG Pik-wan, Helena

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 2010/11, 2011/12 and 2012/13 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 2010/11, 2011/12 and 2012/13 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, Learning Support Grant and additional teachers to cater for low academic achievers.

As at September 2012, our record shows that about 82% 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 2010/11, 2011/12 and 2012/13 school years (up to 15 September 2012) are 171, 151 and 70 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25.3.2013

Part I : Special schools**1. Number of students by major types of disabilities**

Type of Disability	2010/11 School Year	2011/12 School Year	2012/13 School Year
Visual Impairment	143	126	122
Hearing Impairment	136	145	129
Mild Intellectual Disability	3 072	3 116	3 122
Moderate Intellectual Disability	1 697	1 756	1 786
Severe Intellectual Disability	749	746	729
Physical Disability	877	932	929
Total	6 674	6 821	6 817

2. Average unit cost per school place

School Type	2010/11 School Year	2011/12 School Year	2012/13 School Year (Estimate)
Visual Impairment	\$174,500	\$197,500	\$213,000
Hearing Impairment	\$207,000	\$221,000	\$254,000
Mild Intellectual Disability	\$110,000	\$122,500	\$140,000
Moderate Intellectual Disability	\$185,000	\$198,500	\$216,500
Severe Intellectual Disability	\$242,500	\$263,000	\$278,000
Physical Disability	\$218,000	\$230,000	\$249,000

Part II : Mainstream schools that have participated in the Integrated Education (IE) Programme

1. Number of students by major types of disabilities

Primary schools

Type of Disability	2010/11 School Year	2011/12 School Year	2012/13 School Year
Visual Impairment	7	6	7
Hearing Impairment	17	10	12
Intellectual Disability	100	92	96
Physical Disability	23	20	14
Autism Spectrum Disorders	208	253	283
Total	355	381	412

Secondary schools

Type of Disability	2010/11 School Year	2011/12 School Year	2012/13 School Year
Visual Impairment	20	19	16
Hearing Impairment	26	22	17
Intellectual Disability	31	29	17
Physical Disability	16	15	14
Autism Spectrum Disorders	53	48	60
Total	146	133	124

2. Average additional unit cost per place of the IE Programme

2010/11 School Year	2011/12 School Year	2012/13 School Year (Estimate)
\$34,000	\$34,000	\$35,000

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**

EDB274

Question Serial No.

0979

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 “continue to develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels”, please provide details such as the expenditure, timetable, contents of the resource packages and the assessment bank, consultation arrangements and whether relevant teacher training will be provided.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

As stated in the 2010-11 Policy Address, the Education Bureau would develop learning and teaching resource packages and assessment bank at senior primary and junior secondary levels with a view to enhancing students' understanding of the Basic Law. The resource packages and the assessment bank were completed in December 2011 and distributed to primary and secondary schools in the 2011/12 school year. To support teachers in the use of resource packages and the assessment bank, the Education Bureau will continue to organise professional development programmes for teachers. As an on-going process for the development of the resource materials, the Education Bureau will collect information on teachers' feedback through various channels to further refine these resource materials so far developed. The estimated expenditure for the above development work in 2013-14 is \$0.5 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB275

Question Serial No.

0980

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 list whether or not the Government has earmarked expenditures for developing the “Chinese as a second language” curriculum and teaching materials as well as the related assessment mechanism. If not, please list the expenditures, measures and assessment methods by the Government for improving the Chinese standard of non-Chinese speaking students.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. A series of measures to support the learning and teaching (L&T) of the Chinese Language of NCS students being put in force includes, among others, the development of the “Supplementary Guide to the Chinese Language Curriculum for NCS Students” complemented by packages of L&T materials for schools and individual NCS students. The Supplementary Guide, which includes four curriculum modes of “immersion in Chinese Language lessons”, “bridging / transition”, “specific learning purposes” and “integration” leading to multiple pathways, caters for the diverse needs as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development.

The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students. An alternative curriculum and assessment with pre-set simpler contents and lower standards would limit the range of learning opportunities for NCS students with different needs and aspirations and also undermine their opportunities for further studies. Besides, the credibility of such qualifications in the eyes of employers remains to be ascertained. In fact, with effect from the 2012/13 school year, we have expanded the subsidy coverage for NCS students sitting other non-local Chinese Language examinations so that they could obtain, apart from the Hong Kong Diploma of Secondary Education Examination, other internationally recognised Chinese Language qualifications that better suit their Chinese standards and needs for academic advancement and future development.

In light of the above, we have not earmarked any provision for developing an alternative Chinese curriculum cum assessment but would continue to implement various educational support measures for NCS students in the learning of the Chinese Language. The breakdown of the estimated expenditures of the major support measures for NCS students in the 2012/13 and 2013/14 school years is tabulated at Annex. We have been actively reviewing the support measures in light of stakeholders’ views. We intend to submit a further progress report within this legislative year and make necessary funding arrangements to enhance the support for NCS students if necessary and as appropriate.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

**Educational support measures for non-Chinese speaking (NCS) students
in the 2012/13 and 2013/14 school years**

Support measures	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Focused support to schools with school-based support programmes specifically arranged for NCS students	*	*
Provision of grant to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	17.5	17.5
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available	The programmes are subsumed in the overall professional development programme of 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	3.1	3.3
<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project under the Language Fund.</p>	13.0	14.0

<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>Starting from 2013, the programmes will be refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.0	4.0
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.8	1.0
<p>District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	1.2	1.5
<p>University-School Support Programme project introduced since the 2012/13 school year to support kindergartens in the learning and teaching of Chinese for NCS students for a period of three school years</p> <p>A total funding of \$10 million has been earmarked for the project under the Education Development Fund.</p>	10.0 earmarked for 3 years	10.0 earmarked for 3 years

* These measures are provided by different sections of the Education Bureau (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.

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

EDB276

Question Serial No.

0981

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 following information:

- (a) Please give an account of the number of courses provided by the Vocational Training Council (VTC) in each of the past three financial years (i.e. 2010-2011 to 2012-2013). How many courses provided by the VTC were dedicated to ethnic minorities (EMs)? What were the respective amounts of expenditure involved? What were the numbers of applicants? What was the amount of resources deployed by the VTC to assist EMs in pursuing further studies and seeking employment after completion of the courses? Were there any EMs enrolled in courses not dedicated to them? What were the numbers of such enrolment? What was the amount of resources deployed by the VTC to assist EMs in pursuing further studies and seeking employment after completion of the non-dedicated courses?
- (b) Which VTC courses dedicated to EMs will continue to be provided in 2013-14? Which will be cancelled? What new courses will be provided? What are the respective amounts of expenditure involved?
- (c) Has the Government assessed the number of EMs enrolling in training courses, their completion of such courses and employment prospects? Moreover, has the Government studied the vocational training needs of EMs and provided the relevant training courses for them? In this regard, what are the initiatives planned for 2013-14 and the amount of expenditure involved?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a) From the 2010/11 to 2012/13 academic year, the Vocational Training Council (VTC) offered around 20 dedicated vocational education and training programmes each year to non-Chinese speaking (NCS) students. They included courses at certificate and diploma levels; Applied Learning courses and Other Learning Experience courses; Vocational Development Programmes for non-engaged youths; basic vocational Chinese short courses; and other vocational education and training programmes dedicated for NCS students. The total enrolment under the above programmes from the 2010/11 to 2012/13 academic year is 683, 698 and 750 (estimated) respectively. The budget for the dedicated programmes for NCS students is about \$12 million per annum.

In each of the 2010/11 to 2012/13 academic years, in addition to the dedicated programmes to NCS students, VTC offered around 200 pre-employment vocational education and training programmes for students who met the entry requirements, irrespective of their ethnic origin. VTC does not keep separate course enrolment statistics for NCS students participating in those courses which are not dedicated to NCS students.

NCS students of VTC's pre-employment programmes enjoy various support services to help them better cope with study and adapt to campus life. These services include academic and learning support, activities to foster integration with local students and the community, as well as counselling and advisory support for articulation and career development. Separate breakdown of resources deployed to support services for NCS students in pursuing further studies and seeking employment is not available.

Separately, the VTC has set up the new Youth College (Youth College (Yeo Chei Man)) in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with special educational needs. In the 2012/13 academic year, some 330 students are enrolled in the Youth College (Yeo Chei Man), among them 23 are NCS students. In the 2013/14 academic year, about 90 places are planned for NCS students in the Youth College (Yeo Chei Man). In the 2012/13 and 2013/14 academic year, the subvention from the Government for the operation of the Youth College (Yeo Chei Man) is about \$15.5 million and \$20.7 million respectively.

- (b) & (c) In the 2013/14 academic year, VTC will continue to work closely with the non-government organisations and secondary schools serving NCS groups to ensure the relevance of the programmes offered. The existing programmes dedicated for NCS students mentioned above will continue to be offered and new courses like trade-specific programmes will be explored in response to market demand. About 750 places will be provided in the 2013/14 academic year with an estimated budget of \$12 million.

In the 2011/12 academic year, about 40% of graduates from post-secondary 3 and 5 programmes dedicated to NCS students pursued further studies at the VTC or other local institutions. Most of the remaining graduates secured employment.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 3.4.2013

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

EDB277

Question Serial No.

0985

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:

It is stated under the Programme that the Education Bureau formulates policies on education, introduces legislation on education, and monitors the performance of the entire education sector. Please provide the following information:

- (a) the estimated expenditure of the Bureau on prevention of sexual harassment in schools in 2013-14;
- (b) the revised estimated expenditure of the Bureau on prevention of sexual harassment in schools in 2012-13;
- (c) the actual expenditure of the Bureau on prevention of sexual harassment in schools in 2011-12;
- (d) details of work, assessment of effectiveness and review methods regarding prevention of sexual harassment in schools;
- (e) the numbers of cases of sexual harassment in schools in the past three years (i.e. 2010/11 to 2012/13) at different post levels such as sexual harassment by superiors, sexual harassment at equal post level, sexual harassment by subordinates, sexual harassment between teachers and students, sexual harassment between teachers, and sexual harassment between students.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a), (b) and (c)
Related work on prevention of sexual harassment are integrated in different curricula, programmes and activities related to values education and character development and no separate funding is set aside solely for prevention of sexual harassment in schools. Therefore, the related expenditure has been subsumed under the EDB's overall expenditure and we are unable to provide a separate breakdown of the expenditure on prevention of sexual harassment in schools in 2011-12, 2012-13 and 2013-14.
- (d) Following the amendment of the definition of "sexual harassment" under the Sex Discrimination Ordinance (SDO) in 2008, by which a conduct of sexual nature was extended to cover educational settings, the EDB correspondingly issued a circular to remind schools of the amended provisions of the SDO, and urged schools to take reasonable and practicable measures, including formulating relevant school policies, setting up mechanisms and procedures for handling complaints and arranging training and seminars for teachers and students, so as to comply with the requirements of the law. Should there be any doubts/ difficulties when handling related complaints, schools may consult the Equal Opportunities Commission (EOC) or other relevant organisations (e.g. the police). If it involves a suspected criminal offence, the case should be referred to the police for further action.

Other than issuing circulars and guidelines for schools to formulate relevant school-based policies having regard to their own circumstances and needs, the EDB staff also advise schools during visits and day-to-day contacts, or issue written advice when necessary, on administrative matters including the need to eliminate sex discrimination in schools and implement relevant measures. We note that schools implement the policy on the prevention of sex discrimination (including sexual harassment) in different ways. Some of them have drawn up written policy documents while some have drawn the attention of their staff through daily routines (such as staff meetings) to the requirements of the SDO and the procedures for handling complaints about sex discrimination (including sexual harassment).

To enhance the effectiveness of implementing sex education in schools (including topics on prevention of sexual harassment), the EDB frequently organises and commissions educational institutions to run professional development programmes on relevant topics to enhance teachers' knowledge, skills and abilities. Starting from the 2002/03 school year, the EDB requires all newly-appointed principals to undergo a designated professional development programme, which includes inviting the EOC staff to deliver a topic on "Equal Opportunities and Education". The topic covers information on the various anti-discrimination ordinances, including the definition of sex discrimination, sexual harassment and the enforcement of the SDO and facilitates the newly-appointed principals to be aware of the need to avoid breaching the ordinances in managing the school and to properly handle such cases when necessary. The EDB will continue to provide appropriate training programmes for school staff according to the development and needs of society.

As far as students are concerned, nurturing their whole person development is one of the major goals of school education. Through a holistic curriculum comprising knowledge, values/ attitudes and skills, we help students at different learning stages develop healthy interpersonal relationships, gain a deep understanding of the importance of gender equality, and promote mutual respect and harmony between the two genders (including sexual harassment). The EDB also advises schools to organise preventive and developmental guidance activities with a view to enhancing students' awareness, decision-making and refusal skills in handling sex-related problems, including sexual harassment. To this end, we provide schools with different kinds of resource materials such as sample lesson plans on self-protection and gender equality as well as a Board Game on Life Challenges with life situations for teachers' reference and use.

- (e) There were ten substantiated cases of sexual harassment in schools in the past three financial years (i.e. from 2010-11 to 2012-13); seven cases were between teachers and students, two cases involved sexual harassment between non-teaching staff at equal post level and one case was between students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 25 March 2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB278**

Question Serial No.

2423Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):
000 Operational expensesProgramme: (3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide the numbers of secondary schools which are participating in the Secondary School Places Allocation (SSPA) System and also located in the school nets of NT4, NT5 and NT6 in the past three years (i.e. the 2010/11, 2011/12 and 2012/13 school years).

In recent years, there is a shortage of school places in the above three school nets. Has the Bureau assessed the effect of “children born to non-local parents” upon the supply of S1 school places? If so, what are the findings of the assessment? What measures can the Bureau take to promptly adjust the supply of school places in order to meet the demand of school-age children?

Asked by: Hon. WONG Yuk-manReply:

The number of secondary schools located in the school nets of NT4, NT5 and NT6 and participating in the Secondary School Places Allocation System in the past three years is tabulated as follows:

School Year	Number of Schools		
	Net NT4 (Yuen Long)	Net NT5 (North)	Net NT6 (Tai Po)
2010/11	36	20	19
2011/12	36	20	19
2012/13	36	20	19

The planning of public sector school places has taken into account the number of students already in the public sector schools system and the population projections, which include children whose parents are not Hong Kong permanent residents and who would return to Hong Kong as well as cross-boundary students, and the latest demographic changes such as newly-arrived children from the Mainland, new housing development projects, etc., as updated by the Census and Statistics Department from time to time. We have put in place a basket of target measures to preserve the stability of the school sector and the teaching force during the temporary decline in Secondary 1 student population in recent years. On the basis of current projections, there are adequate Secondary 1 places to meet the demand in the districts concerned even when the Secondary 1 student population rebounds in a few years' time.

Name in block letters: Mrs CHERRY TSEPost Title: Permanent Secretary for EducationDate: 28.3.2013

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

EDB279

Question Serial No.

2424

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

Programme: (3) Secondary Education
(7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What is the number of Hong Kong-born students admitted to local publicly-funded degree programmes last year through the Non-Joint University Programmes Admissions System ("non-JUPAS")? Was there an increase in that number as compared to the year before?

Has the Bureau enquired from the institutions whether their admission of more non-JUPAS students had anything to do with the contents and quality of the New Senior Secondary curriculum? Has the Bureau as a result reviewed the contents of the curriculum so that it may better meet the articulation and learning needs of students?

Asked by: Hon. WONG Yuk-man

Reply:

The ratio of local student intakes to three-year University Grants Committee (UGC)-funded undergraduate programmes via the non-Joint University Programmes Admission System (non-JUPAS) route remains stable in recent years, and the number were 2 603 and 2 706 respectively in the 2011/12 and 2012/13 academic years. As for the four-year UGC-funded undergraduate programmes under the new academic structure, 1 066 local students were admitted via the non-JUPAS route in the 2012/13 academic year. It is noteworthy that within each of these three cohorts of non-JUPAS local intakes, between 452 and 1 472 students were admitted on the strength of sub-degree or equivalent qualifications, whilst the remaining intakes were admitted on the basis of other qualifications such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination, etc. Statistics about non-JUPAS local intakes with reference to their birthplace are not available.

The New Senior Secondary (NSS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests, abilities and needs. The first 3-year cycle of the NSS has been implemented smoothly with international recognition and different feedback showing that it has very positive impacts on students. As part of the regular and ongoing review process, the Education Bureau (EDB), the Curriculum Development Council (CDC) and the Hong Kong Examinations and Assessment Authority (HKEAA) have launched a joint review of the NSS curriculum and assessment for improving and fine-tuning the delivery of the New Academic Structure (NAS).

To promptly address concerns of schools and students, a report on short-term recommendations on adjusting and fine-tuning the curriculum contents for various NSS subjects will be released in the early second quarter of 2013 (for teaching at Secondary 4 in the 2013/14 academic year leading to the 2016 HKDSE Examination). In the medium and long term, regular and ongoing reviews will continue to be conducted on all NSS subjects to explore further improvement of the curriculum and assessment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB280

Question Serial No.

3029

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 promoting Chinese history education in secondary schools, what is the plan of the Education Bureau to convey unbiased historical views and information so as to let secondary students have a comprehensive understanding of the Chinese history and culture?

Asked by: Hon. WONG Yuk-man

Reply:

The Chinese History curriculum is developed by the Curriculum Development Council which comprises school heads, front-line teachers, parents, tertiary academics and professionals from related fields after extensive consultations with teachers and school bodies. Currently, Chinese History is taught in all junior secondary classes in Hong Kong, and continues to be one of the elective subjects in the New Senior Secondary Curriculum. Publishers develop textbooks in accordance with the curriculum guides prepared by the Curriculum Development Council that emphasise the need to distinguish facts from opinions and to treat history topics objectively and in a balanced manner.

The textbook provides important reference materials but it is not the only reference for the learning and teaching of Chinese History in schools. Teachers are advised to discuss with students relevant historical issues impartially from different perspectives. Teachers should also make use of different resource materials to stimulate students' interest in learning Chinese history, and to develop their thinking skills. Students should be allowed rooms for enquiry and acquisition of historical knowledge and skills. The Education Bureau organises professional development programmes regularly to support teachers to enhance history education.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB281

Question Serial No.

3030

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 will continue to implement national education in the coming year. Has it assessed whether the relevant policy will have serious impact on Hong Kong students' moral values and civic awareness? Has it assessed whether the relevant policy will lead to a biased outlook on the world and on life among Hong Kong students?

In making reference to national education in various regions, has the Bureau considered the relationship between national education in the Mainland and "a decline in moral standards" in the society of the Mainland? What measures are taken to help Hong Kong students develop positive moral values and civic awareness?

Asked by: Hon. WONG Yuk-man

Reply:

All along, the Education Bureau (EDB) has placed strong emphasis on moral, civic and national education. Such education is an important facet of school education. Besides giving due emphasis on the inculcation of students' moral qualities and civic awareness, we hold the belief that students' whole-person development should also include knowledge about Hong Kong, the Mainland and the concept of one-country-two systems as well as core values as inclusiveness and diversity in the wider society.

Ever since the Curriculum Reform in 2001, Moral and Civic Education has been one of the Four Key Tasks in the school curriculum. The aims are to develop students' independent thinking and autonomy so that they are able to distinguish right from wrong, and to help students develop positive values and attitudes so that they can make informed decisions in a caring and reasonable manner. As for learning and teaching on national education, the EDB encourages teachers to adopt a balanced approach and explore issues related to the Mainland with students from multiple perspectives through guiding students to explore the opportunities and challenges facing the country, such as difficulties, achievements, strengths and constraints of the country as well as the room for improvement.

Though being clear that the ultimate aim of moral, civic and national education is to nurture students' positive values and sense of responsibility, the EDB has no prescriptive approach to how such education should be conducted. Therefore, as a matter of policy, schools and school sponsoring bodies (SSBs) are given the latitude to decide how to implement moral, civic and national education. Schools are welcome to develop their school-based values education (including anti-drug, sex education, civic-mindedness, etc) taking into account the SSBs' and schools' mission, etc and religious background, if any. Schools have been adopting a student-centred and school-based approach when providing students with worthwhile learning experiences and developing their desirable moral, civic and national qualities. Schools make their professional decisions on the choice of teaching guides and related teaching/learning resources to be adopted with reference to their vision, aims of education, school contexts and students' needs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB282

Question Serial No.

3031

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please list the organisations commissioned or sponsored to run Mainland exchange programmes for students in the past 3 years (i.e. 2009/10, 2010/11 and 2011/12 school years). On what criteria did the Education Bureau permit these organisations to run Mainland exchange programmes for students?

Before permitting the above organisations to run Mainland exchange programmes for students, had the Education Bureau assessed whether the exchange programmes would deliberately exclude topics on malpractices in the society of the Mainland and have negative impact on students' outlook on the world and on life?

Asked by: Hon. WONG Yuk-man

Reply:

The list of non-governmental organisations commissioned/sponsored to organise Mainland exchange programmes for students in 2009/10, 2010/11 and 2011/12 is at Annex I. For the Education Bureau (EDB) commissioned programmes, procurement of services was conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The service provider had to be an incorporated body or a registered society in Hong Kong. It or its partner had to fulfill relevant licensing requirements and both of them had to possess relevant experience in organising or implementing Hong Kong-Mainland student exchange study trips. The proposals submitted were assessed on the basis of the terms and specifications listed in the quotation or tender document and the lowest conforming offer was accepted. The service providers mainly provide logistic support for the Mainland exchange programmes. In line with the objective of the EDB's subsidised Mainland exchange programmes to broaden students' horizons, teachers are hence required to serve as group tutors to facilitate students to learn from different perspectives.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 2.4.2013

List of non-governmental organisations commissioned/ sponsored to organise
Mainland exchange programmes in 2009/10, 2010/11 and 2011/12

Name of Organisation	2011/12	2010/11	2009/10
1. Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司)	✓	✓	✓
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 Centre Limited (國民教育服務中心有限公司) *	✓	✓	✓
7. QualiEd Professional and Continuing Education College (滙知專業持續教育書院)	✓	✓	✓
8. The Warehouse Teenage Club Limited (蒲窩青少年中心)	✓		✓
9. Hok Yau Club (學友社)		✓	✓
10. The Boys' & Girls' Clubs Association of HK (小童群益會)			✓
11. New Territories School Heads Association (新界校長會)		✓	✓
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 2006/07 - 08/09			✓
15. Hong Kong -Shanghai Youth Exchange Promotion Association (滬港青年交流促進會)		✓	
16. World Trade Centre Club Hong Kong (世界貿易中心協會(香港))		✓	
17. China Youth 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)		✓	

* Financial sponsorship to the National Education Centre Limited and National Education Services Center Limited had ceased since the expiry of their service contracts by end June 2012.

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

EDB283

Question Serial No.

3193

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:

What are the people responsible for textbooks and teaching materials review in the Curriculum Development Institute? How many of them are external reviewers? What are the teaching experiences of these external reviewers? How long does it take normally or in average to review textbooks and teaching materials?

Will the Bureau bring in similar review systems in the promotion of e-textbooks? Has the Bureau evaluated whether the review system will put pressure on the developers and students by increasing the cost and prices of e-textbooks?

Asked by: Hon. WONG Yuk-man

Reply:

Currently, there are 30 textbook review panels reviewing the textbooks of different subjects, each of which comprises the relevant subject officers of the Education Bureau (EDB). There are approximately over 900 external reviewers serving in these textbook review panels, the majority of whom are frontline experienced teachers and school heads, academics from tertiary institutions and other relevant experts. They are performing the textbook review duties on a voluntary and non-remunerative basis. There is no explicit requirement regarding the teaching experience of external reviewers. In general, the textbook review process takes about three months.

The EDB launched the e-Textbook Market Development Scheme (EMADS) in June 2012 with the objectives of facilitating and encouraging the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula, as a means to promote e-learning. In addition, through the EMADS, we also wish to try out a quality vetting and quality assurance mechanism for e-textbooks with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks similar to that for printed textbooks at present.

As revealed from a study on the market and development cost of e-textbooks conducted by a consultancy commissioned by the EDB before the launch of the EMADS, the development cost of e-textbooks is on average 20 per cent less than that of printed textbooks. Apart from countering the continued rise in printed textbook prices, the release of EMADS textbooks is expected to be able to increase consumers' choice of quality e-textbooks.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 21.3.2013

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

EDB284

Question Serial No.

3194

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Apart from setting up the Self-financing Post-secondary Education Fund, what measures has the Education Bureau put in place to help self-financing post-secondary institutions with a high quality of teaching but less fund-raising capabilities?

Asked by: Hon. WONG Yuk-man

Reply:

The Self-financing Post-secondary Education Fund (SPEF) was set up in November 2011 with an initial commitment of \$2.5 billion. An additional injection of \$1 billion was made in August 2012. The SPEF is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.

Apart from the SPEF, the Government has implemented a basket of measures to support the quality and sustainable development of the self-financing post-secondary education sector. These measures include –

- (i) Land Grant Scheme (LGS) – The LGS provides land at nominal premium or vacant school premises at nominal rent respectively to non-profit-making self-financing post-secondary institutions for the operation of quality self-financing full-time locally-accredited post-secondary programmes. Since the launch of the LGS in 2002, 10 sites and five vacant school premises have been granted;
- (ii) Start-up Loan Scheme (SLS) – The SLS provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$6.2 billion have been approved. We have expanded the ambit of the SLS in 2012 to provide financial support for the development of student hostels for students of full-time self-financing locally-accredited undergraduate and research postgraduate programmes;
- (iii) Qualifications Framework Support Schemes (QFSS) – The QFSS includes a number of financial assistance schemes to encourage and assist education providers in seeking accreditation of their programmes;
- (iv) Research Endowment Fund - In 2012-13, we injected \$5 billion into the Research Endowment Fund. We have earmarked \$3 billion in this Fund to support the self-financing degree sector in enhancing its academic and research development;
- (v) Sixth Matching Grant Scheme (MGS) – We have launched the \$2.5 billion Sixth MGS to help tertiary institutions tap more funding sources to further consolidate their development, improve the quality of

education and foster a philanthropic culture. The Sixth MGS covers all statutory and approved post-secondary institutions, and has a floor of \$60 million for matching by each institution as a guaranteed minimum over the two-year period to help post-secondary institutions with less fund-raising experience; and

- (vi) Student finance – We have, since the 2008/09 academic year, expanded the Financial Assistance Scheme for Post-secondary Students so that financial assistance for students pursuing full-time locally accredited post-secondary programmes is broadly comparable to that for their counterparts studying publicly-funded programmes.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB285

Question Serial No.

3195

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 Education Bureau review whether the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is capable of assessing and ensuring the quality of the sub-degree programmes currently offered by post-secondary institutions? Apart from the HKCAAVQ, what measures has the Bureau put in place to ensure the quality of teaching of sub-degree programmes?

Asked by: Hon. WONG Yuk-man

Reply:

Currently, there are three quality assurance bodies in Hong Kong to monitor the quality of the post-secondary education sector. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), being the sole statutory quality assurance body in Hong Kong, is established under the HKCAAVQ Ordinance (Cap. 1150) to provide accreditation and assessment services for academic and vocational qualifications. It is responsible for the quality assurance of all operators and programmes except the University Grants Committee (UGC)-funded institutions with self-accrediting status. The Quality Assurance Council (QAC) is a semi-autonomous non-statutory body under the aegis of the UGC to conduct quality audits of the UGC-funded institutions and programmes offered at undergraduate level and above, however funded. The Joint Quality Review Committee (JQRC) was established by the Heads of Universities Committees to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by the UGC-funded institutions.

With a strong pool of international and local experts, the HKCAAVQ will continue its role to safeguard the quality of education and training in Hong Kong.

Separately, the Government has implemented the following measures to promote and enhance the quality of the sub-degree programmes provided by post-secondary education institutions –

- (i) The Common Descriptors for Associate Degree and Higher Diploma programmes have been promulgated for observance by the sub-degree 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. The Common Descriptors were further updated in 2011 to tie in with the implementation of the New Academic Structure.
- (ii) 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 consistency across the sector and further improve the overall quality of the sector.
- (iii) All programmes (including sub-degree programmes) are required to undergo accreditation before they could be registered in the Qualifications Register.

- (iv) The Self-financing Post-secondary Education Fund, with government injections totaling \$3.5 billion so far, has been established to generate recurrent income to provide scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education.

The Education Bureau (EDB) will continue to improve the quality assurance mechanism for the post-secondary sector through the following measures:

- (i) The Liaison Committee on Quality Assurance, comprising representatives of the EDB, HKCAAVQ, QAC and JQRC, will monitor quality assurance-related issues such as compliance with the Common Descriptors, promote sharing of good practices among all the quality assurance bodies, and enhance consistency and transparency for better accountability.
- (ii) As stated in its response to the UGC's Report on Higher Education Review, the Government considers that periodic external audits and reviews should be conducted on community colleges or self-financing sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, following the approval by the Legislative Council Finance Committee on 1 June 2012, the Government stipulated under the Sixth Matching Grant Scheme launched in August 2012 that UGC-funded institutions would need to undertake that their sub-degree operations benefitting from the Sixth Matching Grant should be subject to external periodic quality audits in future. UGC-funded institutions participating in the latest round of Start-up Loan Scheme, Land Grant Scheme and Quality Enhancement Support Scheme under the Self-financing Post-secondary Education Fund are also required to make a similar undertaking. A task force is being formed to study the implementation details.
- (iii) To enhance transparency, we have publicised in the Information Portal for Accredited Post-secondary Programmes (iPASS), since December 2012, the estimated number of intake places of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2013/14 academic year. While institutions may update their planned number of intake places subsequently if needed, all previous number(s) of planned intake places (with the date of revision) would remain on iPASS for public information. With enhanced transparency, institutions would be more cautious in keeping the actual enrolment within their estimate.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 22.3.2013

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

EDB286

Question Serial No.

3045

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:

With regard to the Educational Psychology Service, please list out the actual expenditure for implementing this service in public sector primary and secondary schools in the 2012/13 school year, the number of schools benefiting from this service and their percentage among all schools as well as the average amount spent on each school. Please give an estimation of the number of schools that will be benefited from this service and the average amount to be spent on each school in 2013-14?

Asked by: Hon. WU Chi-wai

Reply:

In the 2012/13 school year, 530 public sector primary and secondary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 60% of all public sector schools. The total estimated expenditure for the provision of SBEPS in public sector primary and secondary schools in the 2012/13 school year is about \$56 million. Under the SBEPS, one educational psychologist (EP) serves six to ten schools and the EP will provide support service at the student, teacher and school levels according to the specific needs of the schools and students. In the light of this, we do not consider it meaningful to provide the average amount spent on each school.

We anticipate about 570 public sector primary and secondary schools will be provided with the SBEPS in the 2013/14 school year. The estimated expenditure is about \$77 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB287

Question Serial No.

3046

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 Budget, it is proposed to make two separate injections of \$20 million each into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund to establish a \$40 million scholarship scheme mainly for deserving tertiary students with special educational needs. Please give the details of the annual expenditure, content, number of awards, award allocation and the amount of each award in respect of the scheme.

Asked by: Hon. WU Chi-wai

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund. The additional injections will serve as seed funding to generate recurrent income in support of scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. Assuming an annual return of 5%, the additional injections of \$40 million will generate around \$2 million of investment income a year to provide scholarships on an on-going basis. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB288

Question Serial No.

2176

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:

It is proposed in the Budget that \$10 million be allocated per year to support Industry Training Advisory Committees (ITACs) to introduce award schemes and design training programmes that cater to the needs of the industries. In the past 3 years (i.e. 2010-11, 2011-12 and 2012-13), what concrete measures did ITACs take to assist the tourism industry to promote and implement the Qualifications Framework? Will part of the new provision be used to assist the tourism industry?

Asked by: Hon. YIU Si-wing

Reply:

The Government launched the Qualifications Framework (QF) in May 2008. The QF aims at building up an infrastructure to facilitate lifelong learning and professional/vocational upgrading. Participation of industries in the QF is voluntary. The Government has been assisting industries in setting up Industry Training Advisory Committees (ITACs) under the QF when there is consensus among relevant stakeholders to do so. So far, the Government has assisted 19 industries to establish ITACs, covering 46% of the workforce in Hong Kong. In the 2013-14 Budget, the Financial Secretary has proposed to allocate \$10 million per year to support the ITACs to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. These initiatives include (i) introducing award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) designing training programmes and packages based on the Specification of Competency Standards that meet the needs of the industries; and (iii) stepping up promotion and publicity of the QF for its wider acceptance among all sectors.

As far as the tourism industry is concerned, we have conducted briefing sessions in the past few years to explore the feasibility of setting up an ITAC. We shall continue our dialogue with the industry and assist in the setting up of an ITAC when there is consensus among the stakeholders in the industry. In the meantime, the proposed funding will not be applicable to the tourism industry until it has set up an ITAC.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 19.3.2013

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

EDB289

Question Serial No.

2198

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:

1. To improve the quality of teaching, an additional \$480 million will be injected into the HKSAR Government Scholarship Fund to subsidise about 20 outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities each year. Students who receive the awards must undertake to teach in Hong Kong upon graduation for at least two years:

a. Has the Administration assessed the effectiveness of the above measure? If the said \$480 million is injected into institutions which are currently providing teacher training, what will be the difference in effectiveness between the two practices?

b. In order to make sure that the outstanding students can fulfill their commitments, does it mean that the Government will reserve teaching posts for these awards recipients, so that they can take up teaching once they return to Hong Kong upon graduation? How to balance the interests of other applicants?

c. Has the Administration assessed how many of the 20 outstanding students will treat teaching as their lifelong careers? How many of them will only teach for two years just for the sake of meeting the application requirements? If most of them change their careers after teaching for two years, how will the Administration evaluate the effectiveness of the plan?

Asked by: Hon. YIU Si-wing

Reply:

a. The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong. As the proposed scholarship has yet to be rolled out, it is too early for us to assess its effectiveness. Regarding local teacher education institutions, adequate funding has been provided by the University Grants Committee. We cannot compare the effectiveness of provisions with completely different purposes and target groups.

b. The awardees of the proposed scholarship have to comply with the terms and conditions of an undertaking, which include teaching in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens joining the Pre-primary Voucher Scheme in Hong Kong upon graduation. They will be responsible for finding a relevant teaching post in order to fulfill this teaching obligation.

c. Selection of awardees will be based on the applicants' merit and their choice of universities and study programmes. When determining their merit, we will assess the applicants' academic achievements, commitment to education as well as suitability for the teaching profession. This selection mechanism will ensure that applicants selected for the award of the scholarship are not only outstanding, but also have the aptitude for and an interest in joining the teaching profession. We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB290

Question Serial No.

0791

<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:

With regard to the grants and loans provided to students, will the Government relax the family income threshold and eligibility for applications from students so that more will be benefitted from the schemes? If so, what are the details? If not, what are the reasons?

Asked by: Hon. CHAN Han-pan

Reply:

Needy post-secondary students are provided with means-tested grants and loans to assist their studies. Starting from the 2011/12 academic year, the Government has relaxed the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency. As a result, the percentage of post-secondary students receiving full level of assistance has increased from around 37% to 62% in the 2011/12 academic year. Furthermore, the Government has adjusted the original 17 tiers of financial assistance for post-secondary students to five tiers starting from the 2011/12 academic year so that those who are eligible for less than full assistance can receive a higher amount of assistance. Following the implementation of these measures, the average grant disbursed to needy post-secondary students increased by 20% to around \$38,000 in the 2011/12 academic year, and the total amount of grants and loans disbursed in the academic year amounted to about \$1,883 million and \$529 million respectively. Under the existing means test mechanism, families with an equivalent monthly income at around the median household income would be eligible for student financial assistance, and families with an equivalent monthly family income at around 50% to 60% of the median household income would be eligible for full level of assistance. The income thresholds of the means test mechanism will be adjusted annually according to the movement of the Consumer Price Index (A).

With effect from the 2012/13 academic year, the Government has also relaxed the age limit for needy students pursuing locally accredited self-financing post-secondary education programmes from 25 to 30 and removed the requirements/restrictions on prior academic qualification so that more students will be eligible for support.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB291

Question Serial No.

0793

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:

With regard to the measure giving student loan borrowers the option to start repaying their loans one year after completion of studies, please advise:

- (a) Will the Government provide funding to study the continued operation of the measure?
- (b) What is the estimated time to start reviewing the effectiveness of the measure?
- (c) What is the procedure for students to repay their loans one year after completion of studies?
- (d) What are the ways to tackle the default problem?
- (e) Are there specific measures to provide relief for students with financial hardship?

Asked by: Hon. CHAN Han-pan

Reply:

- (a) & (b) To help the community cope with short-term economic fluctuations, the Financial Secretary announced in the 2013-14 Budget a one-off measure to give all student loan borrowers who complete their studies in 2013 the option to start repaying their student loans one year after completion of studies so as to alleviate the financial burden of fresh graduates. Students who graduate in future years and have genuine difficulty in repaying their loans may apply for deferment of loan repayment under the existing deferment mechanism. We will monitor the take-up rate of the measure and feedback from student loan borrowers.

- (c) We will inform all student loan borrowers who will graduate in 2013 about the option to commence repayment one year after completion of their studies. Generally, for full-time post-secondary students who will complete their studies in summer, if they have exercised the option, we will arrange repayment to commence from July 2014. We will notify the loan borrowers concerned of the repayment schedule after they have exercised the option and will issue demand note to them for settlement of their instalments in due course. Loan borrowers may repay the loans by various payment methods as stated in the demand note.
- (d) In recent years, the Student Financial Assistance Agency has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We will continue to promote prudent financial management to students and appeal to loan borrowers who have difficulty repaying their loans to approach the Agency to restructure their loans or to apply for deferment of loan repayment. Separately, we will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, provide appropriate training to our staff to facilitate more effective debt recovery, and deploy more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal. In the 2013-14 financial year, the Agency will reorganise the Default Division and strengthen the manpower support in handling defaulted student loans in order to more expeditiously recover defaulted student loans through legal means.

To further tackle the default problem, the Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year following the completion of the review of the non-means-tested loan schemes in 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk.

- (e) We appreciate that individual loan borrowers may have difficulty in repaying their loans and therefore have put in place an effective mechanism for handling such situations. If loan borrowers are unable to repay their loans owing to further full-time study, financial hardship or serious illness, they may apply to the Agency for assistance by providing documentary proofs. We will, on the basis of individual merits, approve cases for deferment of loan repayment, temporary adjustment of the repayment amount or extension of the repayment period to relieve the financial burden of loan borrowers. Loan borrowers who have difficulty in repaying their loans are encouraged to approach the Agency for assistance. In the 2011/12 academic year, the overall approval rate was 86%.

In addition, as mentioned in (d) above, the Administration has implemented a package of improvement measures to various loan schemes starting from the 2012/13 academic year. As a result, the interest rate for the means-tested loan schemes has been reduced from 2.5% to 1% per annum. The risk-adjusted-factor rate for the non-means-tested loan schemes has been reduced from 1.5% to 0% per annum (subject to review three years after implementation), and following the reduction, the prevailing interest rate is 1.674%. The standard loan repayment period under the means-tested and non-means-tested loan schemes has also been extended from five years and ten years respectively to 15 years.

Furthermore, under the relaxed deferment arrangement which has been made recurrent since the 2012/13 academic year, student loan borrowers who have been granted approval for deferment of loan repayment will be allowed an extension of loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years. All these measures will help alleviate the repayment burden of student loan borrowers and provide relief for those with financial hardship.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB292

Question Serial No.

0477

<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	
			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:

It is stated under this Programme that the Student Financial Assistance Agency (SFAA) will continue to step up efforts to recover student loans in arrears and tackle the default problem. Will the Administration advise on:

- (a) 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 (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS), and the Extended Non-means-tested Loan Scheme (ENLS):
- the number of default cases, the amount in default, and the default rate in relation to the number of loan repayment accounts over the past five years (i.e. from 2008-09 to 2012-13);

- ii. the breakdown of the number of default cases by different debt ages and their percentages in relation to the number of loan repayment accounts over the past five years (i.e. from 2008-09 to 2012-13);
 - iii. the number of applications for loan restructuring or deferment of loan repayment received from defaulters, and their percentages in relation to the number of default cases and the number of loan repayment accounts over the past five years (i.e. from 2008-09 to 2012-13);
 - iv. the number of applications for deferment of loan repayment received, the number of applications completed, the number of applications approved and the approval rate over the past five years (i.e. from 2008-09 to 2012-13);
 - v. the breakdown of the number of applications for deferment of loan repayment received from defaulters by various reasons and their percentages over the past five years (i.e. from 2008-09 to 2012-2013);
 - vi. the number of default cases that were referred to the Department of Justice (DoJ), the number of default cases against which claims were filed directly to the Small Claims Tribunal (SCT), and their percentages in relation to the number of loan repayment accounts over the past five years (i.e. from 2008-2009 to 2012-13);
- (b) Will the SFAA advise on the implementation and effectiveness of the improvement measures implemented in phases commencing from the 2012/13 academic year under the means-tested and non-means-tested loan schemes?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) Regarding TSFS, FASP, NLSFT, NLSPS and ENLS, the required information for the 2008/09 to 2012/13 academic years is provided as follows –
- i. The number of default cases, the amount in default and the default rate in relation to the number of loan repayment accounts –

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
(A) TSFS					
No. of default cases	3 037	2 796	2 297	2 034	1 902
Amount in default (\$ million)	67.82	69.79	60.49	52.60	50.32
No. of loan repayment accounts	42 362	37 577	34 231	30 356	25 653
Default rate in terms of accounts	7.17%	7.44%	6.71%	6.70%	7.41%
(B) FASP					
No. of default cases	704	972	1 146	1 418	1 439
Amount in default (\$ million)	4.08	7.26	13.93	20.98	26.10
No. of loan repayment accounts	8 232	10 470	13 352	16 845	17 312
Default rate in terms of accounts	8.55%	9.28%	8.58%	8.42%	8.31%
(C) NLSFT					
No. of default cases	2 156	1 946	1 641	1 603	1 653
Amount in default (\$ million)	39.83	39.93	34.54	29.31	27.95
No. of loan repayment accounts	21 947	22 035	21 410	21 766	22 444
Default rate in terms of accounts	9.82%	8.83%	7.66%	7.36%	7.36%

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
(D) NLSPS					
No. of default cases	1 656	1 909	2 000	2 439	2 492
Amount in default (\$ million)	38.89	50.32	57.70	63.73	63.52
No. of loan repayment accounts	11 746	13 797	16 331	20 699	24 438
Default rate in terms of accounts	14.10%	13.84%	12.25%	11.78%	10.20%
(E) ENLS					
No. of default cases	9 365	9 751	9 440	9 147	9 160
Amount in default (\$ million)	96.86	117.39	121.19	117.51	115.72
No. of loan repayment accounts	51 608	55 627	61 148	66 771	68 547
Default rate in terms of accounts	18.15%	17.53%	15.44%	13.70%	13.36%
Total					
No. of default cases	16 918	17 374	16 524	16 641	16 646
Amount in default (\$ million)	247.48	284.69	287.85	284.13	283.61
No. of loan repayment accounts	135 895	139 506	146 472	156 437	158 394
Default rate in terms of accounts	12.45%	12.45%	11.28%	10.64%	10.51%

* As at 31 January 2013

- ii. The breakdown of the number of default cases (excluding default cases in which legal recovery action had been initiated or loan borrowers had declared bankrupt / applied for Individual Voluntary Arrangement (IVA)) by debt ages and their percentages in relation to the number of loan repayment accounts –

	Debt age					Total
	Within 1 Year	1-2 Years	2-4 Years	4-6 Years	Over 6 Years	
(A) 2008/09 Academic Year						
No. of loan repayment accounts	135 895					
No. of default cases @	8 021	2 769	3 113	1 077	83	15 063
Default rate in terms of accounts	5.90%	2.04%	2.29%	0.79%	0.06%	11.08%
(B) 2009/10 Academic Year						
No. of loan repayment accounts	139 506					
No. of default cases @	7 043	2 933	2 925	498	6	13 405
Default rate in terms of accounts	5.05%	2.10%	2.10%	0.36%	0.00%	9.61%
(C) 2010/11 Academic Year						
No. of loan repayment accounts	146 472					
No. of default cases @	6 446	2 178	2 465	190	0	11 279
Default rate in terms of accounts	4.40%	1.49%	1.68%	0.13%	0.00%	7.70%
(D) 2011/12 Academic Year						
No. of loan repayment accounts	156 437					
No. of default cases @	6 707	1 866	1 300	213	2	10 088
Default rate in terms of accounts	4.29%	1.19%	0.83%	0.14%	0.00%	6.45%

	Debt age					Total
	Within 1 Year	1-2 Years	2-4 Years	4-6 Years	Over 6 Years	
(E) 2012/13 Academic Year (as at 31 January 2013)						
No. of loan repayment accounts	158 394					
No. of default cases @	6 899	1 584	864	139^	0	9 486
Default rate in terms of accounts	4.36%	1.00%	0.55%	0.09%	0.00%	6.00%

@ The figures exclude default cases in which legal recovery action had been initiated, including those referred to DoJ and filed directly to SCT by SFAA, and the loan borrowers had declared bankrupt / applied for IVA.

^ The majority of these 139 cases are of relatively small outstanding amount compared to those with a shorter debt age. Among them, 75 cases have been referred to DoJ for debt recovery by mid-March 2013, and the remaining will be forwarded to DoJ by May 2013.

iii. The processing of deferment applications from defaulters normally involves loan restructuring. The number of deferment applications received from defaulters and their percentages in relation to the number of default cases and the number of loan repayment accounts –

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of deferment applications received from defaulters	2 623	3 050	2 542	2 370	878
No. of default cases	16 918	17 374	16 524	16 641	16 646
No. of loan repayment accounts	135 895	139 506	146 472	156 437	158 394
% of deferment applications in terms of default cases	15.50%	17.55%	15.38%	14.24%	5.27%
% of deferment applications in terms of loan repayment accounts	1.93%	2.19%	1.74%	1.51%	0.55%

* As at 31 January 2013

iv. The number of deferment applications received from normal loan borrowers, the number of completed and approved applications, and the approval rate –

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of deferment applications received	8 504	10 448	8 846	10 034	4 194#
No. of deferment applications completed+	7 260	11 395	9 019	9 679	3 672
No. of deferment cases approved	6 076	9 520	7 635	8 287	3 201
Approval Rate	84%	84%	85%	86%	87%

* As at 31 January 2013

Excluding deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

+ 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.

- v. The breakdown of the number of deferment applications received from defaulters by reasons and their percentages –

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
	No. of deferment applications (%)				
Financial hardship	2 436 (92.87%)	2 828 (92.72%)	2 271 (89.34%)	2 129 (89.84%)	809 (92.14%)
Further full-time study	186 (7.09%)	218 (7.15%)	250 (9.83%)	230 (9.70%)	66 (7.52%)
Serious illness	1 (0.04%)	4 (0.13%)	21 (0.83%)	11 (0.46%)	3 (0.34%)
Total	2 623 (100.00%)	3 050 (100.00%)	2 542 (100.00%)	2 370 (100.00%)	878 (100.00%)

* As at 31 January 2013

- vi. The number of default cases that were referred to DoJ or filed directly to SCT by SFAA, and their percentages in relation to the number of loan repayment accounts –

	Academic Year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of default cases referred to DoJ	1 184	1 861	2 306	2 688	1 474
No. of default cases filed directly to SCT by SFAA~	0	0	417	672	414
No. of loan repayment accounts	135 895	139 506	146 472	156 437	158 394
% of default cases referred to DoJ in terms of accounts	0.87%	1.33%	1.57%	1.72%	0.93%
% of default cases filed directly to SCT in terms of accounts	0.00%	0.00%	0.28%	0.43%	0.26%

* As at 31 January 2013

~ To expedite the recovery of defaulted loans through legal action, SFAA has set up a Task Force to file claims with amount not more than \$50,000 to SCT directly from August 2010 onwards.

- (b) The Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year with the aim to relieve the financial burden of the loan borrowers, reduce excessive borrowing and enhance the quality assurance of eligible courses.

The reduction of interest rate from 2.5% to 1% for means-tested loans and reduction of the risk-adjusted factor from 1.5% to zero for non-means-tested loans (to be reviewed in three years after implementation) and extension of loan repayment period from five years (for means-tested loans) and ten years (for non-means tested loans) to 15 years can ease the repayment burden of loan borrowers. For instance, for a student taking a total median means-tested living expenses loan of \$37,250, his/her monthly repayment amount has been reduced from \$662 by 66% to \$233. For a student obtaining a total loan amount of \$100,000 under the non-means-tested loan schemes, his/her monthly repayment amount has been reduced from \$1,040 by about 40% to \$650.

The measure to revise the interval for loan repayment under means-tested and non-means-tested loan schemes from quarterly to monthly basis will be implemented in the 2013/14 academic year.

We will monitor the application and take-up rates of the means-tested and non-means-tested loans, the loan amounts, repayment amounts and the default situation to facilitate further analysis of the effectiveness of these measures three years after implementation.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB293

Question Serial No.

3175

<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
			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:

Would the Administration please advise of the following:

- the number of students receiving grants and the number of students provided with full assistance under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS); the number of students receiving the Student Travel Subsidy; and the number of students obtaining living expenses loan in different institutions in the three academic years from 2010/11 to 2012/13;
- the number of students receiving grants and the number of students provided with full assistance under the Financial Assistance Scheme for Post-secondary Students (FASP); the number of students receiving the Student Travel Subsidy; and the number of students obtaining living expenses loan in different institutions in the three academic years from 2010/11 to 2012/13;
- the number of students receiving non-means-tested loan under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) in different institutions in the 2012/13 academic year;

- (d) the number of students receiving non-means-tested loan under the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in different institutions in the 2012/13 academic year;
- (e) the number of loan accounts fully repaid, the average repayment periods, and its percentage share in the total number of repaying loan accounts under the NLSFT in the six academic years from 2007/08 to 2012/13;
- (f) the number of loan accounts fully repaid, the average repayment periods, and its percentage share in the total number of repaying loan accounts under the NLSPS in the six academic years from 2007/08 to 2012/13); and
- (g) the Administration pointed out in its reply (Reply Serial No: EDB 223) to a question raised last year that “The total number of default cases as at 31 December 2011 was 14 597 which was 1 927 less than the total number of default cases at the end of the 2010/11 academic year, which was 16 524. The default rate in relation to the number of loan repayment accounts as at 31 December 2011 was 9%, which had decreased by 2.3% compared to the 2010/11 academic year. The total amount in default decreased from \$287.85 million in the 2010/11 academic year to \$263.86 million as at 31 December 2011”. In this regard, would the Government inform this Committee of the reason for the 1 927 default cases less in 2010/11 together with a breakdown of cases by reason, and whether there was similar situation in 2011/12.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) In the 2010/11 to 2012/13 academic years, the number of students receiving grant, the number of students receiving full grant and the number of students receiving loan under TSFS in different institutions are as follows –

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(A) City University of Hong Kong			
Number of students receiving grant	3 388	3 361	3 292
Number of students receiving full grant	1 167	2 026	2 066
Number of students receiving loan	1 480	1 330	924
(B) Hong Kong Baptist University			
Number of students receiving grant	1 654	1 597	1 869
Number of students receiving full grant	588	990	1 159
Number of students receiving loan	780	674	573

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council			
Number of students receiving grant	8 608	7 529	5 960
Number of students receiving full grant	3 393	4 834	3 891
Number of students receiving loan	1 480	1 130	676
(D) Hong Kong University of Science and Technology			
Number of students receiving grant	1 642	1 581	1 813
Number of students receiving full grant	601	942	1 070
Number of students receiving loan	735	642	574
(E) Lingnan University			
Number of students receiving grant	922	895	940
Number of students receiving full grant	326	552	614
Number of students receiving loan	447	438	337
(F) The Chinese University of Hong Kong			
Number of students receiving grant	3 216	3 022	3 676
Number of students receiving full grant	1 140	1 816	2 160
Number of students receiving loan	1 360	1 157	1 224
(G) The Hong Kong Academy of Performing Arts			
Number of students receiving grant	144	143	113
Number of students receiving full grant	51	84	60
Number of students receiving loan	66	70	42

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(H) The Hong Kong Institute of Education			
Number of students receiving grant	1 288	1 433	1 620
Number of students receiving full grant	492	908	997
Number of students receiving loan	632	666	579
(I) The Hong Kong Polytechnic University			
Number of students receiving grant	4 798	4 567	4 557
Number of students receiving full grant	1 611	2 717	2 855
Number of students receiving loan	2 016	1 751	1 371
(J) The Prince Philip Dental Hospital			
Number of students receiving grant	17	14	8
Number of students receiving full grant	7	5	4
Number of students receiving loan	3	2	2
(K) The University of Hong Kong			
Number of students receiving grant	2 224	2 099	2 079
Number of students receiving full grant	771	1 275	1 309
Number of students receiving loan	1 115	974	665
Total			
Number of students receiving grant	27 901	26 241	25 927
Number of students receiving full grant[^]	10 147	16 149	16 185
Number of students receiving loan	10 114	8 834	6 967

* As at 31 January 2013. For grant, figures represent the number of students offered with grant/full grant.

[^] The number of students receiving full grant increased considerably in 2011/12 and 2012/13 as a result of the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency (SFAA).

The total number of students eligible for TSFS and in receipt of travel subsidy in the 2010/11 to 2012/13 academic years are set out below. As the information is maintained on a scheme basis, SFAA does not have readily available information on the breakdown of the beneficiaries by institutions.

School Year	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of tertiary students eligible for TSFS who have received travel subsidy	22 743	21 268	5 666#

Bulk of the disbursement for travel subsidy has been effected after January 2013 when the lists of students residing in hostels of various institutions are ascertained.

- (b) In the 2010/11 to 2012/13 academic years, the number of students receiving grant, the number of students receiving full grant and the number of students receiving loan under FASP in different institutions are as follows –

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education			
Number of students receiving grant	2 652	2 483	1 783
Number of students receiving full grant	1 079	1 549	1 240
Number of students receiving loan	1 278	1 090	409
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education			
Number of students receiving grant	1 106	1 239	1 005
Number of students receiving full grant	479	831	732
Number of students receiving loan	553	576	282
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong			
Number of students receiving grant	5 079	4 659	3 746
Number of students receiving full grant	2 069	3 034	2 503
Number of students receiving loan	1 638	1 345	728

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(D) Hong Kong University of Science and Technology			
Number of students receiving grant	1	1	1
Number of students receiving full grant	0	1	1
Number of students receiving loan	0	0	0
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education			
Number of students receiving grant	774	944	1 178
Number of students receiving full grant	343	662	909
Number of students receiving loan	327	380	215
(F) The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies			
Number of students receiving grant	1 425	1 349	1 092
Number of students receiving full grant	604	867	775
Number of students receiving loan	567	523	312
(G) The Hong Kong Institute of Education			
Number of students receiving grant	200	332	298
Number of students receiving full grant	89	225	219
Number of students receiving loan	100	158	100
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development			
Number of students receiving grant	3 268	3 735	3 528
Number of students receiving full grant	1 205	2 153	2 051
Number of students receiving loan	1 528	1 607	1 003

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education			
Number of students receiving grant	2 481	2 446	2 757
Number of students receiving full grant	1 098	1 585	1 950
Number of students receiving loan	1 099	996	572
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education			
Number of students receiving grant	1 954	2 099	1 722
Number of students receiving full grant	764	1 274	1 120
Number of students receiving loan	941	1 014	579
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers			
Number of students receiving grant	490	382	295
Number of students receiving full grant	224	263	220
Number of students receiving loan	246	153	96
(L) Hong Kong Institute of Technology			
Number of students receiving grant	76	84	66
Number of students receiving full grant	36	58	53
Number of students receiving loan	24	28	11
(M) Hang Seng Management College			
Number of students receiving grant	270	369	554
Number of students receiving full grant	84	221	384
Number of students receiving loan	130	184	162

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(N) Tung Wah College			
Number of students receiving grant	0	89	285
Number of students receiving full grant	0	57	179
Number of students receiving loan	0	50	132
(O) Hong Kong College of Technology			
Number of students receiving grant	309	275	207
Number of students receiving full grant	132	180	139
Number of students receiving loan	117	105	56
(P) Hong Kong Shue Yan University			
Number of students receiving grant	1 602	1 612	1 528
Number of students receiving full grant	563	960	882
Number of students receiving loan	836	811	570
(Q) Chu Hai College of Higher Education			
Number of students receiving grant	456	442	489
Number of students receiving full grant	195	299	332
Number of students receiving loan	275	256	165
(R) Hong Kong Art School			
Number of students receiving grant	13	7	12
Number of students receiving full grant	5	6	8
Number of students receiving loan	7	2	2

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(S) Hong Kong Central College			
Number of students receiving grant	23	11	0
Number of students receiving full grant	8	6	0
Number of students receiving loan	13	6	0
(T) Yew Chung Community College			
Number of students receiving grant	1	1	1
Number of students receiving full grant	1	1	1
Number of students receiving loan	1	1	1
(U) The Hospital Authority			
Number of students receiving grant	287	269	215
Number of students receiving full grant	111	185	152
Number of students receiving loan	153	140	79
(V) Sacred Heart Canossian College of Commerce			
Number of students receiving grant	0	15	33
Number of students receiving full grant	0	6	20
Number of students receiving loan	0	2	3
(W) Savannah College of Arts and Design, Inc.			
Number of students receiving grant	0	1	3
Number of students receiving full grant	0	1	3
Number of students receiving loan	0	1	3

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(X) Centennial College			
Number of students receiving grant	0	0	30
Number of students receiving full grant	0	0	25
Number of students receiving loan	0	0	13
(Y) YMCA College of Careers			
Number of students receiving grant	0	0	4
Number of students receiving full grant	0	0	4
Number of students receiving loan	0	0	0
(Z) Hong Kong Buddhist College			
Number of students receiving grant	0	0	3
Number of students receiving full grant	0	0	2
Number of students receiving loan	0	0	0
(AA) Hong Kong Adventist College (AB) Pui Ching Academy (AC) Kaplan Business and Accountancy School			
Number of students receiving grant	0	0	0
Number of students receiving full grant	0	0	0
Number of students receiving loan	0	0	0
Total			
Number of students receiving grant	22 467	22 844	20 835
Number of students receiving full grant[^]	9 089	14 424	13 904
Number of students receiving loan	9 833	9 428	5 493

* As at 31 January 2013. For grant, figures represent the number of students offered with grant/full grant.

[^] The number of students receiving full grant increased considerably in 2011/12 and 2012/13 as a result of the relaxation of the income ceiling for full level of assistance under the means test mechanism of SFSA.

The total number of students eligible for FASP and in receipt of travel subsidy in the 2010/11 to 2012/13 academic years are set out below. As the information is maintained on a scheme basis, SFAA does not have readily available information on the breakdown of the beneficiaries by institutions.

School Year	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of post-secondary students eligible for FASP who have received travel subsidy	22 278	22 427	11 638@

@ Bulk of the disbursement of travel subsidy to remaining students eligible for FASP has been effected after January 2013.

- (c) In the 2012/13 academic year (as at 31 January 2013), the number of students receiving non-means-tested loans under NLSFT in different institutions are as follows –

Institution	No. of students receiving loans
(A) City University of Hong Kong	960
(B) Hong Kong Baptist University	618
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	842
(D) Hong Kong University of Science and Technology	563
(E) Lingnan University	296
(F) The Chinese University of Hong Kong	1 104
(G) The Hong Kong Academy for Performing Arts	89
(H) The Hong Kong Institute of Education	366
(I) The Hong Kong Polytechnic University	1 065
(J) The Prince Philip Dental Hospital	7
(K) The University of Hong Kong	912
Total	6 822

- (d) In the 2012/13 academic year (as at 31 January 2013), the number of students receiving non-means-tested loans under NLSPS in different institutions are as follows –

Institution	No. of students receiving loans
(A) City University of Hong Kong/ Community College of City University / School of Continuing and Professional Education	981
(B) Hong Kong Baptist University / School of Continuing Education/ College of International Education	738
(C) Hong Kong Institute of Vocational Education / Hong Kong Design Institute/ School for Higher and Professional Education / Technological and Higher Education Institution of Hong Kong	1 239
(D) Hong Kong University of Science and Technology	1
(E) Lingnan University / The Community College at Lingnan University/ Lingnan Institute of Further Education	595
(F) The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College / School of Continuing and Professional Studies	568

Institution	No. of students receiving loans
(G) The Hong Kong Institute of Education	242
(H) The Hong Kong Polytechnic University / Hong Kong Community College/ School of Professional Education and Executive Development	1 562
(I) The University of Hong Kong / HKU SPACE Community College/ HKU SPACE Po Leung Kuk Community College / The University of Hong Kong School of Professional and Continuing Education	1 472
(J) The Open University of Hong Kong / Li Ka Shing Institute of Professional and Continuing Education	838
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	148
(L) Hong Kong Institute of Technology	24
(M) Hang Seng Management College	586
(N) Tung Wah College	343
(O) Hong Kong College of Technology	119
(P) Hong Kong Shue Yan University	574
(Q) Chu Hai College of Higher Education	286
(R) Hong Kong Art School	22
(S) Hong Kong Central College	0
(T) Yew Chung Community College	9
(U) The Hospital Authority	77
(V) Sacred Heart Canossian College of Commerce	22
(W) Savannah College of Arts and Design, Inc.	42
(X) Centennial College	38
(Y) YMCA College of Careers	6
(Z) Hong Kong Buddhist College	0
(AA) Hong Kong Adventist College	0
(AB) Pui Ching Academy	0
(AC) Kaplan Business and Accountancy School	3
Total	10 535

*As at 31 January 2013.

- (e) The number of loan accounts fully repaid in the six academic years from 2007/08 to 2012/13 and the percentage share in the total number of loan repayment accounts of NLSFT are as follows –

	Academic Year					
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of loan accounts fully repaid ⁺	1 927	1 671	2 557	3 365	3 087	2 062
No. of loan repayment accounts [~]	20 766	21 947	22 035	21 410	21 766	22 444
Percentage share of loan accounts fully repaid in terms of loan repayment accounts	9.28%	7.61%	11.60%	15.72%	14.18%	9.19%

* As at 31 January 2013

+Figures include all fully repaid accounts during the academic year.

~Figures as at end of the respective academic years (i.e. 31 July).

We do not have information on the average repayment periods of loan accounts fully repaid. Prior to the implementation of the measure to extend the standard repayment period from ten years to 15 years commencing from the 2012/13 academic year, loan borrowers under NLSFT were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

- (f) The number of loan accounts fully repaid in the six academic years from 2007/08 to 2012/13 and the percentage share in the total number of loan repayment accounts of NLSPS are as follows –

	Academic Year					
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of loan accounts fully repaid ⁺	855	850	1 059	1 526	1 838	1 200
No. of loan repayment accounts [~]	9 449	11 746	13 797	16 331	20 699	24 438
Percentage share of loan accounts fully repaid in terms of loan repayment accounts	9.05%	7.24%	7.68%	9.34%	8.88%	4.91%

* As at 31 January 2013

+Figures include all fully repaid accounts during the academic year.

~Figures as at end of the respective academic year (i.e. 31 July).

We do not have information on the average repayment periods of loan accounts fully repaid. Prior to the implementation of the measure to extend the standard repayment period from ten years to 15 years commencing from the 2012/13 academic year, loan borrowers under NLSPS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

- (g) During the period from August to December 2011, SFAA continued to step up efforts to recover outstanding student loans from the defaulters and their indemnifiers through various means. We issued reminders to the defaulters and their indemnifiers urging them to settle the overdue loan instalments. We also processed and approved some 620 applications for deferment/restructuring of loan repayment from those defaulters who had difficulty in repaying their loans. In addition, we initiated legal recovery action against some 1 360 default cases, including referral of cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal. Meanwhile, the number of default cases fluctuated as while some defaulters responded to our loan recovery actions, there were new default cases from student loan borrowers who failed to repay two or more consecutive quarterly instalments. As a whole, the total number of default cases as at 31 December 2011 (i.e. 14 597 cases) when compared to that as at the end of the 2010/11 academic year (i.e. 16 524 cases) showed a slight decrease of 1 927 cases.

In the current academic year, the total number of default cases as at 31 December 2012 was 14 828, which was 1 813 less than the total number of default cases at the end of the 2011/12 academic year, which was 16 641.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB294

Question Serial No.

3213

Head: 173 Student Financial
Assistance Agency

Subhead (No. & title):
000 Operational expenses

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 financial assistance schemes administered by the Student Financial Assistance Agency (SFAA), please advise the Committee of the following:

- (a) What were the numbers of defaulted student loan cases in total in each of the past three academic years? Please reply by using the tables below.

2010/11 Academic year		
Scheme	No. of default cases	Amount in default
Tertiary Student Finance Scheme – Publicly-funded Programmes		
Financial Assistance Scheme for Post-secondary Students		
Non-means-tested Loan Schemes		

2011/12 Academic year		
Scheme	No. of default cases	Amount in default
Tertiary Student Finance Scheme – Publicly-funded Programmes		
Financial Assistance Scheme for Post-secondary Students		
Non-means-tested Loan Schemes		

2012/13 Academic year		
Scheme	No. of default cases	Amount in default
Tertiary Student Finance Scheme – Publicly-funded Programmes		
Financial Assistance Scheme for Post-secondary Students		
Non-means-tested Loan Schemes		

- (b) In the past three academic years (i.e. 2010/11, 2011/12 and 2012/13), what were the numbers of applications for deferment of repayment or writing off of the loan on the ground of “unfit for work”?
- (c) Does SFAA have the practice of referring default cases to other companies for the recovery of student loans? If yes, what were the expenditures involved in the past three years (i.e. 2010-11, 2011-12 and 2012-13)?
- (d) What are the procedures for recovering defaulted student loans in SFAA? What was the expenditure involved in the previous year?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

- (a) The number of defaulted student loan cases and the amount in default in the past three academic years are as follows –

2010/11 Academic year		
Scheme	No. of default cases	Amount in default (\$ million)
Tertiary Student Finance Scheme – Publicly-funded Programmes	2 297	60.49
Financial Assistance Scheme for Post-secondary Students	1 146	13.93
Non-means-tested Loan Schemes	13 081	213.43

2011/12 Academic year		
Scheme	No. of default cases	Amount in default (\$ million)
Tertiary Student Finance Scheme – Publicly-funded Programmes	2 034	52.60
Financial Assistance Scheme for Post-secondary Students	1 418	20.98
Non-means-tested Loan Schemes	13 189	210.55

2012/13 Academic year*		
Scheme	No. of default cases	Amount in default (\$ million)
Tertiary Student Finance Scheme – Publicly-funded Programmes	1 902	50.32
Financial Assistance Scheme for Post-secondary Students	1 439	26.10
Non-means-tested Loan Schemes	13 305	207.19

* As at 31 January 2013

- (b) In the past three academic years (i.e. 2010/11, 2011/12 and 2012/13), the number of applications for deferment of loan repayment on the ground of serious illness and writing off of the loans on the ground of permanent disability are as follows –

Scheme	Academic year					
	2010/11		2011/12		2012/13*	
	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications
Tertiary Student Finance Scheme – Publicly-funded Programmes	4	2	4	0	1	0
Financial Assistance Scheme for Post-secondary Students	1	0	2	0	0	0
Non-means-tested Loan Schemes	18	0	8	0	2	1
Total	23	2	14	0	3	1

* As at 31 January 2013

Note: Each application for deferment or write-off may involve more than one loan repayment account of one or more financial assistance scheme(s).

SFAA has revised its write-off policy in December 2012. If a loan borrower is permanently unfit for work on account of severe disability (i.e. meeting the definition of “100% disability” of the Social Welfare Department), SFAA will, on the basis of individual merits, consider approving the application for waiver on compassionate ground.

- (c) We do not have the practice of referring default cases to other companies for the recovery of student loans.
- (d) Student loan borrowers who fail to repay two or more consecutive quarterly instalments are considered as defaulters. We will issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Loan borrowers who have difficulty repaying their loans will be advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken against the default cases, we will review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of individual default cases. Default cases which are less complicated (e.g. with one loan account) and with total outstanding amount not more than \$50,000 will be selected for filing directly to SCT by SFAA. More complicated default cases or with outstanding amount over \$50,000 will be forwarded to DoJ for taking legal recovery action.

In the 2011/12 academic year, the total expenditure on recovery of defaulted student loans was \$20.6 million.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB295

Question Serial No.

2582

<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
			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 loans and grants provided for post-secondary students under various student financial assistance schemes, please supply the following information:

1. the number and total amount of grants and loans provided under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS), the number and total amount of grants and loans provided under the Financial Assistance Scheme for Post-secondary Students (FASP), the number and total amount of loans provided under the Non-means-tested Loan Schemes (please list by funded and self-financed programmes), the interest income from various kinds of loans, the expenditures of the Student Financial Assistance Agency (SFAA) after deduction of loans in the five academic years from 2008/09 to 2012/13 and in the 2013-14 Estimate;

2. the income ceiling for full grant for different family sizes under the SFAA's means test mechanism;
3. the lowest, average, median and highest amount of loans provided under the TSFS, FASP and the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in the three academic years from 2010/11 to 2012/13;
4. the number of default cases, applications for deferment of loan repayment and bankruptcy (please list by self-petitioned bankruptcy and petitions initiated by the Administration) and the respective amounts involved under TSFS and FASP in 2010/11 and 2011/12 academic years;
5. the number of applications under the Extended Non-means-tested Loan Scheme (ENLS) and the loan amounts involved, as well as the number of default cases and the amounts involved in respect of the following three academic years (i.e. 2010/11 to 2012/13):
 - (a) students of the Open University of Hong Kong;
 - (b) students of the Hong Kong Shue Yan University;
 - (c) students on part-time funded programmes offered by publicly-funded institutions (including their schools of professional and continuing education) and self-financed award-conferring or training/development post-secondary programmes offered by these institutions;
 - (d) students on programmes under Project Yi Jin;
 - (e) students on programmes registered and exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493);
 - (f) students on post-secondary, adult education, continuing education and professional education programmes offered by institutions registered under Section 13(a) of the Education Ordinance (Chapter 279) and institutions exempted from registration under Section 9(1) of the Ordinance;
 - (g) students on programmes offered by post-secondary institutions registered under Post Secondary Colleges Ordinance (Chapter 320);
 - (h) students on training or development programmes offered or subsidised by statutory organisations; and
 - (i) students on continuing and professional programmes offered by other bodies and supervised and approved by the SFAA according to relevant parameters;
6. the funding earmarked to meet the expenditures for stepping up the efforts to recover student loans in arrears and tackle the default problem in 2013-14.

Asked by: Hon. IP Kin-yuen

Reply:

- 1.(a) The number of students receiving means-tested grants and loans and the amount provided under TSFS and FASP in the 2008/09 to 2012/13 academic years, and in the Estimate of 2013/14 –

TSFS

Academic Year	2008/09	2009/10	2010/11	2011/12	2012/13¹	2013/14 (Estimate)
Grant						
No. of students receiving grant	27 336	28 289	27 901	26 241	24 237	31 188
Amount of grant disbursed (\$ million)	782.94	829.90	830.12	931.01	917.22	1,118.25
Loan						
No. of students receiving loan ²	11 982	11 229	10 114	8 834	6 967	10 331
Amount of loan disbursed ² (\$ million)	288.93	281.86	258.86	253.16	209.65	305.02

¹ As at 31.1.2013

² Needy students are normally offered with grants and loans. Grants are disbursed to students direct and loans are disbursed upon students' acceptance of the loans.

FASP

Academic Year	2008/09	2009/10	2010/11	2011/12	2012/13¹	2013/14 (Estimate)
Grant						
No. of students receiving grant	17 540	20 427	22 467	22 844	20 840	31 361
Amount of grant disbursed (\$ million)	588.73	706.90	792.78	952.23	855.76	1,376.78
Loan						
No. of students receiving loan ²	7 364	9 057	9 833	9 428	5 493	11 294
Amount of loan disbursed ² (\$ million)	180.80	231.85	257.40	276.24	156.92	345.81

¹ As at 31.1.2013

² Needy students are normally offered with grants and loans. Grants are disbursed to students direct and loans are disbursed upon students' acceptance of the loans.

- (b) The number of students receiving non-means-tested loans and the amount provided under NLSFT, NLSPS and ENLS in the 2008/09 to 2012/13 academic years, and in the Estimate of 2013/14 –

Academic Year	2008/09	2009/10	2010/11	2011/12	2012/13 ¹	2013/14 (Estimate)
NLSFT (for full-time tertiary students pursuing publicly-funded programmes covered under TSFS)						
No. of students receiving loan	5 936	6 348	6 014	5 357	6 822	7 905
Amount of loan disbursed (\$ million)	210.97	224.43	214.54	197.65	259.40	291.68
NLSPS (for full-time students pursuing self-financing, locally-accredited sub-degree and degree programmes covered under FASP)						
No. of students receiving loan	6 855	8 066	9 025	8 393	10 535	12 834
Amount of loan disbursed (\$ million)	395.20	480.41	543.56	554.53	494.71	629.69
ENLS (for eligible students pursuing specific part-time and full-time post-secondary and continuing and professional education courses)						
No. of students receiving loan	10 553	12 256	11 403	7 529	6 142	10 102
Amount of loan disbursed (\$ million)	388.53	517.42	473.62	341.21	229.64	485.69

¹ As at 31.1.2013

- (c) The interest income from means-tested and non-means-tested loans in the 2008/09 to 2012/13 academic years, and in the 2013-14 Estimate –

Scheme	Academic Year					2013-14 Estimate ³ (\$ million)
	2008/09 (\$ million)	2009/10 (\$ million)	2010/11 (\$ million)	2011/12 (\$ million)	2012/13 ^{1, 3} (\$ million)	
TSFS	28.59	24.73	21.76	19.98	4.03	9.57
FASP	4.68	4.96	6.03	7.55	1.73	5.56
NLSFT	58.50	52.17	52.35	47.36	17.12	33.98
NLSPS	42.27	44.63	51.99	60.17	24.57	57.10
ENLS	81.56	81.65	90.00	89.27	33.11	67.56

¹ As at 31.1.2013

³ The interest income received in the 2012/13 academic year and the estimated interest income included in the 2013-14 Estimate are lower than in previous years due to reduction of interest rate from 2.5% to 1% for means-tested loans and from 3.174% to 1.674% for non-means-tested loans.

- (d) The expenditure of SFAA (in terms of grants disbursed under TSFS and FASP) in the 2008/09 to 2012/13 academic years, and in the Estimate of 2013/14 –

Academic Year	2008/09	2009/10	2010/11	2011/12	2012/13 ¹	2013/14 (Estimate)
Amount of grant disbursed under TSFS (\$ million)	782.94	829.90	830.12	931.01	917.22	1,118.25
Amount of grant disbursed under FASP (\$ million)	588.73	706.90	792.78	952.23	855.76	1,376.78
Total amount of grant (excluding loan elements) disbursed (\$ million)	1,371.67	1,536.80	1,622.90	1,883.24	1,772.98	2,495.03

¹ As at 31.1.2013

2. For the 2012/13 academic year, the equivalent monthly family income ceiling for full grant for different family sizes under the SFAA's means test mechanism are as follows –

Family Size	Equivalent monthly family income ceiling for full assistance
1	\$5,233
2	\$7,850 ⁴
3	\$12,672 ⁵
4	\$14,573
5	\$15,701
6	\$18,318

⁴ Monthly family income ceiling for full level of assistance for 2-member single-parent families is increased to \$12,672.

⁵ Monthly family income ceiling for full level of assistance for 3-member single-parent families is increased to \$14,573.

3. In the 2010/11 to 2012/13 academic years, the lowest, average, median and highest loan amounts disbursed under TSFS, FASP, NLSFT and NLSPS are as follows –

Loan Disbursed (\$) ⁶	Academic Year		
	2010/11	2011/12	2012/13 (as at 31.1.2013)
(A) TSFS (loans are to cover living expenses)			
Lowest	740	1,890	1,980
Average	25,594	28,657	30,092
Median	30,000	37,000	39,600
Highest ⁷	55,870	56,940	59,470
(B) FASP (loans are to cover living expenses)			
Lowest	745	1,000	1,982
Average	26,177	29,300	28,567
Median	30,917	37,960	31,720
Highest ⁷	60,610	62,250	61,800

Loan Disbursed (\$) ⁶	Academic Year		
	2010/11	2011/12	2012/13 (as at 31.1.2013)
(C) NLSFT (loans are to cover tuition fees)			
Lowest	2,610	4,000	3,400
Average	35,673	36,896	38,024
Median	42,100	42,100	42,100
Highest	42,100	42,100	42,100
(D) NLSPS (loans are to cover tuition fees)			
Lowest	1,120 ⁸	1,370 ⁸	730
Average	60,228 ⁸	66,071 ⁸	46,959
Median	60,000 ⁸	67,935 ⁸	48,750
Highest	143,710 ⁸	278,960 ⁸	247,731

⁶ The figures in the table denote the loan amount 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.

⁷ 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.

⁸ For the 2010/11 and 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses.

4. The number of default cases, applications for deferment of loan repayment and bankruptcy and the respective amounts involved under TSFS and FASP in the 2010/11 and 2011/12 academic years are as follows –

	Academic Year	
	2010/11	2011/12
(A) TSFS		
(i) No. of default cases	2 297	2 034
(ii) Amount in default (\$ million)	60.49	52.60
(iii) No. of deferment applications ⁹	1 767	1 744
(iv) No. of bankruptcy applications ¹⁰	16	13
(v) Amount of student loans involved in bankruptcy cases (\$ million)	0.57	0.39
(B) FASP		
(i) No. of default cases	1 146	1 418
(ii) Amount in default (\$ million)	13.93	20.98
(iii) No. of deferment applications ⁹	2 046	2 320
(iv) No. of bankruptcy applications ¹⁰	6	18
(v) Amount of student loans involved in bankruptcy cases (\$ million)	0.41	0.66

⁹ SFAA has not maintained statistics of the amount involved in deferment applications.

¹⁰ 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.

5. The Government completed a review of the Non-means-tested Loan Schemes in 2012 and implemented a package of measures to improve the operation of the schemes, including revision of the course eligibility criteria of ENLS. From the 2012/13 academic year, the number of category of eligible courses under ENLS has been revised from nine to five categories. The number of students receiving loan, the amount of loans disbursed as well as the number of default cases and the amount involved in respect of each of the nine categories of eligible courses/course providers in the 2010/11 and 2011/12 academic years are as follows –

	Academic Year	
	2010/11	2011/12
(a) Category 1 – Courses offered by the Open University of Hong Kong		
No. of students receiving loan	377	338
Amount of loan disbursed (\$ million)	10.33	9.74
Number of default cases	547	474
Amount in default (\$ million)	7.92	6.31
(b) Category 2 – Courses offered by the Hong Kong Shue Yan University		
No. of students receiving loan	8	4
Amount of loan disbursed (\$ million)	0.35	0.23
Number of default cases	24	22
Amount in default (\$ million)	0.64	0.54
(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)		
No. of students receiving loan	2 329	2 347
Amount of loan disbursed (\$ million)	109.15	114.34
Number of default cases	1 126	1 111
Amount in default (\$ million)	16.78	15.80
(d) Category 4 – Project Yi Jin		
No. of students receiving loan	3 329	785
Amount of loan disbursed (\$ million)	86.58	17.83
Number of default cases	1 474	1 570
Amount in default (\$ million)	11.74	10.81
(e) Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)		
No. of students receiving loan	3 201	2 868
Amount of loan disbursed (\$ million)	176.49	153.80
Number of default cases	1 477	1 493
Amount in default (\$ million)	28.79	26.51

	Academic Year	
	2010/11	2011/12
(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)		
No. of students receiving loan	1 704	841
Amount of loan disbursed (\$ million)	69.50	29.49
Number of default cases	4 423	4 176
Amount in default (\$ million)	44.60	47.31
(g) Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)		
No. of students receiving loan	52	82
Amount of loan disbursed (\$ million)	1.95	3.58
Number of default cases	11	12
Amount in default (\$ million)	0.10	0.12
(h) Category 8 – Training or development courses provided or funded by statutory bodies		
No. of students receiving loan	116	77
Amount of loan disbursed (\$ million)	2.55	1.69
Number of default cases	250	230
Amount in default (\$ million)	2.00	1.86
(i) Category 9 – Continuing and professional education courses offered by other institutions approved by the Controller, Student Financial Assistance Agency		
No. of students receiving loan	327	238
Amount of loan disbursed (\$ million)	16.72	10.51
Number of default cases	671	640
Amount in default (\$ million)	8.62	8.25
Total		
No. of students receiving loan	11 443 ¹¹	7 580 ¹¹
Amount of loan disbursed (\$ million)	473.62	341.21
Number of default cases ¹²	9 440	9 147
Amount in default (\$ million)	121.19	117.51

¹¹ Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loan by categories is larger than the figure in Part 1(b) above.

¹² 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 applications approved, the amount of loans approved as well as the number of default cases and the amount involved in respect of each of these five categories of eligible courses in the 2012/13 academic year are as follows –

	Academic Year
	2012/13 (as at 31.1.2013)
(a) Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status ¹³	
No. of students receiving loan	3 070
Amount of loan disbursed (\$ million)	111.16
Number of default cases	6 648
Amount in default (\$ million)	78.08
(b) Category 2 – Courses under Yi Jin Diploma	
No. of students receiving loan	1 054
Amount of loan disbursed (\$ million)	30.77
Number of default cases	1 568
Amount in default (\$ million)	10.24
(c) Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	
No. of students receiving loan	1
Amount of loan disbursed (\$ million)	0.005
Number of default cases	0
Amount in default (\$ million)	0.00
(d) Category 4 – Training or development courses provided or funded by local statutory bodies	
No. of students receiving loan	8
Amount of loan disbursed (\$ million)	0.15
Number of default cases	116
Amount in default (\$ million)	1.21
(e) Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	
No. of students receiving loan	2 014
Amount of loan disbursed (\$ million)	87.55
Number of default cases	1 543
Amount in default (\$ million)	26.19
Total	
No. of students receiving loan	6 147 ¹¹
Amount of loan disbursed (\$ million)	229.64
Number of default cases ¹²	9 160
Amount in default (\$ million)	115.72

¹¹ Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loan by categories is larger than the figure in Part 1(b) above.

¹² 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.

¹³ Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of eligibility criteria are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

6. The estimated expenditure for recovering defaulted student loans in the 2013/14 academic year is \$27.7 million.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB296**

Question Serial No.

3163

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:

Since the implementation of the Pre-primary Education Voucher Scheme, how many parents with children attending kindergarten-cum-child care centres could receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme in the 2010/11, 2011/12 and 2012/13 school years? Please provide a breakdown by the number of children attending kindergarten classes and those in child care centres.

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2010/11, 2011/12 and 2012/13 school years, the number of parents with children attending kindergarten-cum-child care centres who receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme are appended below –

	2010/11 school year	2011/12 school year	2012/13 school year (up to 31.1.2013)
Children aged 3 or above attending kindergarten classes	3 995	8 628	8 671
Children aged between 0 and 3 receiving whole-day child care services	607	1 242	877
Total	4 602	9 870	9 548

For the 2011/12 and 2012/13 school years, there is a considerable increase in the number of parents receiving full fee remission. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency starting from the 2011/12 school year.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 28.3.2013

CONTROLLING OFFICER'S REPLY TO INITIAL WRITTEN QUESTION

EDB297

Question Serial No.

2529

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):	000	Operational expenses
	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:

Under Matters Requiring Special Attention in 2013-14, it is stated that the Administration will step up efforts to recover student loans in arrears and tackle the default problem. Please provide information on the number of default cases over the past 3 years, i.e. 2010-2011, 2011-2012 and 2012-2013. What are the reasons for stepping up efforts? What specific measures will be taken to step up efforts?

Asked by: Hon. POON Siu-ping

Reply:

The number of default cases, the amount in default and the default rate in relation to the number of loan repayment accounts for the 2010/11 to 2012/13 academic years are provided as follows –

	Academic year		
	2010/11	2011/12	2012/13*
(A) Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)			
No. of default cases	2 297	2 034	1 902
Amount in default (\$ million)	60.49	52.60	50.32
No. of loan repayment accounts	34 231	30 356	25 653
Default rate in terms of accounts	6.71%	6.70%	7.41%
(B) Financial Assistance Scheme for Post-secondary Students (FASP)			
No. of default cases	1 146	1 418	1 439
Amount in default (\$ million)	13.93	20.98	26.10
No. of loan repayment accounts	13 352	16 845	17 312
Default rate in terms of accounts	8.58%	8.42%	8.31%

	Academic year		
	2010/11	2011/12	2012/13*
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students who are covered under TSFS)			
No. of default cases	1 641	1 603	1 653
Amount in default (\$ million)	34.54	29.31	27.95
No. of loan repayment accounts	21 410	21 766	22 444
Default rate in terms of accounts	7.66%	7.36%	7.36%
(D) Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under FASP)			
No. of default cases	2 000	2 439	2 492
Amount in default (\$ million)	57.70	63.73	63.52
No. of loan repayment accounts	16 331	20 699	24 438
Default rate in terms of accounts	12.25%	11.78%	10.20%
(E) Extended Non-means-tested Loan Scheme (for students pursuing specific part-time and full-time post-secondary and continuing and professional education courses)			
No. of default cases	9 440	9 147	9 160
Amount in default (\$ million)	121.19	117.51	115.72
No. of loan repayment accounts	61 148	66 771	68 547
Default rate in terms of accounts	15.44%	13.70%	13.36%
Total			
No. of default cases	16 524	16 641	16 646
Amount in default (\$ million)	287.85	284.13	283.61
No. of loan repayment accounts	146 472	156 437	158 394
Default rate in terms of accounts	11.28%	10.64%	10.51%

* As at 31 January 2013

The total number of default cases has remained at around 16 000 over the past three academic years, despite an increase in the number of loan repayment accounts by 8.1% from about 146 500 in the 2010/11 academic year to about 158 400 in the 2012/13 academic year (as at 31 January 2013). The overall default rate in relation to the number of loan repayment accounts has reduced from 11.28% in the 2010/11 academic year to 10.51% in the 2012/13 academic year (as at 31 January 2013).

In recent years, the Student Financial Assistance Agency has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. As the amount in default is still significant, we will continue to promote prudent financial management to students and appeal to loan borrowers who have difficulty repaying their loans to approach the Agency to restructure their loans or to apply for deferment of loan repayment. Separately, we will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, provide appropriate training to our staff to facilitate more effective debt recovery, and deploy more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal. In the 2013-14 financial year, the Agency will reorganise the Default Division and strengthen the manpower support in handling defaulted student loans in order to more expeditiously recover defaulted student loans through legal means.

To further tackle the default problem, the Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year following the completion of the review of the non-means-tested loan schemes in 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB298

Question Serial No.

2535

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

The Student Financial Assistance Agency estimates that it will employ 68 additional staff in 2013-14. Please provide the following information on the establishment and staff of the Agency:

- (a) the number of posts to be deleted and created by rank and function;
- (b) the establishment and strength of various ranks in 2012-13 and the estimates for 2013-14;
- (c) the number of non-civil service contract (NCSC) staff employed by the department in 2012-13 by rank, function and length of contract and the estimates for 2013-14; and
- (d) the expenditures of the department on three types of contractual services, namely "NCSC staff", "workers supplied by employment agencies" and "outsourced services" in 2012-13 and the estimates for 2013-14.

Asked by: Hon. POON Siu-ping

Reply:

- (a) We do not have plan to delete civil service posts in 2013-14. The breakdown of the 68 posts to be created in the year by rank and function is set out below –

No. of Post	Rank (No. of Post)	Functions
38	Executive Officer I (1)	To receive and process applications, answer enquiries, conduct authentication, arrange disbursement of grants / loans under various means-tested financial assistance schemes, and to implement the improvement measures to means-tested financial assistance schemes so as to enhance the support to needy students.
	Senior Clerical Officer (5)	
	Clerical Officer (10)	
	Assistant Clerical Officer (7)	
	Clerical Assistant (15)	

No. of Post	Rank (No. of Post)	Functions
7	Executive Officer II (2)	To receive and process applications, answer enquiries, arrange disbursement of loans, and to implement the improvement measures to non-means-tested loan schemes with a view to easing the repayment burden of loan borrowers, reducing excessive borrowing and enhancing quality assurance of eligible courses.
	Assistant Clerical Officer (2)	
	Clerical Assistant (3)	
15	Senior Executive Officer (1)	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters / indemnifiers and handle enquiries from defaulters / indemnifiers.
	Executive Officer II (3)	
	Clerical Officer (3)	
	Assistant Clerical Officer (4)	
	Clerical Assistant (4)	
8*	Executive Officer I (3)	To perform user acceptance tests / data conversion checking work and other related duties, which are necessary preparatory work for implementing the Integrated Student Financial Assistance System.
	Executive Officer II (1)	
	Assistant Clerical Officer (4)	

* Time-limited posts to be created until March 2015.

- (b) The establishment and strength of civil servants by rank in 2012-13 and the projected establishment for 2013-14 –

Rank	Establishment (as at 31.3.2013)	Establishment (as at 31.3.2014)	Strength (as at 28.2.2013)
Senior Principal Executive Officer	1	1	1
Principal Executive Officer	1	1	0
Chief Executive Officer	6	6	7
Senior Treasury Accountant	1	1	1
Senior Systems Manager	1	1	1
Senior Executive Officer	13	14	10
Systems Manager	1	1	1
Treasury Accountant	1	1	1
Executive Officer I	35	39	23
Analyst/Programmer I	1	1	1
Executive Officer II	33	39	32

Rank	Establishment (as at 31.3.2013)	Establishment (as at 31.3.2014)	Strength (as at 28.2.2013)
Analyst/Programmer II	1	1	1
Education Assistant	6	6	6
Accounting Officer II	2	2	2
Senior Clerical Officer	86	91	58
Clerical Officer	104	117	119
Assistant Clerical Officer	206	223	167
Clerical Assistant	100	122	83
Office Assistant	1	1	1
Motor Driver	1	1	1
Workman II	2	2	2
Personal Secretary I	1	1	1
Personal Secretary II	1	1	2
Total	605	673	521

(c) The breakdown of NCSC staff employed by the Agency in 2012-13 by function –

Function	2012-13 (as at 28.2.2013)
Administration / Executive support	79
Clerical support for various student financial assistance schemes	338
General support	2
Information technology support	8
Total	427

The breakdown of NCSC staff employed by the Agency in 2012-13 by length of contract –

Contract Period	2012-13 (as at 28.2.2013)
Less than 1 year	30
1 year	396
2 years	1
Total	427

Remarks: Unlike civil servants, there is no rank structure for NCSC staff. Also, as the number of NCSC staff employed varies from time to time in the light of changing operational requirements, we are unable to provide the relevant breakdown of NCSC staff for 2013-14.

- (d) The expenditure of SFAA on NCSC staff, the amount paid to employment agencies and outsourced service contractors in 2012-13 and the estimated expenditure in 2013-14 are as follows –

Expenditure item	2012-13*	2013-14 (estimate)
Salary expenditure on NCSC staff (\$ million)	97.9	74.1
Amount paid to employment agencies (\$ million)	3.1	3.3
Amount paid to outsourced service contractors (\$ million)	18.6	22.8

* Actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 28.3.2013

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

EDB299

Question Serial No.

1616

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:

Under the item “step up efforts to recover student loans in arrears and tackle the default problem”, would the Student Financial Assistance Agency provide information on:

- (a) Whether there are operational guidelines on the referral of cases to the Department of Justice? If yes, what are the details? If not, what are the reason?
- (b) Whether the default rate has reduced after measures were taken to recover loans in arrears? If yes, what are the details? If not, what are the reasons?
- (c) The amount of loans in arrears that have turned into bad debts; and
- (d) Whether any default loan analysis has been conducted? If yes, what are the details? If not, what are the reasons?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Student loan borrowers who fail to repay two or more consecutive quarterly instalments are considered as defaulters. We will issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken against the default cases, we will review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of individual default cases, and accord priorities to the following types of cases for taking early legal recovery action –

- (i) close to the statutory time-bar in compliance with the Limitation Ordinance (Cap. 347);
- (ii) with significant total outstanding amount; and
- (iii) outstanding for a long time.

Default cases which are less complicated (e.g. with one loan account) and with outstanding amount not more than \$50,000 will be selected for filing directly to SCT by the Agency. More complicated default cases or with outstanding amount over \$50,000 will be forwarded to DoJ for taking legal recovery action.

- (b) In recent years, the Student Financial Assistance Agency has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. The overall default rate in relation to the number of loan repayment accounts has dropped from 12.45% in the 2008/09 academic year to 10.51% in the 2012/13 academic year (as at 31 January 2013). The information on the overall default rate for the past five academic years is shown below –

	Academic year				
	2008/09	2009/10	2010/11	2011/12	2012/13*
No. of default cases	16 918	17 374	16 524	16 641	16 646
No. of loan repayment accounts	135 895	139 506	146 472	156 437	158 394
Default rate in terms of accounts	12.45%	12.45%	11.28%	10.64%	10.51%

*As at 31 January 2013

We will continue to promote prudent financial management to students and appeal to loan borrowers who have difficulty repaying their loans to approach the Agency to restructure their loans or to apply for deferment of loan repayment. Separately, we will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, provide appropriate training to our staff to facilitate more effective debt recovery, and deploy more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to DoJ and filing of claims directly to SCT. In the 2013-14 financial year, the Agency will reorganise the Default Division and strengthen the manpower support in handling defaulted student loans in order to more expeditiously recover defaulted student loans through legal means.

To further tackle the default problem, the Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year following the completion of the review of the non-means-tested loan schemes in 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk.

- (c) As student loans are funded by public money, the Agency endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. The latest information on the number of write-off cases and the amount involved is as follows –

	Academic year 2012/13 (up to 31 January 2013)
(A) Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	
No. of write-off cases (Note)	13
Amount involved (\$ million)	0.49
(B) Financial Assistance Scheme for Post-secondary Students (FASP)	
No. of write-off cases (Note)	3
Amount involved (\$ million)	0.11
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students who are covered under TSFS)	
No. of write-off cases (Note)	5
Amount involved (\$ million)	0.13
(D) Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under FASP)	
No. of write-off cases (Note)	3
Amount involved (\$ million)	0.20
(E) Extended Non-means-tested Loan Scheme (for students pursuing specific part-time and full-time post-secondary and continuing and professional education courses)	
No. of write-off cases (Note)	32
Amount involved (\$ million)	1.22
Total	
No. of write-off cases (Note)	56
Amount involved (\$ million)	2.15

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). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the Agency.

- (d) Statistics and analyses of default cases are compiled on a monthly basis for the Agency to review the amount of arrears, the total outstanding amount, the age of debt, the repayment history of individual default cases, etc. and accord priorities to cases which are long outstanding or with significant total outstanding amount for taking legal recovery action. Furthermore, analyses of the defaulted loan borrowers' demographic information and their courses taken are also conducted to facilitate better understanding of the default situation for formulating effective measures to tackle the default problem.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 28.3.2013

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

EDB300

Question Serial No.

0387

<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
			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:

- (a) In the 2010/11, 2011/12 and 2012/13 academic years, what were the respective number of student applicants not offered any grant or loan under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) for having failed the Adjusted Family Income (AFI) test and the asset test?
- (b) Please provide information on the number of defaulters, deferment of loan repayment applications and bankruptcy applications (including self-petitioned bankruptcy and bankruptcy petition initiated by the Administration) and the amount involved under various Schemes in the 2010/11 to 2012/13 academic years.

Asked by: Hon. TAM Yiu-chung

Reply:

- (a) 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 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 2010/11 to 2012/13 academic years, the respective number of applicants under TSFS who were not offered any grants or loans owing to failure to pass the income test and the asset test are as follows –

	Academic year		
	2010/11	2011/12	2012/13*
No. of applicants	31 185	29 210	33 846
No. of applicants who were not offered grant/loan owing to failure to pass the income test	832	620	1 057
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	51	84	60

* As at 31 January 2013

- (b) Regarding 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 Post-secondary Students (for full-time students who are covered under FASP) (NLSPS) and the Extended Non-means-tested Loan Scheme (for students pursuing specific part-time and full-time post-secondary and continuing and professional education courses) (ENLS), the required information for the 2010/11 to 2012/13 academic years is provided as follows –

- (i) The number of default cases and the amount involved –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of default cases	2 297	2 034	1 902
Amount in default (\$ million)	60.49	52.60	50.32
(B) FASP			
No. of default cases	1 146	1 418	1 439
Amount in default (\$ million)	13.93	20.98	26.10
(C) NLSFT			
No. of default cases	1 641	1 603	1 653
Amount in default (\$ million)	34.54	29.31	27.95
(D) NLSPS			
No. of default cases	2 000	2 439	2 492
Amount in default (\$ million)	57.70	63.73	63.52

	Academic year		
	2010/11	2011/12	2012/13*
(E) ENLS			
No. of default cases	9 440	9 147	9 160
Amount in default (\$ million)	121.19	117.51	115.72
Total			
No. of default cases	16 524	16 641	16 646
Amount in default (\$ million)	287.85	284.13	283.61

* As at 31 January 2013

- (ii) The number of applications for deferment of loan repayment –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS	1 767	1 744	606#
(B) FASP	2 046	2 320	630#
(C) NLSFT	676	712	394#
(D) NLSFS	2 245	2 768	1 519#
(E) ENLS	2 112	2 490	1 045#
Total	8 846	10 034	4 194#

* As at 31 January 2013

The figures exclude deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

Note: The Student Financial Assistance Agency (SFAA) has not maintained statistics of the amount involved in deferment applications.

- (iii) The number of bankruptcy applications initiated by the student loan borrowers and the amount involved are as follows. 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.

	Academic year		
	2010/11^	2011/12	2012/13*
(A) TSFS			
No. of bankruptcy applications	16	13	0
Amount involved (\$ million)	0.57	0.39	0.00
(B) FASP			
No. of bankruptcy applications	6	18	3
Amount involved (\$ million)	0.41	0.66	0.14

	Academic year		
	2010/11^	2011/12	2012/13*
(C) NLSFT			
No. of bankruptcy applications	17	6	2
Amount involved (\$ million)	0.50	0.30	0.14
(D) NLSPS			
No. of bankruptcy applications	20	24	4
Amount involved (\$ million)	2.44	3.49	0.24
(E) ENLS			
No. of bankruptcy applications	176	152	32
Amount involved (\$ million)	8.33	7.22	1.95
Total			
No. of bankruptcy applications	235	213	41
Amount involved (\$ million)	12.25	12.06	2.47

^ The figures for the 2010/11 academic year have been revised as SFAA received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2012.

* As at 31 January 2013

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 28.3.2013

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

EDB301

Question Serial No.

0041

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:

- a) In the past three years, how many local students, overseas students and Mainland students were there respectively among students pursuing funded undergraduate programmes in various higher education institutions? What were the intakes and percentages represented? And what was the amount of funding they had taken up?
- b) In the 2013/14 academic year, how many funded undergraduate places in higher education institutions are earmarked for Mainland students and overseas students respectively under the Government's estimates? What are the estimated expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) & (b) The number of local and non-local students in the University Grants Committee-funded undergraduate programmes by institution and place of origin in the 2010/11, 2011/12 and 2012/13 academic years are at the Annex. The figures for the 2012/13 academic year are provisional.

In accordance with Government's policy, in respect of non-local students, institutions may enroll up to 20% of the approved UGC-funded student number. This 20% comprises up to 4% within the UGC-funded number and up to 16% outside the UGC-funded number. It would not be possible to attribute specific amount of funding to students from different places of origin as funding is made in the form of a block grant on the basis of approved student places allocated to the institutions. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places. At present, institutions normally charge non-local students at a level higher than that of local students.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 19.3.2013

**Student Enrolment (Headcount) of UGC-funded Undergraduate Programmes
by Institution, and Place of Origin, 2010/11 to 2012/13**

Academic year	Place of Origin [@]	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2010/11	Local students	7 905 (91.7%)	4 341 (90.7%)	2 021 (90.5%)	10 205 (91.0%)	3 904 (94.1%)	8 971 (90.4%)	5 411 (88.0%)	9 209 (87.8%)	51 967 (90.3%)
	Students from Mainland China	624 (7.2%)	437 (9.1%)	191 (8.6%)	852 (7.6%)	242 (5.8%)	848 (8.5%)	497 (8.1%)	947 (9.0%)	4 638 (8.1%)
	Other non-local students	91 (1.1%)	8 (0.2%)	21 (0.9%)	156 (1.4%)	4 (0.1%)	101 (1.0%)	243 (4.0%)	336 (3.2%)	960 (1.7%)
	Total	8 620	4 786	2 233	11 213	4 150	9 920	6 151	10 492	57 565
2011/12	Local students	7 891 (91.8%)	4 334 (90.4%)	1 962 (91.2%)	10 383 (90.3%)	4 200 (95.1%)	8 993 (90.4%)	5 573 (87.2%)	9 162 (86.3%)	52 498 (89.9%)
	Students from Mainland China	590 (6.9%)	450 (9.4%)	169 (7.9%)	911 (7.9%)	211 (4.8%)	801 (8.1%)	474 (7.4%)	977 (9.2%)	4 583 (7.8%)
	Other non-local students	113 (1.3%)	9 (0.2%)	21 (1.0%)	210 (1.8%)	5 (0.1%)	151 (1.5%)	342 (5.4%)	480 (4.5%)	1 331 (2.3%)
	Total	8 594	4 793	2 152	11 504	4 416	9 945	6 389	10 619	58 412
2012/13 [^] #	Local students	10 001 (90.9%)	5 596 (89.5%)	2 436 (92.9%)	13 650 (89.3%)	5 061 (95.7%)	11 675 (90.1%)	7 443 (86.3%)	12 092 (84.5%)	67 954 (89.0%)
	Students from Mainland China	794 (7.2%)	648 (10.4%)	158 (6.0%)	1 317 (8.6%)	218 (4.1%)	1 059 (8.2%)	668 (7.7%)	1 453 (10.1%)	6 315 (8.3%)
	Other non-local students	213 (1.9%)	11 (0.2%)	28 (1.1%)	318 (2.1%)	7 (0.1%)	221 (1.7%)	515 (6.0%)	771 (5.4%)	2 084 (2.7%)
	Total	11 008	6 255	2 622	15 285	5 286	12 955	8 626	14 316	76 353

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 |
- @ The place of origin of non-local students is determined having regard to their nationality.
- [^] To tie in with the implementation of the New Academic Structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- [#] Provisional figures.
- Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.

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

EDB302

Question Serial No.

0052

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 by year the number of candidates sitting the Hong Kong Advanced Level Examination and the Hong Kong Diploma of Secondary Education Examination (figures since 2012 only), the number of funded undergraduate places provided by funded post-secondary institutions under the four-year and three-year academic structures, the number of students admitted through non-Joint University Programmes Admissions System routes, as well as the number of students having met the basic entry requirements but were not admitted in the past five years, i.e., 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of candidates sitting for the HKALE and HKDSE examinations, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number of students admitted through the non-Joint University Programme Admission System (JUPAS) route and the number of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS in the past five years from 2008/09 to 2012/13 are set out at the Annex.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). Apart from 30 000 UGC-funded undergraduate places, there are 300 publicly-funded FYFD places in the Hong Kong Academy for Performing Art and some 7 700 places in full-time locally-accredited self-financing undergraduate programmes in the 2012/13 academic year. According to a survey on the first cohort of HKDSE Examination graduates, about 7% of the graduates (or some 4 900 students out of a total of 70 300 day school candidates sitting the HKDSE Examination) have chosen to pursue further studies outside Hong Kong. A similar survey on the educational status of HKALE graduates in the 2010/11 academic year showed that about 4.5% (or about 1 200) of such students chose to pursue full-time post-secondary programmes outside Hong Kong.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

Admissions of local students to UGC-funded first-year-first-degree (FYFD) places through JUPAS and non-JUPAS routes from 2008/09 to 2012/13

	Approved student number target of UGC-funded FYFD places	No. of candidates			No. of local students admitted via the non-JUPAS route ⁽³⁾
		Sitting for the HKALE/HKDSE examination in the relevant year	Meeting the general entrance requirements of the UGC-funded undergraduate programmes ⁽¹⁾	Meeting general entrance requirements but did not enter UGC-funded FYFD places through JUPAS ⁽²⁾	
HKALE					
2008/09	14 500	37 606	17 714	6 450	4 174
2009/10	14 500	37 905	17 891	6 707	4 282
2010/11	14 620	38 964	18 430	7 163	4 438
2011/12	14 620	41 058	19 059	7 666	4 672
2012/13	15 000	40 515	18 820	7 219	4 672 ⁽⁴⁾
HKDSE					
2012/13	15 000	72 620	26 636	13 040	3 770 ⁽⁴⁾

Notes :

- (1) In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) Figures include students who did not participate in JUPAS, students who were given an FYFD offer by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons, students who opted for locally-accredited self-financing undergraduate programmes, students who opted for further study overseas or in Mainland universities, etc.
- (3) Local students applying via non-JUPAS route include those applicants holding qualifications other than HKALE/HKDSE, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (4) Figures include both 3-year and 4-year programmes for some institutions where breakdown by cohorts is not available.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB303**

Question Serial No.

0484

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. Since 2009/10, a performance-based competitive allocation mechanism has been adopted to distribute First-Year-First-Degree (FYFD) places. Please provide the figures of approved FYFD places competitively allocated for the institutions by faculty/discipline during the period from 2009/10 to 2014/15:

(a) City University of Hong Kong

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Business Administration						
Engineering						
Laws						
Science						
Social Sciences						
Social Work						
Others						
Sub-total						

(b) Hong Kong Baptist University

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Business Administration						
Chinese Medicine						
Science						
Pharmacy in Chinese Medicine						
Journalism						
Social Sciences						
Social Work						
Others						
Sub-total						

(c) Lingnan University

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Business						
Social Sciences						
Others						
Sub-total						

(d) The Chinese University of Hong Kong

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Business Administration						
Chinese Medicine						
Education						
Engineering						
Laws						
Journalism						
Medicine						
Nursing						
Pharmacy						
Science						
Social Sciences						
Social Work						
Others						
Sub-total						

(e) The Hong Kong Institute of Education

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Education						
Social Sciences						
Others						
Sub-total						

(f) The Hong Kong Polytechnic University

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Humanities						
Business Administration						
Business Administration/Engineering						
Business Administration/Science						
Engineering						

Science						
Social Sciences						
Social Work						
Others						
Sub-total						

(g) The Hong Kong University of Science and Technology

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Business Administration						
Business Administration/Engineering						
Engineering						
Science						
Social Science						
Others						
Sub-total						

(h) The University of Hong Kong

Faculty/Discipline	Number of places in 2009/10	Number of places in 2010/11	Number of places in 2011/12	Number of places in 2012/13	Number of places in 2013/14	Number of places in 2014/15
Arts						
Arts/Education						
Business Administration						
Chinese Medicine						
Dentistry						
Education						
Engineering						
Journalism						
Laws						
Nursing						
Pharmacy						
Medicine						
Science						
Social Sciences						
Social Work						
Others						
Sub-total						

(i) As regards the institutions' preparations for the next round of the funding allocation exercise, what is the latest progress of the UGC's work with its funded institutions and has any timetable been drawn?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to re-distribute places from time to time to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, we have adopted a performance-based competitive allocation mechanism since the 2009/10-2011/12 triennium to distribute First-Year-First-Degree (FYFD) places. In the process, all FYFD places that are subject to specific manpower requirements (e.g. medical doctors, nurses, teacher education, etc) are excluded from the exercise. In the 2009/10-2011/12 and 2012/13-2014/15 triennia, each UGC-funded institution was required to set aside a small number of its FYFD places to a central pool for subsequent re-distribution among institutions to reflect comparative merits among themselves as assessed against agreed criteria. The remaining bulk of the FYFD places were unaffected.

The allocation of the student places within the same funding category is entirely a matter for institutional autonomy. During the process, institutions had considered how to arrange their academic portfolio according to the overall student number targets received from the UGC (including both the FYFD places distributed under the competitive allocation mechanism and the places remaining) in totality in light of their own strategic goals. To this end, we are unable to differentiate the number of FYFD intake places allocated under the competitive allocation mechanism to individual faculty/discipline by the institutions from the overall student number target. That said, the overall approved FYFD intake places of the UGC-funded programmes by broad academic programme category and by institution from 2009/10 to 2014/15 are set out at Annex.

Details on future academic planning exercises will be worked out in consultation with the institutions.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

Approved First-Year-First-Degree Intake Places (full-time equivalent) of UGC-funded Programmes by Broad Academic Programme Category (APC), 2009/10 to 2014/15

(a) CityU

Broad APC	2009/10	2010/11	2011/12	2012/13^	2013/14	2014/15
Medicine, Dentistry & Health	-	-	-	5	5	5
Sciences	399	399	399	775	362	355
Engineering & Technology	480	480	480	970	515	526
Business & Management	753	753	753	1 420	693	693
Social Sciences	335	335	335	677	353	352
Arts & Humanities	196	196	196	358	167	164
Total	2 162	2 162	2 162	4 206	2 095	2 095

(b) HKBU

Broad APC	2009/10	2010/11	2011/12	2012/13^	2013/14	2014/15
Medicine, Dentistry & Health	45	45	45	90	45	45
Sciences	235	235	235	449	214	214
Business & Management	241	241	241	487	246	246
Social Sciences	381	381	381	735	355	355
Arts & Humanities	290	290	290	580	290	290
Education	69	69	69	148	73	73
Total	1 261	1 261	1 261	2 489	1 223	1 223

(c) LU

Broad APC	2009/10	2010/11	2011/12	2012/13^	2013/14	2014/15
Business & Management	226	201	192	356	177	177
Social Sciences	157	139	132	252	128	128
Arts & Humanities	276	260	256	498	248	248
Total	659	600	580	1 106	553	553

(d) CUHK

Broad APC	2009/10	2010/11	2011/12	2012/13^	2013/14	2014/15
Medicine, Dentistry & Health	412	412	412	1 044	522	522
Sciences	645	625	627	1 230	619	619
Engineering & Technology	408	424	424	919	480	480
Business & Management	558	569	569	1 177	589	589
Social Sciences	509	509	509	1 056	540	540
Arts & Humanities	408	409	414	843	430	430
Education	58	66	71	138	68	68
Total	2 997	3 014	3 025	6 406	3 247	3 247

(e) HKIEd

Broad APC	2009/10	2010/11	2011/12	2012/13[^]	2013/14	2014/15
Sciences	62	77	74	152	77	77
Business & Management	-	2	2	3	3	3
Social Sciences	15	24	25	55	34	34
Arts & Humanities	237	293	322	539	244	244
Education	154	171	187	493	263	263
Total	468	568	610	1 242	621	621

(f) PolyU

Broad APC	2009/10	2010/11	2011/12	2012/13[^]	2013/14	2014/15
Medicine, Dentistry & Health	434	434	434	1 231	611	611
Sciences	282	283	284	579	304	304
Engineering & Technology	702	706	706	1 312	624	624
Business & Management	579	581	582	1 115	533	533
Social Sciences	63	63	63	128	65	65
Arts & Humanities	237	237	237	431	199	199
Total	2 297	2 304	2 306	4 797	2 337	2 337

(g) HKUST

Broad APC	2009/10	2010/11	2011/12	2012/13[^]	2013/14	2014/15
Sciences	508	499	502	1 070	554	554
Engineering & Technology	610	595	586	1 173	579	579
Business & Management	688	690	693	1 323	618	618
Social Sciences	38	53	57	183	126	126
Arts & Humanities	-	13	15	40	24	24
Education	5	5	5	-	-	-
Total	1 847	1 855	1 857	3 789	1 901	1 901

(h) HKU

Broad APC	2009/10	2010/11	2011/12	2012/13[^]	2013/14	2014/15
Medicine, Dentistry & Health	487	487	487	1 112	570	570
Sciences	440	440	440	910	461	461
Engineering & Technology	594	594	594	1 214	622	622
Business & Management	248	251	251	542	272	272
Social Sciences	562	565	567	1 232	623	623
Arts & Humanities	373	373	374	779	403	403
Education	106	106	106	177	71	71
Total	2 809	2 816	2 819	5 965	3 023	3 023

Notes:

- [^] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in decimal figures. In the above tables, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.

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

EDB304

Question Serial No.

2341

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 the implementation of the new four-year undergraduate curriculum in the 2012/13 academic year, the provision for 2013-14 is 5.3% lower than the revised estimate for last year. However, the UGC Secretariat still plans to have an increase of 3 posts in the coming year. What are the reasons and justifications? What are the ranks of these 3 new posts? What area of work and specific duties are involved for each of these posts?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

Total provision for the University Grants Committee (UGC) in the 2013-14 financial year, which includes both recurrent and non-recurrent expenditure items, is 5.3% lower than the revised estimate for 2012-13. This is mainly due to a reduction in the non-recurrent provision in 2013-14 as a result of a decrease in the estimated funding requirement of the Sixth Matching Grant Scheme. The recurrent provision for the UGC in 2013-14 is higher than the revised estimate for 2012-13 by 7.9%.

Three civil service posts, including one Senior Executive Officer (SEO) post, one Executive Officer I (EOI) post and one Assistant Clerical Officer (ACO) post, will be created for the UGC Secretariat in 2013-14. The SEO post will replace an existing non-civil service contract post to provide continual executive support for the assessment and monitoring of various research funding schemes. The EOI and ACO posts will be required to support the formulation and implementation of new competitive research funding schemes for the local self-financing degree sector.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB305**

Question Serial No.

2356

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

The number of non-local students pursuing UGC-funded programmes increased from 8 392 in the 2008/2009 academic year to 10 770 in the 2011/2012 academic year. In this connection, please advise on the following:

- a. Number of non-local students pursuing UGC-funded programmes from 2008 to 2012, broken down by the following countries:

Region / Year	2008/2009 Academic Year	2009/2010 Academic Year	2010/2011 Academic Year	2011/2012 Academic Year
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
South-East Asia				
South America				
North America				
Others				

- b. Among those listed above, the number of non-local students pursuing UGC-funded undergraduate programmes, broken down by the following countries:

Region / Year	2008/2009 Academic Year	2009/2010 Academic Year	2010/2011 Academic Year	2011/2012 Academic Year
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
South-East Asia				
South America				
North America				
Others				

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

(a) and (b)

The number of non-local students in UGC-funded programmes by place of origin from 2008/09 to 2011/12 is set out in the following table:

Place of Origin	Academic Year			
	2008/09	2009/10	2010/11	2011/12
(a) All UGC-funded programmes				
The Mainland of China	7 713	8 429	8 724	8 936
Taiwan	26	41	76	142
Japan and Korea	42	92	211	330
Other parts of Asia	349	463	663	883
Russia	*	3	7	13
European Union	67	142	183	220
Other European Countries	72	19	32	39
Africa	23	29	40	37
Oceania	8	14	17	19
Central and South America	15	25	31	35
North America	67	76	91	115
Others	10	-	-	-
(b) UGC-funded undergraduate programmes				
The Mainland of China	4 348	4 562	4 638	4 583
Taiwan	8	23	54	110
Japan and Korea	34	79	186	299
Other parts of Asia	244	334	481	648
Russia	*	2	6	9
European Union	42	91	109	122
Other European Countries	46	13	23	28
Africa	13	19	22	20
Oceania	3	5	7	7
Central and South America	14	19	22	22
North America	33	44	50	66
Others	5	-	-	-

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. The above statistics are compiled based on prevailing classification when collecting the data from institutions.
3. * There was no breakdown figure for the country prior to 2009/10.
4. '-' denotes 'nil'.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

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

EDB306

Question Serial No.

2578

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 requirement and shortfall of student hostel places in various institutions, please provide the following information:

- (a) What is the shortfall of hostel places for local and non-local students in each institution in the past 5 years (i.e. 2008-09 to 2012-13)? Please provide information on the annual requirement for hostel places by local and non-local students pursuing subsidised and non-subsidised programmes as well as the shortfall of such places;
- (b) Please provide information on the unit cost of hostel places of each institution and the criteria for working out the number of hostel places, including the length of accommodation offered for various categories of students according to their place of origin, level of study, and funding mode of programmes;
- (c) In 2012-13, a total of \$12.2 billion under the capital grants was committed to capital projects. In 2013-14, \$11.57 billion has been earmarked for capital projects. Please provide information on all works projects to be undertaken in the year, specifying names of institutions, expenditure involved, planned use and completion date of each project. Which works projects among these are related to the provision of student hostel places?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The publicly-funded hostel places are provided for students of University Grants Committee (UGC)-funded programmes. There is no provision of publicly-funded hostel places for students of self-financing programmes. The total requirements and the additional requirements above the prevailing level of supply for publicly-funded hostel places in the 2008/09 to 2012/13 academic years are at **Annex A**.
- (b) The unit cost of a student hostel place depends mainly on the prevailing construction cost in the market and the site conditions. In a recent student hostel project, the estimated cost, taking into account all associated facilities, is about \$480,000 per hostel place in September 2012 prices. The Government funds up to 75% of the capital cost of the approved level of publicly-funded student hostel provision, with the remainder to be met by the respective institutions using their own sources of private funding.

Under the prevailing hostel policy, UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. The UGC strives to provide its funded institutions with publicly-funded hostel places according to the above calculation criteria. The allocation of student hostel places to individual students is a matter within institutional autonomy. However, institutions should ensure that publicly-funded hostel places are allocated only to students of publicly-funded programmes to avoid cross-subsidisation of the self-financing activities of institutions. Institutions allocate publicly-funded and privately-funded hostel places to their students according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from local and non-local students.

- (c) The details of capital works projects of UGC-funded institutions with expenditure in the 2013-14 financial year are at **Annex B**.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

¹ The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided 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) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

(A) Requirements for publicly-funded hostel places by UGC-funded institutions under prevailing hostel policy*

Institution	2008/09 Academic Year	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year
City University of Hong Kong	4 637	4 676	4 674	4 282	4 649
Hong Kong Baptist University	2 287	2 268	2 270	2 254	2 493
Lingnan University	1 070	1 070	1 070	1 070	1 300
The Chinese University of Hong Kong	5 963	6 097	6 209	6 289	7 139
The Hong Kong Institute of Education	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	4 965	5 058	5 067	4 754	5 187
The Hong Kong University of Science and Technology	3 765	3 826	3 879	4 250	4 889
The University of Hong Kong	5 745	5 896	5 931	6 391	7 494
Total	30 432	30 891	31 100	31 290	35 151

(B) Additional requirements for publicly-funded hostel places above the level of supply at the time*

Institution	2008/09 Academic Year	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year
City University of Hong Kong	1 851	1 164	1 188	797	1 164
Hong Kong Baptist University	576	557	559	544	633
Lingnan University	70	-	-	-	-
The Chinese University of Hong Kong	458	592	554	107	957
The Hong Kong Institute of Education	-	-	-	-	-
The Hong Kong Polytechnic University	1 961	404	413	100	533
The Hong Kong University of Science and Technology	759	119	172	669	938
The University of Hong Kong	60	204	239	666	1 769
Total	5 735	3 040	3 125	2 883	5 994

* The requirements in the 2008/09 to 2010/11 academic years are calculated assuming that institutions had a non-local student ratio of 10%. The requirements in the 2011/12 and 2012/13 academic years are calculated based on the actual enrolment ratio of non-local students in the respective academic years.

Capital works projects of UGC-funded institutions

Project Code	Project Title/Planned Use	Approved Project Estimate (\$ million)	2013-14 Estimate (\$ million)	Planned/ Actual Completion Date
<i>The Chinese University of Hong Kong</i>				
8047EF	Stabilisation of slopes within the university campus, phase 13	75.5	14	Jun 2014
8049EF	Student amenity centre	206.5	24.7	Jan 2013 [#]
8050EF	Extension to the existing University Library at Central Campus	251.7	15.8	Aug 2012 [#]
8051EF	An integrated teaching building	176	14.048	Jul 2012 [#]
8052EF	Centralized general research laboratory complex (block 1) in Area 39	455.8	19.447	Jan 2012 [#]
8053EF*	1 500-place student hostel	466.4	60	Feb 2013 [#]
8054EF	Two integrated teaching buildings	741.8	50	Aug 2012 [#]
<i>The University of Hong Kong</i>				
8053EG*	1 800-place student residences at Lung Wah Street, Kennedy Town	643.6	46	Sep 2012 [#]
8054EG	Centennial Campus, phase 1 (academic building)	1,099.8	44.79	Sep 2012 [#]
8055EG	Centennial Campus, phase 2 (two academic buildings)	937.4	40.57	Sep 2012 [#]
<i>Hong Kong Baptist University (HKBU)</i>				
8020EH	Baptist University Road campus development (academic building)	945.1	63	Sep 2012 [#]
<i>City University of Hong Kong</i>				
8020EJ	Multi-media Building, stage 2 (academic building)	437	11	Nov 2010 [#]
8023EJ*	Student hostel, phase 4 (700 places)	182	2	Dec 2011 [#]
8024EJ	Academic and administration building	888.5	125	Feb 2013 [#]
<i>The Hong Kong Polytechnic University</i>				
8026EK	Phase 8 development (academic building)	1,337.4	90	Mar 2013 [#]
8027EK	Innovation Tower (academic building)	621.5	85	Aug 2013
8028EK*	Student hostel, phase 3	522.1	26	Jul 2012 [#]
<i>The Hong Kong University of Science and Technology (HKUST)</i>				
8010EL	New academic building	668.5	35	Apr 2013 [#]
8012EL	Institute for Advanced Study (academic building)	187.2	25	Apr 2013 [#]
8013EL*	701-place student residences	201.3	12.437	Dec 2012 [#]
8014EL	Research and Academic Building	360.2	120	May 2014
8015EL*	Tseung Kwan O Joint Student Hostel (370 places for HKUST and 150 places for HKBU)	198.3	50	Dec 2014

Note

* Capital projects to provide student hostel places.

[#] For completed projects, the estimates in 2013-14 are mainly for procurement of furniture and equipment, and settlement of final accounts.

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

EDB307

Question Serial No.

2579

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 expenditure on salaries and the recruitment of staff of the UGC-funded institutions, please provide the following information:

- (a) Please list out the increase/decrease in teaching manpower and expenditure of each of the institutions in 2012/13 in relation to the implementation of the four-year normative curriculum and advise on the estimated teaching manpower and expenditure for 2013/14. Is there any increase or decrease in comparison to 2012/13? What are the reasons?
- (b) 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 2010/11 to 2012/13 academic years. Please also provide the estimated figures for the 2013/14 academic year.
- (c) Please list out the increase/decrease in the number of senior staff, the expenditure on salaries involved and the percentage of such expenditure in the overall expenditure in each of the funded institutions from the 2010/11 to 2012/13 academic years. Please also provide the estimated figures for the 2013/14 academic year.
- (d) Please list out that of the expenditures on salaries and benefits of each institution from the 2010/11 to 2012/13 academic years and the estimated expenditures in the 2013/14 academic year, how much was or will be funded by public funding and income other than public funds respectively?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The New Academic Structure (NAS) was smoothly implemented in the higher education sector in September 2012. To cope with the increase of students arising from the implementation of the NAS and the admission of the double cohorts, the University Grants Committee (UGC)-funded institutions had been recruiting additional academic and administrative staff so as to ensure that sufficient manpower would be in place well before September 2012.

According to the institutions, the increase in the number of academic staff for the preparation and implementation of the four-year undergraduate curriculum is set out at Annex A. Some institutions have already reached the recruitment target, while the recruitment efforts of some other institutions are still ongoing.

The net change in manpower between the 2012/13 and 2013/14 academic years will be affected by the natural attrition/retirement of staff, and institutions are not able to make an accurate estimate at this moment.

Arising from the implementation of the NAS and the increase in undergraduate student numbers, UGC recurrent grants for its funded institutions will increase by more than \$3 billion, from \$11.3 billion in the 2011/12 academic year to \$15 billion in the 2014/15 academic year, the bulk of which is allocated in the form of block grants. Funding for staff remuneration is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. UGC is therefore unable to identify and attribute the expenditure on the staff recruited for the implementation of the NAS.

- (b) The total number and respective percentage of staff on contract and substantive appointment in the 2010/11, 2011/12 and 2012/13 academic years as provided by the eight UGC-funded institutions are set out at **Annex B**. The breakdown between staff on temporary contract and term contract, and between academic and administrative / support staff, is not readily available. Meanwhile, the percentage of staff changes for each of the UGC-funded institutions from the 2010/11 academic year through the 2012/13 academic year is at **Annex C**.

There is no estimate made for the 2013/14 academic year.

- (c) The change in the number of senior staff by institution from the 2010/11 academic year through the 2012/13 academic year is at **Annex D**.

There is no estimate made for the 2013/14 academic year. As regards expenditure on salaries of senior staff, as the UGC has not sought to control for funding purposes the senior to junior ratio of staff in the institution since the delinking of salary scales in 2003, the information is not available.

- (d) As mentioned above, the bulk of the Government subvention to the eight UGC-funded institutions is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). As such, it is not possible to ascertain the expenditure on staff salaries and benefits that is publicly-funded.

However, as an indication and according to information provided by the eight institutions, their total expenditure in the 2010/11 and 2011/12 academic years was \$16,403.1 million and \$17,417.7 million respectively, 73% of which was related to expenditure on staff salaries and benefits. For the same two years, Government subvention and other public funding amounted to \$12,676.5 million and \$12,917.0 million, which contributed to 74% and 77% of the institutions' total income respectively, with the remainder from tuition fees and other miscellaneous sources. Information for the 2012/13 and 2013/14 academic years are not yet available.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

Overall increase in the number of staff of the eight UGC-funded institutions for the preparation and implementation of the new academic structure

Institutions	Number of additional academic staff for the new academic structure (position as at late 2012)	
	previously planned by institutions	already in post by late 2012
CityU	103	92
HKBU	52	51
LU	14	14
CUHK	186	186
HKIEd	16	16
PolyU	124	104
HKUST	109	72
HKU	190	166

Legend:

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

Number and Percentage of Staff on Contract and Substantive Appointment in UGC-funded Institution

2012/13 Academic Year (provisional figures)

Institution	Contract staff with offer of appointment for three years or less per contract		Contract staff with offer of appointment for more than three years per contract		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 305	46.0%	5	0.2%	1 526	53.8%
HKBU	747	53%	0	0%	652	47%
LU	213	40.9%	149	28.6%	159	30.5%
CUHK	2 271	52%	28	1%	2 064	47%
HKIEd	555	49.6%	92	8.2%	471	42.2%
PolyU	884	29.8%	81	2.7%	2 006	67.5%
HKUST	923	39.1%	19	0.8%	1 421	60.1%
HKU	2 704	57.0%	121	2.6%	1 919	40.4%

2011/12 Academic Year

Institution	Contract staff with offer of appointment for three years or less per contract		Contract staff with offer of appointment for more than three years per contract		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 262	46.4%	5	0.2%	1 453	53.4%
HKBU	674	51.6%	0	0%	632	48.4%
LU	169	36.6%	133	28.8%	160	34.6%
CUHK	2 023	49.1%	30	0.7%	2 065	50.1%
HKIEd	549	52.3%	44	4.2%	456	43.5%
PolyU	751	26.4%	39	1.4%	2 060	72.3%
HKUST	742	33.9%	19	0.9%	1 429	65.3%
HKU	2 537	55.1%	116	2.5%	1 955	42.4%

2010/11 Academic Year

Institution	Contract staff with offer of appointment for three years or less per contract		Contract staff with offer of appointment for more than three years per contract		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 283	46.5%	5	0.2%	1 469	53.3%
HKBU	641	50%	0	0%	631	50%
LU	189	41%	100	22%	170	37%
CUHK	1 971	48%	26	1%	2 109	51%
HKIEd	555	54.2%	22	2.1%	448	43.7%
PolyU	645	22%	46	2%	2 223	76%
HKUST	721	33.1%	9	0.4%	1 448	66.5%
HKU	2 543	54.6%	111	2.4%	2 004	43%

Legend:

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

Note:

For CityU, HKBU and HKIEd, figures exclude research, honorary and part-time staff; for HKUST, figures exclude part-time and honorary staff.

Staff Changes in UGC-funded Institutions

Institution	2010/11 Total Staff No.	2011/12 Total Staff No.	2012/13 Total Staff No. (provisional figures)	Changes between 2010/11 and 2011/12		Estimated changes between 2011/12 and 2012/13	
				No.	% change	No.	% change
CityU	2 757	2 750	2 836	-7	-0.3%	86	3.1%
HKBU	1 272	1 306	1 399	34	2.7%	93	7.1%
LU	459	462	521	3	0.7%	59	12.8%
CUHK	4 106	4 118	4 363	12	0.3%	245	5.9%
HKIEd	1 025	1 070	1 118	45	4.4%	48	4.5%
PolyU	2 869	2 931	2 971	62	2.2%	40	1.4%
HKUST	2 178	2 190	2 363	12	0.6%	173	7.9%
HKU	4 658	4 608	4 744	-50	-1.1%	136	3.0%

Legend:

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

Senior Staff Changes in UGC-funded Institutions

Institution	2010/11 No. of senior staff	2011/12 No. of senior staff	2012/13 No. of senior staff (provisional figures)	Changes between 2010/11 and 2011/12	Changes between 2011/12 and 2012/13
CityU	298	308	338	+10	+30
HKBU	138	137	135	-1	-2
LU	50	49	53	-1	+4
CUHK	346	340	329	-6	-11
HKIED	122	113	112	-9	-1
PolyU	442	429	444	-13	+15
HKUST	318	325	326	+7	+1
HKU	347	342	360	-5	+18

Note: Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

Legend:

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

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

EDB308

Question Serial No.

2580

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 respect of the senior year undergraduate programmes provided by the UGC-funded institutions, please provide the following information:

- (a) In the past five years (2008/09-2012/13), what is the number of publicly-funded senior year undergraduate articulation places offered by the Government in various institutions and what is the distribution of disciplines? What is the number of self-financing articulation places offered, the distribution of disciplines and the school fees?
- (b) In the past five years, what is the respective number of publicly-funded senior year undergraduate articulation places offered by each institution? Regarding the students taken in by the institutions for the undergraduate articulation programmes, please list, by institution, the institutions from which these students completed their sub-degree programmes. What is the academic performance of these sub-degree graduates in the undergraduate articulation programmes as compared to other students?
- (c) The number of publicly-funded senior year undergraduate places will be gradually increased from 3 974 in the 2011/12 academic year to 8 000 in the 2015/16 academic year. In this connection, please advise on the number of places to be increased in each year and the distribution of disciplines.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The approved number of the UGC-funded senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded institutions by discipline in the past five years from the 2008/09 to 2012/13 academic years is at Annex A.

According to the information provided by the UGC-funded institutions, the number and average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes, with breakdown by institution, for the 2008/09 to 2012/13 academic years are at Annex B.

- (b) The number of the UGC-funded senior year undergraduate intake places allocated to the UGC-funded institution in the past five years is at Annex A. The actual number of intakes of UGC-funded senior year undergraduate programmes by the type of institution previously studied from which the highest qualification was achieved before entering the senior year programme is at Annex C.

According to the UGC-funded institutions, they have not conducted any systematic research to analyze the relative performance of senior year undergraduate students. That said, some individual faculties/departments, in view of their own needs, have conducted studies on an ad hoc basis to keep track of the academic performance of the senior year students after their first year of study in respective programmes. As advised by the institutions which have conducted such studies, the overall performance of the senior year students is generally on par with other students.

- (c) The approved number of the UGC-funded senior year undergraduate places (including intake/penultimate year places and final year places) allocated to the UGC-funded institutions by discipline from the 2011/12 to 2014/15 academic years is set out at Annex D.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Approved Senior Year Undergraduate Intake Places (in full-time equivalent term)
of UGC-funded Programmes, 2008/09 to 2012/13**

Institution	Programme/Discipline	2008/09	2009/10	2010/11	2011/12	2012/13
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	149	149	149	149	124
	Bachelor of Arts/Bachelor of Science	-	-	-	-	72
	Bachelor of Business Administration	286	286	286	286	286
	Bachelor of Engineering	40	31	31	31	51
	Bachelor of Science	53	62	62	62	78
	Bachelor of Social Sciences	156	156	156	156	184
	Sub-total	684	684	684	684	795
HKBU	Bachelor of Arts	59	59	59	59	76
	Bachelor of Business Administration	42	42	42	42	58
	Bachelor of Science	31	31	31	31	38
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46	46	46	61
	Sub-total	178	178	178	178	233
LU	Bachelor of Arts	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28
	Sub-total	124	124	124	124	124
CUHK	Bachelor of Arts	34	34	34	34	34
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	30
	Bachelor of Nursing	-	-	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	15	15	15	15	65
	Bachelor of Social Sciences	6	6	6	6	36
	Sub-total	95	95	155	155	235
HKIED	Bachelor of Arts	-	-	-	-	13
	Bachelor of Social Sciences	-	-	-	-	7
	Sub-total	-	-	-	-	20

Institution	Programme/Discipline	2008/09	2009/10	2010/11	2011/12	2012/13
		Penultim ate Year (Intake)	Penultim ate Year (Intake)	Penultim ate Year (Intake)	Penultim ate Year (Intake)	Penultim ate Year (Intake)
PolyU	Bachelor of Arts	220	226	226	226	299
	Bachelor of Business Administration	22	48	48	48	54
	Bachelor of Business Administration/Bachelor of Science	89	85	85	85	93
	Bachelor of Engineering	102	93	93	93	100
	Bachelor of Science	261	242	242	242	259
	Sub-total	694	694	694	694	805
HKUST	Bachelor of Business Administration	-	-	-	-	15
	Bachelor of Engineering	57	57	57	57	65
	Bachelor of Science	-	-	-	-	20
	Sub-total	57	57	57	57	100
HKU	Bachelor of Arts	30	27	27	27	35
	Bachelor of Engineering	-	-	-	-	20
	Bachelor of Nursing	-	-	-	-	25
	Bachelor of Science	50	48	48	48	65
	Bachelor of Social Sciences	15	20	20	20	30
	Sub-total	95	95	95	95	175
Total		1 927	1 927	1 987	1 987	2 487

Notes:

1. 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

2. HKIED started to have senior year places as from 2012/13.

**Full-time Locally-accredited Self-financing Top-up Degree Programmes
offered by UGC-funded Institutions
for the 2008/09 to 2012/13 Academic Years**

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2008/09	CityU	Bachelor of Arts	164	75,000
		Bachelor of Science	60	63,000 – 78,750
	HKBU	Bachelor of Commerce	80	63,000
		Bachelor of Social Sciences	145	63,000
	LU	Bachelor of Arts	12	80,000
		Bachelor of Business Administration	17	80,000
		Bachelor of Social Sciences	11	80,000
	PolyU	Bachelor of Arts	350	57,000 – 60,000
		Bachelor of Engineering	110	65,100 – 66,150
		Bachelor of Science	205	60,200 – 74,400
2009/10	CityU	Bachelor of Arts	51	75,000
		Bachelor of Science	45	67,200
		Bachelor of Social Sciences	83	67,200
	HKBU	Bachelor of Arts	60	63,000
		Bachelor of Commerce	85	63,000
		Bachelor of Social Sciences	80	63,000
	LU	Bachelor of Arts	35	80,000
		Bachelor of Business Administration	30	80,000
		Bachelor of Social Sciences	20	80,000
	PolyU	Bachelor of Arts	590	57,000 – 60,000
		Bachelor of Business Administration	160	71,400
		Bachelor of Engineering	110	65,100 – 66,150
		Bachelor of Science	190	60,200 – 75,600

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2010/11	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
2011/12	CityU	Bachelor of Arts	134	75,000 – 80,100
		Bachelor of Design	120	72,000
		Bachelor of Science	140	75,000
		Bachelor of Social Sciences	80	85,200
	HKBU	Bachelor of Arts	110	63,000 – 67,200
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	230	63,000
	HKIEd	Bachelor of Health Education	50	63,000
	PolyU	Bachelor of Arts	960	60,000 – 63,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 81,250
		Bachelor of Science	135	76,250 – 78,750

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2012/13	CityU	Bachelor of Arts	564	75,000 – 90,300
		Bachelor of Business Administration	200	78,750
		Bachelor of Design	120	72,000
		Bachelor of Science	100	78,000
		Bachelor of Social Sciences	158	90,300
	HKBU	Bachelor of Arts	155	63,000 – 69,300
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	275	63,000 – 66,150
	CUHK	Bachelor of Business	185	117,600
	HKIEd	Bachelor of Arts	3	85,867
		Bachelor of Health Education	68	84,000
		Bachelor of Music	6	81,900
		Bachelor of Science Education	15	82,500 – 93,600
		Bachelor of Social Science Education	12	79,267
	PolyU	Bachelor of Arts	1 085	65,100 – 100,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 85,000
		Bachelor of Science	330	73,750 – 100,000
	HKU	Bachelor of Commerce	40	72,000

Notes:

- | | | | |
|-------|--------------------------------------|-------|--------------------------------------|
| CityU | City University of Hong Kong | HKBU | Hong Kong Baptist University |
| CUHK | The Chinese University of Hong Kong | HKIEd | The Hong Kong Institute of Education |
| PolyU | The Hong Kong Polytechnic University | HKU | The University of Hong Kong |
- The above table includes top-up degree programmes and senior-year places of degree programmes available for sub-degree graduates.

**Actual Intakes of UGC-funded Senior Year Undergraduate Programmes by Type of Institution
Previously Studied from which the Highest Qualification was Achieved before Entering the Senior
Year Programme, 2008/09 to 2012/13**

(headcount)

Institution	Academic Year	Own Institution and Respective Community College(s)	Other UGC-funded Institutions and Their Community Colleges	Other Local Institutions	Others (including Non-local Colleges / Universities / Institutions)	Total
CityU	2008/09	375 (58.0%)	224 (34.7%)	47 (7.3%)	-	646 (100.0%)
	2009/10	407 (61.6%)	217 (32.8%)	37 (5.6%)	-	661 (100.0%)
	2010/11	434 (64.8%)	185 (27.6%)	51 (7.6%)	-	670 (100.0%)
	2011/12	378 (56.7%)	238 (35.7%)	51 (7.6%)	-	667 (100.0%)
	2012/13*	390 (52.1%)	318 (42.5%)	40 (5.3%)	1 (0.1%)	749 (100.0%)
HKBU	2008/09	68 (38.0%)	88 (49.2%)	23 (12.8%)	-	179 (100.0%)
	2009/10	65 (36.5%)	94 (52.8%)	19 (10.7%)	-	178 (100.0%)
	2010/11	49 (27.5%)	108 (60.7%)	21 (11.8%)	-	178 (100.0%)
	2011/12	50 (28.1%)	106 (59.6%)	22 (12.4%)	-	178 (100.0%)
	2012/13*	94 (40.7%)	109 (47.2%)	25 (10.8%)	3 (1.3%)	231 (100.0%)
LU	2008/09	67 (54.9%)	49 (40.2%)	3 (2.5%)	3 (2.5%)	122 (100.0%)
	2009/10	60 (47.6%)	58 (46.0%)	5 (4.0%)	3 (2.4%)	126 (100.0%)
	2010/11	70 (56.5%)	51 (41.1%)	2 (1.6%)	1 (0.8%)	124 (100.0%)
	2011/12	65 (52.4%)	52 (41.9%)	4 (3.2%)	3 (2.4%)	124 (100.0%)
	2012/13*	73 (59.3%)	46 (37.4%)	1 (0.8%)	3 (2.4%)	123 (100.0%)
CUHK	2008/09	21 (22.3%)	63 (67.0%)	10 (10.6%)	-	94 (100.0%)
	2009/10	18 (18.9%)	68 (71.6%)	7 (7.4%)	2 (2.1%)	95 (100.0%)
	2010/11	30 (19.4%)	114 (73.5%)	9 (5.8%)	2 (1.3%)	155 (100.0%)
	2011/12	32 (20.6%)	119 (76.8%)	4 (2.6%)	-	155 (100.0%)
	2012/13*	49 (21.0%)	174 (74.7%)	10 (4.3%)	-	233 (100.0%)
HKIED	2012/13*	2 (10.0%)	18 (90.0%)	-	-	20 (100.0%)
PolyU	2008/09	515 (73.0%)	88 (12.5%)	101 (14.3%)	1 (0.1%)	705 (100.0%)
	2009/10	567 (74.9%)	93 (12.3%)	97 (12.8%)	-	757 (100.0%)
	2010/11	576 (76.9%)	86 (11.5%)	85 (11.3%)	2 (0.3%)	749 (100.0%)
	2011/12	589 (77.8%)	96 (12.7%)	72 (9.5%)	-	757 (100.0%)
	2012/13*	695 (79.7%)	87 (10.0%)	90 (10.3%)	-	872 (100.0%)
HKUST	2008/09	-	14 (40.0%)	21 (60.0%)	-	35 (100.0%)
	2009/10	-	16 (28.1%)	41 (71.9%)	-	57 (100.0%)
	2010/11	-	35 (61.4%)	22 (38.6%)	-	57 (100.0%)
	2011/12	-	42 (73.7%)	15 (26.3%)	-	57 (100.0%)
	2012/13*	-	91 (91.0%)	9 (9.0%)	-	100 (100.0%)
HKU	2008/09	54 (58.1%)	38 (40.9%)	1 (1.1%)	-	93 (100.0%)
	2009/10	50 (52.6%)	42 (44.2%)	1 (1.1%)	2 (2.1%)	95 (100.0%)
	2010/11	59 (59.6%)	34 (34.3%)	1 (1.0%)	5 (5.0%)	99 (100.0%)
	2011/12	66 (64.7%)	33 (32.4%)	1 (1.0%)	2 (2.0%)	102 (100.0%)
	2012/13*	83 (47.2%)	92 (52.3%)	1 (0.6%)	-	176 (100.0%)
All Institutions	2008/09	1 100 (58.7%)	564 (30.1%)	206 (11.0%)	4 (0.2%)	1 874 (100.0%)
	2009/10	1 167 (59.3%)	588 (29.9%)	207 (10.5%)	7 (0.4%)	1 969 (100.0%)
	2010/11	1 218 (59.9%)	613 (30.2%)	191 (9.4%)	10 (0.5%)	2 032 (100.0%)
	2011/12	1 180 (57.8%)	686 (33.6%)	169 (8.3%)	5 (0.2%)	2 040 (100.0%)
	2012/13*	1 386 (55.4%)	935 (37.3%)	176 (7.0%)	7 (0.3%)	2 504 (100.0%)

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

1. The figures refer to students enrolled into the approved UGC-funded senior year intake places and having sub-degree qualification as their highest qualification achieved.
2. Figures in brackets denote percentage share to respective total number of intakes.
3. The figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes nil.
5. '*' Provisional figures.
6. HKIEd did not have approved senior year places before 2012/13.

Approved Senior Year Undergraduate Places (in full-time equivalent terms) of UGC-funded Programmes, 2011/12 to 2014/15

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	149	149	124	149	185	124	269	185
	Bachelor of Arts/Bachelor of Science	-	-	72	-	72	72	90	72
	Bachelor of Business Administration	286	286	286	286	286	286	347	286
	Bachelor of Engineering	31	31	51	31	64	51	167	64
	Bachelor of Science	62	62	78	62	87	78	115	87
	Bachelor of Social Sciences	156	156	184	156	233	184	321	233
	Sub-total	684	684	795	684	927	795	1 309	927
HKBU	Bachelor of Arts	59	59	76	59	92	76	126	92
	Bachelor of Business Administration	42	42	58	42	74	58	106	74
	Bachelor of Science	31	31	38	31	45	38	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46	61	46	77	61	107	77
	Sub-total	178	178	233	178	288	233	398	288
LU	Bachelor of Arts	52	52	52	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28	28	28	28
	Sub-total	124	124	124	124	124	124	124	124

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CUHK	Bachelor of Arts	34	34	34	34	65	34	73	65
	Bachelor of Business Administration	10	10	10	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	30	30	32	30
	Bachelor of Nursing	60	60	60	60	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	15	15	65	15	105	65	151	105
	Bachelor of Social Sciences	6	6	36	6	45	36	59	45
	Sub-total	155	155	235	155	315	235	385	315
HKIEd	Bachelor of Arts	-	-	13	-	27	13	34	27
	Bachelor of Social Sciences	-	-	7	-	14	7	46	14
	Sub-total	-	-	20	-	41	20	80	41
PolyU	Bachelor of Arts	226	226	299	226	336	299	216	336
	Bachelor of Arts/Bachelor of Science	-	-	-	-	-	-	365	-
	Bachelor of Business Administration	48	48	54	48	62	54	-	62
	Bachelor of Business Administration/Bachelor of Science	85	85	93	85	103	93	241	103
	Bachelor of Engineering	93	93	100	93	151	100	40	151
	Bachelor of Engineering/Bachelor of Science	-	-	-	-	-	-	235	-
	Bachelor of Science	242	242	259	242	285	259	222	285
	Sub-total	694	694	805	694	937	805	1 319	937

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
HKUST	Bachelor of Business Administration	-	-	15	-	15	15	15	15
	Bachelor of Engineering	57	57	65	57	65	65	65	65
	Bachelor of Science	-	-	20	-	20	20	20	20
	Sub-total	57	57	100	57	100	100	100	100
HKU	Bachelor of Arts	27	27	35	27	50	35	50	50
	Bachelor of Business Administration	-	-	-	-	-	-	30	-
	Bachelor of Engineering	-	-	20	-	30	20	30	30
	Bachelor of Nursing	-	-	25	-	25	25	25	25
	Bachelor of Science	48	48	65	48	110	65	110	110
	Bachelor of Social Sciences	20	20	30	20	40	30	40	40
	Sub-total	95	95	175	95	255	175	285	255
Total		1 987	1 987	2 487	1 987	2 987	2 487	4 000	2 987

Notes:

1. 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

2. HKIED did not have approved senior year places before 2012/13.

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

EDB309

Question Serial No.

2581

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 funding expenditure of the University Grants Committee (UGC) on research, please provide the following information:

1. In the past five years (from 2008/09 to 2012/13), what were the number of projects and amount of provisions under UGC and other government sources used for research purposes each year? Please list by institutions the research funding secured through the competitive process administered by UGC/ Research Grants Council (RGC).
2. Please list by departments of institutions the number of projects and amount of provisions under UGC and other government sources used for research purposes in each of the past five years. What was the research funding secured by respective departments through the competitive process administered by UGC/ RGC?
3. How many research projects had been terminated prematurely in the past five years? What were the reasons and the funds involved?
4. Please provide details of the staff establishment, minimum salary point, mode of employment and wastage of research assistants and senior research assistants of various funded institutions in the past five years.
5. The Government set up an \$18 billion Research Endowment Fund in 2009 and injected another sum of \$5 billion in 2012. Please provide details of the investment income, financial expenditure, administrative expenses and the balance of the Fund in each of the past five years. What was and will be the amount of research grant provided for UGC-funded institutions and the amount of research fund open to local self-financing degree sector for competition in 2012/13 and 2013/14?

Asked by: Hon. IP Kin-yuen

Reply:

- 1&2 According to information provided by the UGC-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the past four academic years (2008/09 to 2011/12) is listed at Annex A. Information in respect of the 2012/13 academic year is not yet available as such information will only be reported by institutions after the completion of 2012/13 academic year. We do not have ready information from the institutions on the number of projects funded from various Government sources and the breakdown of provisions by academic department of institution.

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2008/09 to 2012/13), with breakdown by institution, is listed below. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

Institution	2008/09 (\$ million)	2009/10 (\$ million)	2010/11 (\$ million)	2011/12 (\$ million)	2012/13 ^(Note 1) (\$ million)
City University of Hong Kong	84.1	70.1	74.9	78.7	83.2
Hong Kong Baptist University	23.0	23.1	40.4	29.9	47.0
Lingnan University	2.3	2.1	3.6	4.0	5.9
The Chinese University of Hong Kong	132.7	264.5	180.8	246.0	189.7
Hong Kong Institute of Education	2.5	8.4	5.4	13.7	13.9
The Hong Kong Polytechnic University	71.0	87.3	84.2	90.4	90.2
The Hong Kong University of Science and Technology	106.2	139.0	116.7	161.3	204.3
The University of Hong Kong	169.5	500.4	204.7	357.3	317.6
Total ^(Note 2)	591.1	1,095.0	710.7	981.1	951.8

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2008/09 to 2012/13), with breakdown by broad subject category, is listed below.

Broad Subject Category	2008/09 (\$ million)	2009/10 (\$ million)	2010/11 (\$ million)	2011/12 (\$ million)	2012/13 ^(Note 1) (\$ million)
Business	-	40.8	46.9	63.3	62.1
Engineering	176.0	283.6	190.5	204.1	261.1
Humanities and Social Sciences	104.0 ^(Note 3)	100.6	83.5	99.5	107.7
Biology and Medicine	194.5	364.3	250.7	415.1	364.5
Physical Sciences	116.7	305.7	139.2	199.2	156.4
Total ^(Note 2)	591.1	1,095.0	710.7	981.1	951.8

Note 1 Position up to 15 March 2013.

Note 2 Figures may not add up due to rounding.

Note 3 The figure was the total funding for the then Humanities, Social Sciences and Business Studies Panel. The Panel was split into Business Studies Panel and Humanities and Social Sciences Panel starting from 2009/10.

- The total number of research projects monitored by the UGC and RGC, as well as the number of research projects terminated from the 2008/09 to 2012/13 academic years are as follows:

Academic Year	No. of projects monitored by UGC/ RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC/ RGC (\$ million)
2008/09	4 445	35 (0.79%)	16.2	7.6
2009/10	4 342	24 (0.55%)	13.2	5.9
2010/11	4 530	6 (0.13%)	2.8	0.8
2011/12	4 751	13 (0.27%)	9.2	1.3
2012/13 ^(Note 4)	5 144	11 (0.21%)	7.0	2.6

Note 4 Position up to 15 March 2013

The reasons for terminating the 89 projects in the past five academic years (2008/09 to 2012/13) are as follows:

Reason	Number
Departure of the Principal Investigators from UGC-funded institutions	57
Principal Investigators on no-pay leave	20
Progress reports overdue	10
Change of eligibility status of Principal Investigators	2

4. The staff establishment, minimum salary points, modes of employment and turnover rates of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the past five academic years, are set out at Annex B.
5. The annual investment income, research grants, administrative expenses and fund balance since the establishment of the Research Endowment Fund (REF) in 2009 are as follows:

	For the period / year ended ^(Note 5)			
	31 August 2009 (\$ million)	31 August 2010 (\$ million)	31 August 2011 (\$ million)	31 August 2012 (\$ million)
Investment income	\$476	\$1,088	\$1,164	\$1,190
Research grants	\$0	\$136	\$673	\$787
Administrative expenses	\$0	\$0	\$2	\$2
Fund balance	\$18,476	\$19,428	\$19,917	\$25,318 ^(Note 6)

Note 5 Information for the year ended 31 August 2013 is not yet available.

Note 6 A further \$5 billion was injected into the REF in 2012 as per Finance Committee paper ref: FCR(2011-12)67.

In the 2012/13 academic year (up to 15 March 2013), the amount of Government research grants secured by UGC-funded institutions on a competitive basis is \$951.8 million, including funding from annual recurrent subvention to the RGC and the investment income from the REF. The outcomes of competitive research funding schemes in the 2013/14 academic year are not yet available. Investment income of \$3 billion of the injection into the REF will provide for new competitive research funds for the local self-financing degree sector. Assuming an annual return in the order of 5%, an amount of about \$150 million will be available.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

Funding Received by UGC-funded Institutions from the Government Utilized for Research Purposes
(2008/09 to 2011/12)

2008/09

Institution	From UGC / RGC (\$ million)	From other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	574.7	24.9	599.7
Hong Kong Baptist University	294.7	6.0	300.7
Lingnan University	79.1	1.1	80.2
The Chinese University of Hong Kong	1,127.7	150.1	1,277.8
Hong Kong Institute of Education	169.9	22.0	191.9
The Hong Kong Polytechnic University	763.8	58.1	821.9
The Hong Kong University of Science and Technology	620.4	32.1	652.5
The University of Hong Kong	1,462.7	99.0	1,561.6
Total	5,092.9	393.3	5,486.2

2009/10

Institution	From UGC / RGC (\$ million)	From other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	579.9	24.9	604.8
Hong Kong Baptist University	292.7	8.9	301.7
Lingnan University	81.2	2.1	83.2
The Chinese University of Hong Kong	1,128.5	152.2	1,280.7
Hong Kong Institute of Education	135.0	25.3	160.3
The Hong Kong Polytechnic University	707.6	69.9	777.5
The Hong Kong University of Science and Technology	690.9	41.2	732.1
The University of Hong Kong	1,529.3	129.4	1,658.7
Total	5,145.1	453.9	5,599.0

2010/11

Institution	From UGC / RGC (\$ million)	From other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	597.2	31.5	628.7
Hong Kong Baptist University	280.3	11.9	292.2
Lingnan University	86.8	1.7	88.5
The Chinese University of Hong Kong	1,180.2	171.3	1,351.5
Hong Kong Institute of Education	150.2	26.7	176.9
The Hong Kong Polytechnic University	660.8	86.6	747.4
The Hong Kong University of Science and Technology	634.1	58.5	692.6
The University of Hong Kong	1,534.6	147.9	1,682.5
Total	5,124.1	536.2	5,660.3

2011/12

Institution	From UGC / RGC (\$ million)	From other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	637.8	29.8	667.7
Hong Kong Baptist University	300.5	16.1	316.7
Lingnan University	95.5	2.1	97.6
The Chinese University of Hong Kong	1,246.1	170.0	1,416.1
Hong Kong Institute of Education	162.3	4.2	166.6
The Hong Kong Polytechnic University	632.2	74.0	706.1
The Hong Kong University of Science and Technology	693.2	51.4	744.6
The University of Hong Kong	1,646.7	154.1	1,800.8
Total	5,414.4	501.8	5,916.2

Note:

1. Figures are based on information provided by UGC-funded institutions.
2. Figures may not add up to total due to rounding.

**Staff establishment, minimum salary point, mode of employment and turnover rate
of Research Assistants and Senior Research Assistants in UGC-funded institutions
in the 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 academic years**

2008/09

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	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 with contracts of one year or less			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 with contracts of one year or less
CityU	15.6%	-	197	20	296	14.9%	-	95	10	89
HKBU	15%	-	35	7	174	10%	-	34	1	96
LU	0%	-	2	0	0	77%	-	6	0	0
CUHK	10%	-	122	3	38	0%	-	0	0	0
HKIED	20.3%	-	73	4	120	22.9%	-	23	1	24
PolyU	14%	-	205	36	339	16%	-	127	30	160
HKUST	9%	-	12	0	171	0%	-	0	0	0
HKU	21.6%	-	66	8	647	17.6%	-	29	3	93

2009/10

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	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 with contracts of one year or less			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 with contracts of one year or less
CityU	17.7%	9,225	187	17	328	10.8%	16,860	118	9	133
HKBU	12%	8,000	44	6	275	8.9%	20,000	40	1	105
LU	0%	11,515	1	0	0	14%	19,835	8	0	0
CUHK	8%	14,025	119	5	36	0%	N/A	0	0	0
HKIED	22.4%	12,400	57	32	125	8.4%	14,875	30	10	43
PolyU	22.6%	10,000	147	25	267	17.1%	13,000	91	23	132
HKUST	15.7%	9,000	15	0	200	0%	N/A	0	0	0
HKU	6.9%	11,955	67	6	677	5.0%	23,475	35	3	83

2010/11

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	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 with contracts of one year or less			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 with contracts of one year or less
CityU	14.6%	9,225	184	23	306	14.2%	16,860	111	13	115
HKBU	13.1%	8,000	61	5	269	9.9%	20,000	33	0	109
LU	0%	14,065	1	0	1	50%	20,450	4	0	0
CUHK	11%	14,340	172	12	122	N/A	N/A	0	0	0
HKIEd	17.4%	12,400	59	17	119	25%	14,875	26	1	37
PolyU	21.4%	10,000	108	23	248	14.8%	14,000	63	14	133
HKUST	14.4%	9,235	24	2	230	N/A	N/A	0	0	0
HKU	11.7%	12,020	69	3	738	4.3%	12,760	24	2	91

2011/12

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	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 with contracts of one year or less			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 with contracts of one year or less
CityU	14.6%	9,350	231	17	293	16.9%	17,050	92	7	102
HKBU	12.9%	8,700	57	2	304	8.1%	21,400	40	2	118
LU	0%	21,175	1	0	0	20%	22,520	6	0	0
CUHK	9.5%	14,420	193	18	71	N/A	N/A	0	0	0
HKIEd	14.6%	13,200	70	20	136	6.8%	15,825	22	8	44
PolyU	19.30%	10,000	30	8	247	15.38%	14,000	21	8	140
HKUST	15.8%	9,285	21	2	212	N/A	N/A	0	0	0
HKU	7.8%	12,760	77	0	723	3.2%	25,060	28	1	95

2012/13 (provisional figures)

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	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 with contracts of one year or less			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 with contracts of one year or less
CityU	12.4%	10,030	167	12	393	10.7%	18,290	70	4	132
HKBU	9.7%	8,700	40	5	192	6.3%	21,400	28	1	67
LU	0%	12,365	2	0	1	50%	25,655	6	0	0
CUHK	4.6%	15310	157	11	127	N/A	N/A	0	0	0
HKIEd	9.7%	14,000	57	13	137	17%	19,100	15	3	29
PolyU	6.75%	10,000	26	9	276	5.84%	14,000	17	7	130
HKUST	9.8%	9,900	17	1	203	N/A	N/A	0	0	0
HKU	8.8%	13,500	105	1	692	6.1%	26,515	31	2	82

Legend:

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 calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

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

EDB310

Question Serial No.

2586

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 expenditure of the University Grants Committee on postgraduate programmes and postgraduate students, please provide the following information:

- (a) The estimated student numbers of research postgraduate and taught postgraduate programmes in 2013-14 are lower than the figures in 2012-13. What are the reasons?
- (b) For the past five years (from 2008-09 to 2012-13), regarding the taught postgraduate programmes offered by funded institutions, the number of full-time and part-time places provided in each year; the number of funded and non-funded places in each institution; expenditure on funded places by institution and department; tuition fee of non-funded places by institution and department; and the respective numbers and percentages of students from Hong Kong, the Mainland and other countries by institution, funded place and non-funded place.
- (c) For the past five years, regarding the research postgraduate programmes offered by funded institutions, the number of places in master's and doctoral programmes provided in each year; the number of full-time and part-time places; the number of funded and non-funded places in each institution; expenditure on funded places by institution and department; tuition fee of non-funded places by institution and department; the respective numbers and percentages of funded place students from Hong Kong, the Mainland and other countries in each institution.
- (d) Please list out the fellowship schemes under the University Grants Committee for non-local students only, local students only and for both local and non-local students in the past five years. Please give a breakdown of the number of students awarded the fellowships and the amount of money involved by fellowship scheme.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The approved student number targets for the University Grants Committee (UGC)-funded research postgraduate (RPg) and taught postgraduate (TPg) programmes will generally be maintained at around 5 600 and 2 200 per annum throughout the 2012/13 to 2014/15 triennium. Institutions are allowed to enroll RPg and TPg students up to 40% and 20% respectively over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedure. Over the years, institutions have been exercising this flexibility in over-enrolment to support their research projects and sustain their internationalization efforts. In the 2012/13 academic year, the estimated actual enrolment of RPg and TPg students are 6 773 and 2 428 respectively (as stated in page 905 of the Estimates). Similarly, the actual numbers of RPg and TPg students in the 2013/14 academic year are likely to exceed the approved student number targets.
- (b) The approved student numbers of UGC-funded TPg programmes (in full-time equivalent terms) by institution and mode of study for the 2008/09 to 2012/13 academic years are at [Annex A](#). We do not have ready information about the planned number of intakes of self-financing TPg programmes. The

actual student enrolment numbers of the publicly-funded TPg programmes for the 2008/09 to 2012/13 academic years and the self-financing TPg programmes offered by the UGC-funded institutions for the 2010/11 and 2011/12 academic years by institution and place of origin are set out at Annex B.

Based on information reported by the UGC-funded institutions, the average student unit cost per annum of a UGC-funded TPg place for the 2011/12 academic year was \$204,000, the bulk of which was subsidized by recurrent grants from the UGC. Funding for publicly-funded TPg places is subsumed under the block grants to institutions without precise requirements as to how they should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. The UGC is therefore unable to identify and attribute the actual expenditure on specific programmes.

According to the information provided by institutions, the tuition fees of the self-financing TPg programmes offered by the UGC-funded institutions by institution and broad academic programme category (APC) for the 2011/12 and 2012/13 academic years are at Annex C. We do not have ready information from institutions regarding the actual expenditures involved in self-financing TPg programmes.

- (c) The approved student numbers of UGC-funded RPg programmes (in full-time equivalent terms) by institution for the 2008/09 to 2012/13 academic years are at Annex A. Institutions generally do not have a planned number of intakes of self-financing RPg programmes. The actual student enrolment numbers of the UGC-funded RPg programmes for the 2008/09 to 2012/13 academic years by institution and place of origin are set out at Annex D. The actual student enrolment numbers of the self-financing RPg programmes for the 2010/11 and 2011/12 academic years by institutions are also set out at Annex D.

Based on information reported by the UGC-funded institutions, the average student unit cost per annum of a UGC-funded RPg place for the 2011/12 academic year was \$516,000, the bulk of which was subsidized by recurrent grants from the UGC. Funding for publicly-funded RPg places is subsumed under the block grants to institutions without precise requirements as to how they should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. The UGC is therefore unable to identify and attribute the actual expenditure on specific programmes.

According to institutions, the tuition fees of the self-financing RPg programmes offered by the UGC-funded institutions by institution and broad APC for the 2011/12 and 2012/13 academic years are at Annex E. We do not have ready information from institutions regarding the actual expenditures involved in self-financing RPg programmes.

- (d) The Hong Kong PhD Fellowship Scheme, which was established in 2009, is open to applications from both local and non-local students who wish to pursue their PhD programmes in the UGC-funded institutions in Hong Kong. The Fellowship provides each awardee a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years.

The number of awardees since the establishment of the scheme is tabulated below:

Academic Year	No. of Awardees
2010/11	106
2011/12	116
2012/13	165
2013/14	figures not yet available

The UGC does not maintain any fellowship schemes specifically for either non-local students or local students only.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Approved Student Numbers of UGC-funded Postgraduate Programmes
by Institution and Level of Study, 2008/09 to 2012/13**

Full-time equivalent numbers

Academic Year	Level of Study/ Mode of Study	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2008/09	Taught Postgraduate	53	355	-	700	490	38	-	798	2 434
	<i>Full-time</i>	53	55	-	375	115	-	-	569	1 167
	<i>Part-time</i>	-	300	-	325	375	38	-	229	1 267
	Research Postgraduate^	421	160	42	1 378	-	431	961	1 372	4 765
2009/10	Taught Postgraduate	53	300	-	633	450	15	-	750	2 201
	<i>Full-time</i>	53	20	-	330	105	15	-	491	1 014
	<i>Part-time</i>	-	280	-	303	345	-	-	259	1 187
	Research Postgraduate^	470	178	44	1 457	10	487	1 033	1 465	5 144
2010/11	Taught Postgraduate	53	280	-	670	430	15	-	795	2 243
	<i>Full-time</i>	53	20	-	330	105	15	-	516	1 039
	<i>Part-time</i>	-	260	-	340	325	-	-	279	1 204
	Research Postgraduate^	483	185	45	1 501	20	504	1 079	1 508	5 325
2011/12	Taught Postgraduate	53	280	-	670	430	15	-	795	2 243
	<i>Full-time</i>	53	20	-	263	105	13	-	508	962
	<i>Part-time</i>	-	260	-	407	325	2	-	287	1 281
	Research Postgraduate^	506	197	49	1 557	31	534	1 132	1 583	5 589
2012/13	Taught Postgraduate	53	253	-	740	450	15	-	771	2 281
	<i>Full-time</i>	53	10	-	385	142	15	-	504	1 109
	<i>Part-time</i>	-	243	-	355	308	-	-	267	1 172
	Research Postgraduate^	496	199	58	1 563	35	533	1 121	1 590	5 595

Notes:

- Figures may not add up to the corresponding totals owing to rounding
- '-' denotes nil.
- 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
- ^ RPg places are allocated to institutions in full-time equivalent terms without differentiating whether it is allocated to Doctor of Philosophy (PhD) or Master of Philosophy (MPhil) programmes, nor part-time/full-time basis. As for those awardees under the Hong Kong PhD Fellowship Scheme, they should be enrolled to PhD programmes on full-time basis.

**Student Enrolment of UGC-funded Taught Postgraduate Programmes
by Institution and Place of Origin, 2008/09 to 2012/13**

headcount

Academic Year	Place of Origin	Institution							
		CityU	HKBU	CUHK	HKIED	PolyU	HKUST	HKU	Total
2008/09	Local students	46 (88.5%)	656 (100.0%)	1 083 (99.0%)	798 (98.6%)	237 (100.0%)	2 (100.0%)	1 071 (97.3%)	3 893 (98.5%)
	The Mainland of China	3 (5.8%)	-	9 (0.8%)	11 (1.4%)	-	-	16 (1.5%)	39 (1.0%)
	Other non-local students	3 (5.8%)	-	2 (0.2%)	-	-	-	14 (1.3%)	19 (0.5%)
	Total	52 (100.0%)	656 (100.0%)	1 094 (100.0%)	809 (100.0%)	237 (100.0%)	2 (100.0%)	1 101 (100.0%)	3 951 (100.0%)
2009/10	Local students	50 (89.3%)	596 (99.7%)	987 (99.5%)	807 (98.9%)	136 (100.0%)	-	982 (96.9%)	3 558 (98.5%)
	The Mainland of China	3 (5.4%)	2 (0.3%)	4 (0.4%)	9 (1.1%)	-	-	17 (1.7%)	35 (1.0%)
	Other non-local students	3 (5.4%)	-	1 (0.1%)	-	-	-	14 (1.4%)	18 (0.5%)
	Total	56 (100.0%)	598 (100.0%)	992 (100.0%)	816 (100.0%)	136 (100.0%)	-	1 013 (100.0%)	3 611 (100.0%)
2010/11	Local students	48 (92.3%)	529 (99.4%)	989 (98.8%)	865 (99.1%)	56 (100.0%)	-	1 026 (96.4%)	3 513 (98.2%)
	The Mainland of China	2 (3.8%)	3 (0.6%)	8 (0.8%)	8 (0.9%)	-	-	22 (2.1%)	43 (1.2%)
	Other non-local students	2 (3.8%)	-	4 (0.4%)	-	-	-	16 (1.5%)	22 (0.6%)
	Total	52 (100.0%)	532 (100.0%)	1 001 (100.0%)	873 (100.0%)	56 (100.0%)	-	1 064 (100.0%)	3 578 (100.0%)
2011/12	Local students	43 (81.1%)	529 (99.4%)	1 127 (98.9%)	858 (98.6%)	26 (100.0%)	-	1 016 (95.4%)	3 599 (97.6%)
	The Mainland of China	6 (11.3%)	3 (0.6%)	9 (0.8%)	10 (1.1%)	-	-	27 (2.5%)	55 (1.5%)
	Other non-local students	4 (7.5%)	-	4 (0.4%)	2 (0.2%)	-	-	22 (2.1%)	32 (0.9%)
	Total	53 (100.0%)	532 (100.0%)	1 140 (100.0%)	870 (100.0%)	26 (100.0%)	-	1 065 (100.0%)	3 686 (100.0%)
2012/13 [#]	Local students	45 (84.9%)	493 (99.8%)	1 202 (98.5%)	861 (99.2%)	16 (100.0%)	-	1 010 (94.4%)	3 627 (97.5%)
	The Mainland of China	3 (5.7%)	1 (0.2%)	13 (1.1%)	6 (0.7%)	-	-	39 (3.6%)	62 (1.7%)
	Other non-local students	5 (9.4%)	-	5 (0.4%)	1 (0.1%)	-	-	21 (2.0%)	32 (0.9%)
	Total	53 (100.0%)	494 (100.0%)	1 220 (100.0%)	868 (100.0%)	16 (100.0%)	-	1 070 (100.0%)	3 721 (100.0%)

Notes:

- The place of origin of non-local students is determined having regard to their nationality.
- '-' denotes nil.
- [#] Provisional figures
- Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.
- 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

**Student Enrolment (Headcount) of Self-financing Taught Postgraduate Programmes
Offered by UGC-funded Institutions by Institution and Place of Origin,
for the 2010/11 and 2011/12 Academic Years**

Academic Year	Place of Origin	headcount								
		Institution								Total
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	
2010/11	Local students	4 110 (82.1%)	1 729 (71.8%)	312 (72.6%)	6 816 (82.3%)	803 (80.8%)	6 582 (84.6%)	1 208 (51.2%)	6 314 (86.9%)	27 874 (80.7%)
	The Mainland of China	819 (16.4%)	658 (27.3%)	112 (26.0%)	1 278 (15.4%)	186 (18.7%)	1 120 (14.4%)	710 (30.1%)	728 (10.0%)	5 611 (16.3%)
	Other non-local students	79 (1.6%)	20 (0.8%)	6 (1.4%)	186 (2.2%)	5 (0.5%)	81 (1.0%)	442 (18.7%)	221 (3.0%)	1 040 (3.0%)
	Total	5 008 (100.0%)	2 407 (100.0%)	430 (100.0%)	8 280 (100.0%)	994 (100.0%)	7 783 (100.0%)	2 360 (100.0%)	7 263 (100.0%)	34 525 (100.0%)
2011/12	Local students	3 721 (73.7%)	1 597 (63.1%)	313 (69.9%)	6 868 (78.0%)	859 (75.9%)	6 202 (79.7%)	1 068 (45.0%)	6 474 (83.9%)	27 102 (75.6%)
	The Mainland of China	1 248 (24.7%)	902 (35.6%)	132 (29.5%)	1 725 (19.6%)	264 (23.3%)	1 469 (18.9%)	840 (35.4%)	889 (11.5%)	7 469 (20.8%)
	Other non-local students	80 (1.6%)	33 (1.3%)	3 (0.7%)	213 (2.4%)	9 (0.8%)	109 (1.4%)	463 (19.5%)	349 (4.5%)	1 259 (3.5%)
	Total	5 049 (100.0%)	2 532 (100.0%)	448 (100.0%)	8 806 (100.0%)	1 132 (100.0%)	7 780 (100.0%)	2 371 (100.0%)	7 712 (100.0%)	35 830 (100.0%)

Note:

1. Data on taught the postgraduate programmes broken down by local and non-local students for the 2009/10 academic year and before are not available.

**Tuition Fees of Self-financing Taught Postgraduate Programmes offered by UGC-funded Institutions
by Institution and Broad Academic Programme Category,
for the 2011/12 and 2012/13 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee for 2011/12	Total Tuition Fee for 2012/13
City University of Hong Kong	Arts & Humanities	80,100 – 171,720	80,100 – 180,900
	Business & Management	57,240 – 516,860	85,200 – 567,760
	Engineering & Technology	32,040 – 400,320	34,080 – 403,830
	Sciences	32,040 – 100,500	34,080 – 105,600
	Social Sciences	75,000 – 298,200	75,000 – 298,200
Hong Kong Baptist University	Arts & Humanities	14,000 – 225,000	14,000 – 225,000
	Business & Management	49,500 – 388,000	57,600 – 428,000
	Education	63,000 – 85,000	65,000 – 85,000
	Engineering & Technology	90,000	95,000
	Medicine, Dentistry & Health	100,000 – 104,000	100,000 – 104,000
	Sciences	84,000 – 214,500	89,000 – 130,000
	Social Sciences	84,000 – 98,000	84,000 – 110,000
Lingnan University	Arts & Humanities	58,000 – 72,000	64,000 – 72,000
	Business & Management	49,000 – 105,000	55,000 – 120,000
The Chinese University of Hong Kong	Arts & Humanities	68,000 – 126,300	72,000 – 126,300
	Business & Management	55,000 – 550,800	63,000 – 597,000
	Education	43,000 – 244,000	45,000 – 252,000
	Engineering & Technology	82,000 – 90,000	90,000 – 120,000
	Medicine, Dentistry & Health	42,500 – 354,256	45,000 – 442,000
	Sciences	68,000 – 136,800	72,000 – 144,000
	Social Sciences	72,000 – 288,000	75,000 – 288,000
The Hong Kong Institute of Education	Education	48,000 – 252,000	48,000 – 252,000
The Hong Kong Polytechnic University	Arts & Humanities	81,000 – 126,000	81,000 – 288,000
	Business & Management	76,000 – 556,000	81,000 – 556,000
	Engineering & Technology	67,800 – 336,000	81,000 – 336,000
	Medicine, Dentistry & Health	81,000 – 246,000	87,000 – 300,000
	Sciences	81,000 – 111,600	81,000 – 111,600
	Social Sciences	81,000 – 118,800	81,000 – 240,000
The Hong Kong University of Science and Technology	Arts & Humanities	64,800 – 74,400	75,000 – 80,000
	Business & Management	91,000 – 638,000^	98,000 – 688,000^
	Engineering & Technology	43,260 – 86,520	46,500 – 93,000
	Sciences	45,000 – 100,000	45,000 – 120,000
	Social Sciences	74,400 – 116,000	86,000 – 128,000

Institution	Broad Academic Programme Category	Total Tuition Fee for 2011/12	Total Tuition Fee for 2012/13
The University of Hong Kong	Arts & Humanities	30,000 – 139,020	30,000 – 139,020
	Business & Management	24,300 – 1,038,024	24,030 – 1,095,120
	Education	39,900 – 342,000	39,900 – 360,000
	Engineering & Technology	65,800 – 237,600	38,000 – 256,600
	Medicine, Dentistry & Health	23,000 – 952,800	19,820 – 1,051,200
	Sciences	28,800 – 129,600	28,800 – 129,600
	Social Sciences	24,000 – 252,000	31,800 – 273,600

Notes:

1. Taught postgraduate covers postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
2. “^” Executive Master of Business Administration jointly awarded by Kellogg School of Management, Northwestern University and the Hong Kong University of Science and Technology is excluded. The total tuition fee of this programme was HK\$1,115,000 and HK\$1,165,000 in 2011/12 and 2012/13 respectively.
3. Information on the tuition fees for the self-financing taught postgraduate programmes before the 2011/12 academic year are not available.

**Student Enrolment of UGC-funded Research Postgraduate Programme
by Institution and Place of Origin, 2008/09 to 2012/13**

headcount

Academic Year	Place of Origin	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2008/09	Local students	129 (26.4%)	110 (45.3%)	29 (58.0%)	678 (42.2%)	- (-)	195 (35.5%)	305 (29.3%)	974 (49.2%)	2 420 (40.6%)
	The Mainland of China	336 (68.9%)	131 (53.9%)	21 (42.0%)	897 (55.8%)	- (-)	324 (58.9%)	704 (67.6%)	911 (46.0%)	3 324 (55.8%)
	Other non-local students	23 (4.7%)	2 (0.8%)	- (-)	32 (2.0%)	- (-)	31 (5.6%)	32 (3.1%)	95 (4.8%)	215 (3.6%)
	Total	488 (100.0%)	243 (100.0%)	50 (100.0%)	1 607 (100.0%)	- (-)	550 (100.0%)	1 041 (100.0%)	1 980 (100.0%)	5 959 (100.0%)
2009/10	Local students	132 (23.0%)	75 (33.3%)	30 (52.6%)	645 (38.4%)	- (-)	204 (32.5%)	263 (24.9%)	890 (42.3%)	2 239 (35.4%)
	The Mainland of China	420 (73.0%)	149 (66.2%)	27 (47.4%)	997 (59.4%)	- (-)	392 (62.5%)	754 (71.3%)	1 091 (51.9%)	3 830 (60.6%)
	Other non-local students	23 (4.0%)	1 (0.4%)	- (-)	36 (2.1%)	- (-)	31 (4.9%)	41 (3.9%)	121 (5.7%)	253 (4.0%)
	Total	575 (100.0%)	225 (100.0%)	57 (100.0%)	1 678 (100.0%)	- (-)	627 (100.0%)	1 058 (100.0%)	2 102 (100.0%)	6 322 (100.0%)
2010/11	Local students	129 (19.5%)	69 (29.0%)	32 (54.2%)	603 (35.5%)	4 (40.0%)	191 (31.0%)	224 (20.7%)	804 (38.4%)	2 056 (31.8%)
	The Mainland of China	498 (75.5%)	153 (64.3%)	24 (40.7%)	1 053 (61.9%)	6 (60.0%)	383 (62.2%)	796 (73.5%)	1 128 (53.8%)	4 041 (62.5%)
	Other non-local students	33 (5.0%)	16 (6.7%)	3 (5.1%)	44 (2.6%)	- (-)	42 (6.8%)	63 (5.8%)	164 (7.8%)	365 (5.7%)
	Total	660 (100.0%)	238 (100.0%)	59 (100.0%)	1 700 (100.0%)	10 (100.0%)	616 (100.0%)	1 083 (100.0%)	2 096 (100.0%)	6 462 (100.0%)
2011/12	Local students	110 (16.2%)	56 (25.2%)	26 (41.9%)	568 (32.8%)	8 (27.6%)	166 (27.2%)	167 (14.3%)	704 (34.0%)	1 805 (27.5%)
	The Mainland of China	524 (77.3%)	148 (66.7%)	26 (41.9%)	1 109 (64.0%)	18 (62.1%)	390 (63.9%)	902 (77.4%)	1 181 (57.1%)	4 298 (65.4%)
	Other non-local students	44 (6.5%)	18 (8.1%)	10 (16.1%)	57 (3.3%)	3 (10.3%)	54 (8.9%)	97 (8.3%)	185 (8.9%)	468 (7.1%)
	Total	678 (100.0%)	222 (100.0%)	62 (100.0%)	1 734 (100.0%)	29 (100.0%)	610 (100.0%)	1 166 (100.0%)	2 071 (100.0%)	6 572 (100.0%)
2012/13 [#]	Local students	97 (14.2%)	57 (24.1%)	21 (32.3%)	515 (28.7%)	9 (25.0%)	154 (24.5%)	151 (12.3%)	651 (30.2%)	1 655 (24.3%)
	The Mainland of China	521 (76.3%)	150 (63.3%)	29 (44.6%)	1 208 (67.4%)	22 (61.1%)	407 (64.7%)	960 (78.4%)	1 289 (59.8%)	4 586 (67.2%)
	Other non-local students	65 (9.5%)	30 (12.7%)	15 (23.1%)	69 (3.9%)	5 (13.9%)	68 (10.8%)	114 (9.3%)	214 (9.9%)	580 (8.5%)
	Total	683 (100.0%)	237 (100.0%)	65 (100.0%)	1 792 (100.0%)	36 (100.0%)	629 (100.0%)	1 225 (100.0%)	2 155 (100.0%)	6 822 (100.0%)

Notes:

- Research postgraduate figures include only students funded by UGC within normal study periods.
- The place of origin of non-local students is determined having regard to their nationality.
- '-' denotes nil.
- [#] Provisional figures
- Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.
- 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

**Student Enrolment (Headcount) of Self-financing Research Postgraduate Programmes
Offered by UGC-funded Institutions by Institution, 2010/11 and 2011/12**

Institution	2010/11	2011/12
Hong Kong Baptist University	7	14
The Chinese University of Hong Kong	12	7
The Hong Kong University of Science and Technology	3	16
The University of Hong Kong	421	390
All institutions	443	427

Note:

1. Data on research postgraduate programmes for the 2009/10 academic year and before are not available.

**Tuition Fees of Self-financing Research Postgraduate Programmes Offered by
UGC-funded Institutions by Institutions and Broad Academic Programme Category,
for the 2011/12 and 2012/13 Academic Years**

Institution	Broad Academic Programme Category	Total Tuition Fee for 2011/12	Total Tuition Fee for 2012/13
Hong Kong Baptist University	Arts & Humanities	144,000 – 252,600	144,000 – 252,600
	Business & Management		
	Sciences		
	Social Sciences		
The Hong Kong University of Science and Technology	Engineering & Technology	84,000	160,000
	Sciences		-
The University of Hong Kong	Arts & Humanities	151,500 – 227,250	151,500 – 227,250
	Business & Management		
	Education		
	Engineering & Technology		
	Medicine, Dentistry & Health		
	Sciences		
	Social Sciences		

Notes:

1. Research postgraduate programmes include MPhil and PhD programmes. The tuition fees above are based on normal programme duration.
2. Information on tuition fees for the self-financing research postgraduate programmes before the 2011/12 academic year are not available.

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

EDB311

Question Serial No.

2588

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 respect of the undergraduate programmes by the University Grants Committee (UGC), please provide the following information:

1. The reasons why the estimated number of students taking undergraduate programmes in 2013/14 is lower than that of 2012/13, and the estimated number of First-Year-First-Degree (FYFD) places in 2013/14 is lower than that of 2011/12;
2. A breakdown by institution and by year in the past five years (i.e. from 2008/09 to 2012/13) information on the numbers of students taking undergraduate programmes in each class; the numbers of students attending whole-day and half-day programmes; the yearly unit cost, numbers of students and total expenditures of funded degree programmes of each department; the numbers of self-financing undergraduate programmes and the tuition fees; the numbers and percentages of local students, Mainland students and students from other regions among the intake;
3. The numbers of approved intake, total intake, local students and non-local students from over-enrolment in FYFD by funded institutions in the past five years;
4. The numbers and percentages of students admitted by respective institutions through the Joint University Programmes Admissions System (JUPAS) and the non-JUPAS routes in the past five years. Among those admitted through the non-JUPAS routes, the numbers and percentages of students with sub-degree qualifications or equivalent or other qualifications, and the numbers and percentages of non-local students.

Asked by: Hon. IP Kin-yuen

Reply:

1. The approved student number targets for the University Grants Committee (UGC)-funded undergraduate programmes will increase from 67 432 in the 2012/13 academic year to 68 883 in the 2013/14 academic year. Similarly, the approved number of first-year-first-degree (FYFD) places have increased from 14 620 in the 2011/12 academic year to 15 000 per annum in the 2012/13 to 2014/15 triennium.

Institutions are allowed to enroll undergraduate students up to 20% over and above the approved student numbers. Over the years, institutions have been exercising this flexibility in over-enrolment to admit non-local students, to sustain their internationalization efforts. The actual number of undergraduate students were 75 397 in the 2012/13 academic year, while the actual number of students admitted to FYFD places were 16 354 in the 2011/12 academic year. Similarly, it is likely that the actual number of undergraduate students, including students admitted to FYFD places, will again exceed the approved student numbers in the 2013/14 academic year.

2. Student enrolment of the UGC-funded undergraduate programmes by institution and mode of study from the 2008/09 to 2012/13 academic years is at [Annex A](#). Student enrolment of UGC-funded undergraduate programmes by institution and broad academic programme category (APC) from the 2008/09 to 2012/13 academic years is at [Annex B](#). The number of students enrolled in the UGC-funded undergraduate programmes by institution and place of origin from the 2008/09 to 2012/13 academic years are at [Annex C](#).

The bulk of the cost of publicly funded degree programmes is subsidized by recurrent grant from UGC. Funding for publicly-funded degree places is subsumed under the block grant to institutions without precise requirements as to how they should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. UGC is unable to identify and attribute the actual expenditure on specific programmes. As reported by the institutions, the average student unit costs of the undergraduate places (the bulk of which is funded by UGC recurrent grants), grouped into three broad APCs, for the 2008/09 to 2011/12 academic years are tabulated below. The average student unit costs for the 2012/13 academic year are not yet available.

Broad APCs	Average Student Unit Cost (\$)			
	2008/09	2009/10	2010/11	2011/12
A Medicine & Dentistry	683,000	635,000	598,000	585,000
B Engineering & Laboratory Based Studies	275,000	256,000	253,000	263,000
C Others	200,000	189,000	188,000	199,000
Overall	240,000	225,000	222,000	233,000

According to the information provided by institutions, the number and the average tuition fees of the full-time locally-accredited self-financing first-year-first-degree programmes offered by the UGC-funded institutions for the 2008/09 to 2012/13 academic years is at [Annex D](#). The actual intakes of full-time locally-accredited self-financing first-year-first-degree programmes offered by the UGC-funded institutions by institution and place of origin for the 2008/09 to 2011/12 academic years is at [Annex E](#).

3. The approved student number targets and the actual intake of students admitted to UGC-funded FYFD places by place of origin from 2008/09 to 2012/13 are at [Annex E](#). Over-enrolment refers to the intake of students over and above the approved student number targets. Non-local students are primarily admitted through over-enrolment.
4. The number and percentages of local students admitted to the UGC-funded FYFD places by JUPAS and non-JUPAS routes (including holders with sub-degree or equivalent qualifications) from the 2008/09 to 2012/13 academic years is at [Annex G](#). Please refer to [Annex F](#) for the number and percentages of non-local students.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

Annex A**Student Enrolment of UGC-funded Undergraduate Programmes
by Institution and Mode of Study, 2008/09 to 2012/13**

Academic Year	Mode of Study	headcount								
		Institution								
		CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	Total;
2008/09	Full-time	8 278	4 697	2 336	10 730	2 237	9 327	5 939	10 237	53 781
	Part-time	56	-	-	13	1 182	18	-	-	1 269
	Total	8 334	4 697	2 336	10 743	3 419	9 345	5 939	10 237	55 050
2009/10	Full-time	8 531	4 743	2 338	11 012	2 372	9 785	6 004	10 343	55 128
	Part-time	14	-	-	-	1 463	5	-	-	1 482
	Total	8 545	4 743	2 338	11 012	3 835	9 790	6 004	10 343	56 610
2010/11	Full-time	8 617	4 786	2 233	11 213	2 647	9 920	6 151	10 492	56 059
	Part-time	3	-	-	-	1 503	-	-	-	1 506
	Total	8 620	4 786	2 233	11 213	4 150	9 920	6 151	10 492	57 565
2011/12	Full-time	8 594	4 793	2 152	11 504	2 925	9 945	6 389	10 619	56 921
	Part-time	-	-	-	-	1 491	-	-	-	1 491
	Total	8 594	4 793	2 152	11 504	4 416	9 945	6 389	10 619	58 412
2012/13 [#]	Full-time	11 008	6 255	2 622	15 285	3 783	12 955	8 626	14 316	74 850
	Part-time	-	-	-	-	1 503	-	-	-	1 503
	Total	11 008	6 255	2 622	15 285	5 286	12 955	8 626	14 316	76 353

Notes:

1. '-' denotes nil.
2. [#] Provisional figures
3. [^] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
4. 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

**Student Enrolment of UGC-funded Undergraduate Programmes
by Institution and Broad Academic Programme Category, 2008/09 to 2012/13**

headcount

Academic Year	Institution	Broad Academic Programme Category							
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total
2008/09	CityU	-	1 496	1 641	2 978	1 470	748	-	8 334
	HKBU	210	837	-	883	1 412	1 030	325	4 697
	LU	-	-	-	812	536	988	-	2 336
	CUHK	1 560	1 971	1 401	2 268	1 784	1 557	202	10 743
	HKIEd	-	298	-	35	47	1 217	1 822	3 419
	PolyU	1 480	1 086	2 907	2 686	248	938	-	9 345
	HKUST	-	1 617	2 099	2 002	206	-	16	5 939
	HKU	1 824	1 800	1 870	967	2 199	1 219	357	10 237
	Total	5 074	9 106	9 918	12 631	7 901	7 697	2 722	55 050
2009/10	CityU	-	1 496	1 621	3 060	1 573	796	-	8 545
	HKBU	206	860	-	872	1 400	1 049	356	4 743
	LU	-	-	-	809	535	994	-	2 338
	CUHK	1 651	2 036	1 383	2 265	1 908	1 541	228	11 012
	HKIEd	-	377	-	22	54	1 293	2 089	3 835
	PolyU	1 544	1 195	2 999	2 782	295	975	-	9 790
	HKUST	-	1 632	2 142	2 024	190	-	18	6 004
	HKU	1 918	1 677	1 924	1 004	2 149	1 279	392	10 343
	Total	5 319	9 273	10 069	12 837	8 103	7 927	3 082	56 610
2010/11	CityU	-	1 516	1 679	3 034	1 565	826	-	8 620
	HKBU	203	850	-	871	1 383	1 084	395	4 786
	LU	-	-	-	779	525	929	-	2 233
	CUHK	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
	HKIEd	-	423	-	9	69	1 329	2 319	4 150
	PolyU	1 619	1 244	2 975	2 780	311	992	-	9 920
	HKUST	-	1 714	2 177	2 029	211	-	19	6 151
	HKU	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
	Total	5 615	9 423	10 118	12 841	8 231	7 962	3 375	57 565
2011/12	CityU	-	1 480	1 650	3 036	1 581	846	-	8 594
	HKBU	204	858	-	881	1 361	1 106	383	4 793
	LU	-	-	-	740	510	902	-	2 152
	CUHK	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
	HKIEd	-	486	-	2	94	1 511	2 323	4 416
	PolyU	1 657	1 316	3 020	2 681	298	972	-	9 945
	HKUST	-	1 800	2 206	2 103	245	18	18	6 389
	HKU	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
	Total	5 935	9 696	10 150	12 841	8 267	8 117	3 406	58 412

Academic Year	Institution	Broad Academic Programme Category							
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total
2012/13 [#]	CityU	7	1 909	2 219	3 832	1 877	1 165	-	11 008
	HKBU	259	1 088	-	1 171	1 793	1 476	468	6 255
	LU	-	-	-	880	611	1 131	-	2 622
	CUHK	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
	HKIEd	-	576	-	16	119	1 774	2 801	5 286
	PolyU	2 466	1 613	3 800	3 427	373	1 275	-	12 955
	HKUST	-	2 817	2 349	2 293	510	645	12	8 626
	HKU	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316
	Total	8 263	12 887	12 996	16 127	10 837	11 096	4 146	76 353

Notes:

1. Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in 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.
2. '-' denotes nil.
3. [#] Provisional figures
4. 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

**Student Enrolment of UGC-funded Undergraduate Programmes
by Institution and Place of Origin, 2008/09 to 2012/13**

Academic year	Place of Origin	Institution								headcount
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2008/09	Local students	7 693 (92.3%)	4 294 (91.4%)	2 157 (92.3%)	9 829 (91.5%)	3 227 (94.4%)	8 548 (91.5%)	5 286 (89.0%)	9 226 (90.1%)	50 260 (91.3%)
	The Mainland of China	607 (7.3%)	399 (8.5%)	153 (6.5%)	797 (7.4%)	192 (5.6%)	748 (8.0%)	559 (9.4%)	893 (8.7%)	4 348 (7.9%)
	Other non-local students	34 (0.4%)	4 (0.1%)	26 (1.1%)	117 (1.1%)	- (-)	49 (0.5%)	94 (1.6%)	118 (1.2%)	442 (0.8%)
	Total	8 334	4 697	2 336	10 743	3 419	9 345	5 939	10 237	55 050
2009/10	Local students	7 858 (92.0%)	4 307 (90.8%)	2 136 (91.4%)	10 030 (91.1%)	3 608 (94.1%)	8 899 (90.9%)	5 345 (89.0%)	9 236 (89.3%)	51 419 (90.8%)
	The Mainland of China	636 (7.4%)	428 (9.0%)	180 (7.7%)	848 (7.7%)	227 (5.9%)	818 (8.4%)	517 (8.6%)	908 (8.8%)	4 562 (8.1%)
	Other non-local students	51 (0.6%)	8 (0.2%)	22 (0.9%)	134 (1.2%)	- (-)	73 (0.8%)	142 (2.4%)	199 (1.9%)	629 (1.1%)
	Total	8 545	4 743	2 338	11 012	3 835	9 790	6 004	10 343	56 610
2010/11	Local students	7 905 (91.7%)	4 341 (90.7%)	2 021 (90.5%)	10 205 (91.0%)	3 904 (94.1%)	8 971 (90.4%)	5 411 (88.0%)	9 209 (87.8%)	51 967 (90.3%)
	The Mainland of China	624 (7.2%)	437 (9.1%)	191 (8.6%)	852 (7.6%)	242 (5.8%)	848 (8.5%)	497 (8.1%)	947 (9.0%)	4 638 (8.1%)
	Other non-local students	91 (1.1%)	8 (0.2%)	21 (0.9%)	156 (1.4%)	4 (0.1%)	101 (1.0%)	243 (4.0%)	336 (3.2%)	960 (1.7%)
	Total	8 620	4 786	2 233	11 213	4 150	9 920	6 151	10 492	57 565
2011/12	Local students	7 891 (91.8%)	4 334 (90.4%)	1 962 (91.2%)	10 383 (90.3%)	4 200 (95.1%)	8 993 (90.4%)	5 573 (87.2%)	9 162 (86.3%)	52 498 (89.9%)
	The Mainland of China	590 (6.9%)	450 (9.4%)	169 (7.9%)	911 (7.9%)	211 (4.8%)	801 (8.1%)	474 (7.4%)	977 (9.2%)	4 583 (7.8%)
	Other non-local students	113 (1.3%)	9 (0.2%)	21 (1.0%)	210 (1.8%)	5 (0.1%)	151 (1.5%)	342 (5.4%)	480 (4.5%)	1 331 (2.3%)
	Total	8 594	4 793	2 152	11 504	4 416	9 945	6 389	10 619	58 412
2012/13 [^] #	Local students	10 001 (90.9%)	5 596 (89.5%)	2 436 (92.9%)	13 650 (89.3%)	5 061 (95.7%)	11 675 (90.1%)	7 443 (86.3%)	12 092 (84.5%)	67 954 (89.0%)
	The Mainland of China	794 (7.2%)	648 (10.4%)	158 (6.0%)	1 317 (8.6%)	218 (4.1%)	1 059 (8.2%)	668 (7.7%)	1 453 (10.1%)	6 315 (8.3%)
	Other non-local students	213 (1.9%)	11 (0.2%)	28 (1.1%)	318 (2.1%)	7 (0.1%)	221 (1.7%)	515 (6.0%)	771 (5.4%)	2 084 (2.7%)
	Total	11 008	6 255	2 622	15 285	5 286	12 955	8 626	14 316	76 353

Notes:

- The place of origin of non-local students is determined having regard to their nationality.
- [^] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- '-' denotes nil.
- [#] Provisional figures
- Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.

6. 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

**Number and Average Annual Tuition Fees of Full-time Locally-accredited Self-financing
First-Year-First-Degree Programmes offered by UGC-funded Institutions
by Institution for the 2008/09 to 2012/13 academic years**

Academic Year	Institution	Number of Programmes	Average Annual Tuition Fee (\$)
2008/09	City University of Hong Kong	3	76,000
	The Hong Kong Institute of Education	1	72,000
	The Hong Kong Polytechnic University	1	64,050
2009/10	The Hong Kong Institute of Education	1	78,000
	The Hong Kong Polytechnic University	1	64,050
2010/11	The Hong Kong Institute of Education	1	78,000
2011/12	The Hong Kong Institute of Education	5	78,000 – 85,866
2012/13	The Hong Kong Institute of Education	5	72,000 – 77,500
	The University of Hong Kong	1	57,200

Note: Information on tuition fee refers to tuition fee level for local students.

Actual Intakes (Headcount) of Full-time Locally-accredited Self-financing First-Year-First-Degree Programmes offered by UGC-funded Institutions by Institution and Place of Origin for the 2008/09 to 2011/12 academic years

Academic Year	Institution	Place of Origin			
		Local	Mainland of China	Other non-local	Total
2008/09	City University of Hong Kong	25 (100%)	- (-)	- (-)	25 (100%)
	The Hong Kong Institute of Education	31 (91%)	3 (9%)	- (-)	34 (100%)
	The Hong Kong Polytechnic University	18 (100%)	- (-)	- (-)	18 (100%)
2009/10	The Hong Kong Institute of Education	30 (91%)	3 (9%)	- (-)	33 (100%)
	The Hong Kong Polytechnic University	11 (100%)	- (-)	- (-)	11 (100%)
2010/11	The Hong Kong Institute of Education	41 (100%)	- (-)	- (-)	41 (100%)
2011/12	The Hong Kong Institute of Education	237 (94%)	13 (5%)	1 (#)	251 (100%)

Notes:

1. Figures in brackets refer to percentage shares.
2. Data on actual intakes by local and non-local students for 2012/13 are being collected from institutions.
3. ‘-’ denotes “nil”.
4. ‘#’ denotes percentage less than 0.5%.

**Number of Students Admitted to UGC-funded First-year-first-degree by Place of Origin,
2008/09 to 2012/13**

Academic year	Institution	Approved student number targets	Actual intake			
			Local students	Non-local students	Total	Non-local students as a percentage of approved student number targets
2008/09	CityU	2 212	2 110	228	2 338	10.3%
	HKBU	1 294	1 273	149	1 422	11.5%
	LU	691	644	60	704	8.7%
	CUHK	2 946	2 816	288	3 104	9.8%
	HKIEd	453	523	48	571	9.1%*
	PolyU	2 311	2 324	322	2 646	13.9%
	HKUST	1 846	1 738	270	2 008	14.6%
	HKU	2 747	2 701	301	3 002	11.0%
	Total	14 500	14 129	1 666	15 795	11.4%
2009/10	CityU	2 162	2 089	211	2 300	9.8%
	HKBU	1 261	1 242	161	1 403	12.8%
	LU	659	622	56	678	8.5%
	CUHK	2 997	2 881	314	3 195	10.5%
	HKIEd	468	565	50	615	9.3%*
	PolyU	2 297	2 339	263	2 602	11.4%
	HKUST	1 847	1 758	211	1 969	11.4%
	HKU	2 809	2 675	385	3 060	13.7%
	Total	14 500	14 171	1 651	15 822	11.3%
2010/11	CityU	2 162	2 119	240	2 359	11.1%
	HKBU	1 261	1 256	147	1 403	11.7%
	LU	600	567	49	616	8.2%
	CUHK	3 014	2 853	337	3 190	11.2%
	HKIEd	568	696	56	752	8.8%*
	PolyU	2 304	2 300	299	2 599	13.0%
	HKUST	1 855	1 762	272	2 034	14.7%
	HKU	2 816	2 642	459	3 101	16.3%
	Total	14 580	14 195	1 859	16 054	12.7%
2011/12	CityU	2 162	2 114	239	2 353	11.1%
	HKBU	1 261	1 252	149	1 401	11.8%
	LU	580	558	38	596	6.6%
	CUHK	3 025	2 906	378	3 284	12.5%
	HKIEd	610	823	56	879	8.2%*
	PolyU	2 306	2 325	316	2 641	13.7%
	HKUST	1 857	1 849	319	2 168	17.2%
	HKU	2 819	2 620	509	3 129	18.1%
	Total	14 620	14 447	2 004	16 451	13.6%

Academic year		Institution	Approved student number targets	Actual intake			
				Local students	Non-local students	Total	Non-local students as a percentage of approved student number targets
2012/13 [#]	3-year Programme	CityU	2 111	2 054	246	2 300	11.7%
		HKBU	1 266	1 256	161	1 417	12.7%
		LU	553	544	7	551	1.3%
		CUHK	3 159	2 949	372	3 321	11.8%
		HKIEd	621	648	2	650	0.3%
		PolyU	2 460	2 484	333	2 817	13.5%
		HKUST	1 888	1 774	331	2 105	17.5%
		HKU	2 942	2 598	554	3 152	18.8%
		Total	15 000	14 307	2 006	16 313	13.4%
	4-year programme	CityU	2 095	2 077	272	2 349	13.0%
		HKBU	1 223	1 227	191	1 418	15.6%
		LU	553	528	49	577	8.9%
		CUHK	3 247	3 084	400	3 484	12.3%
		HKIEd	621	759	58	817	9.3%
		PolyU	2 337	2 327	306	2 633	13.1%
		HKUST	1 901	1 836	236	2 072	12.4%
		HKU	3 023	2 824	586	3 410	19.4%
		Total	15 000	14 662	2 098	16 760	14.0%
	Total	CityU	4 206	4 131	518	4 649	12.3%
		HKBU	2 489	2 483	352	2 835	14.1%
		LU	1 106	1 072	56	1 128	5.1%
		CUHK	6 406	6 033	772	6 805	12.1%
		HKIEd	1 242	1 407	60	1 467	4.8%
		PolyU	4 797	4 811	639	5 450	13.3%
		HKUST	3 789	3 610	567	4 177	15.0%
		HKU	5 965	5 422	1 140	6 562	19.1%
		Total	30 000	28 969	4 104	33 073	13.7%

Notes:

1. Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers.
2. *For 2008/09 to 2011/12 academic years, HKIEd was approved using 72 extra intake places to admit students to its Bachelor of Education (Honours) (Early Childhood Education) programme. Hence, the ratios to approved student number targets reflect such extra places for the programme.
3. # Figures of actual intakes for 2012/13 are provisional.

**Number of Local Students Admitted to UGC-funded First-year-first-degree Places
by Admission Route, 2008/09 to 2012/13**

Academic Year	Admission Route	Institution									headcount
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total	
2008/09	JUPAS	1 631 (77.3%)	1 155 (90.7%)	604 (93.8%)	2 512 (89.2%)	407 (77.8%)	1 787 (76.9%)	1 512 (87.0%)	2 053 (76.0%)	11 661 (82.5%)	
	NON-JUPAS^	479 (22.7%)	118 (9.3%)	40 (6.2%)	304 (10.8%)	116 (22.2%)	537 (23.1%)	226 (13.0%)	648 (24.0%)	2 468 (17.5%)	
	Total	2 110 (100.0%)	1 273 (100.0%)	644 (100.0%)	2 816 (100.0%)	523 (100.0%)	2 324 (100.0%)	1 738 (100.0%)	2 701 (100.0%)	14 129 (100.0%)	
2009/10	JUPAS	1 628 (77.9%)	1 103 (88.8%)	560 (90.0%)	2 500 (86.8%)	416 (73.6%)	1 874 (80.1%)	1 487 (84.6%)	2 029 (75.9%)	11 597 (81.8%)	
	NON-JUPAS^	461 (22.1%)	139 (11.2%)	62 (10.0%)	381 (13.2%)	149 (26.4%)	465 (19.9%)	271 (15.4%)	646 (24.1%)	2 574 (18.2%)	
	Total	2 089 (100.0%)	1 242 (100.0%)	622 (100.0%)	2 881 (100.0%)	565 (100.0%)	2 339 (100.0%)	1 758 (100.0%)	2 675 (100.0%)	14 171 (100.0%)	
2010/11	JUPAS	1 679 (79.2%)	1 122 (89.3%)	518 (91.4%)	2 485 (87.1%)	489 (70.3%)	1 859 (80.8%)	1 488 (84.4%)	2 020 (76.5%)	11 660 (82.1%)	
	NON-JUPAS	440 (20.8%)	134 (10.7%)	49 (8.6%)	368 (12.9%)	207 (29.7%)	441 (19.2%)	274 (15.6%)	622 (23.5%)	2 535 (17.9%)	
	<i>Sub-degree or equivalent</i>	321 (15.1%)	67 (5.3%)	41 (7.2%)	87 (3.0%)	193 (27.7%)	397 (17.3%)	132 (7.5%)	264 (10.0%)	1 502 (10.6%)	
	<i>Other qualifications*</i>	119 (5.6%)	67 (5.3%)	8 (1.4%)	281 (9.8%)	14 (2.0%)	44 (1.9%)	142 (8.1%)	358 (13.5%)	1 033 (7.3%)	
	Total	2 119 (100.0%)	1 256 (100.0%)	567 (100.0%)	2 853 (100.0%)	696 (100.0%)	2 300 (100.0%)	1 762 (100.0%)	2 642 (100.0%)	14 195 (100.0%)	
2011/12	JUPAS	1 689 (79.9%)	1 051 (83.9%)	499 (89.4%)	2 510 (86.4%)	680 (82.6%)	1 871 (80.5%)	1 558 (84.3%)	1 986 (75.8%)	11 844 (82.0%)	
	NON-JUPAS	425 (20.1%)	201 (16.1%)	59 (10.6%)	396 (13.6%)	143 (17.4%)	454 (19.5%)	291 (15.7%)	634 (24.2%)	2 603 (18.0%)	
	<i>Sub-degree or equivalent</i>	304 (14.4%)	89 (7.1%)	49 (8.8%)	111 (3.8%)	142 (17.3%)	405 (17.4%)	108 (5.8%)	264 (10.1%)	1 472 (10.2%)	
	<i>Other qualifications*</i>	121 (5.7%)	112 (8.9%)	10 (1.8%)	285 (9.8%)	1 (0.1%)	49 (2.1%)	183 (9.9%)	370 (14.1%)	1 131 (7.8%)	
	Total	2 114 (100.0%)	1 252 (100.0%)	558 (100.0%)	2 906 (100.0%)	823 (100.0%)	2 325 (100.0%)	1 849 (100.0%)	2 620 (100.0%)	14 447 (100.0%)	

Academic Year		Admission Route	Institution								
			CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2012/13#	3-year programme	JUPAS	1 633 (79.5%)	1 026 (81.7%)	497 (91.4%)	2 443 (82.8%)	526 (81.2%)	1 950 (78.5%)	1 548 (87.3%)	1 978 (76.1%)	11 601 (81.1%)
		NON-JUPAS	421 (20.5%)	230 (18.3%)	47 (8.6%)	506 (17.2%)	122 (18.8%)	534 (21.5%)	226 (12.7%)	620 (23.9%)	2 706 (18.9%)
		<i>Sub-degree or equivalent</i>	235 (11.4%)	76 (6.1%)	41 (7.5%)	156 (5.3%)	115 (17.8%)	472 (19.0%)	82 (4.6%)	159 (6.1%)	1 336 (9.3%)
		<i>Other qualifications*</i>	186 (9.1%)	154 (12.3%)	6 (1.1%)	350 (11.9%)	7 (1.1%)	62 (2.5%)	144 (8.1%)	461 (17.7%)	1 370 (9.6%)
		Total	2 054 (100.0%)	1 256 (100.0%)	544 (100.0%)	2 949 (100.0%)	648 (100.0%)	2 484 (100.0%)	1 774 (100.0%)	2 598 (100.0%)	14 307 (100.0%)
	4-year Programme	JUPAS	1 936 (93.2%)	1 227 (100.0%)	525 (99.4%)	2 889 (93.7%)	757 (99.7%)	2 324 (99.9%)	1 796 (97.8%)	2 142 (75.8%)	13 596 (92.7%)
		NON-JUPAS	141 (6.8%)	-	3 (0.6%)	195 (6.3%)	2 (0.3%)	3 (0.1%)	40 (2.2%)	682 (24.2%)	1 066 (7.3%)
		<i>Sub-degree or equivalent</i>	103 (5.0%)	-	-	4 (0.1%)	1 (0.1%)	-	-	344 (12.2%)	452 (3.1%)
		<i>Other qualifications*</i>	38 (1.8%)	-	3 (0.6%)	191 (6.2%)	1 (0.1%)	3 (0.1%)	40 (2.2%)	338 (12.0%)	614 (4.2%)
		Total	2 077 (100.0%)	1 227 (100.0%)	528 (100.0%)	3 084 (100.0%)	759 (100.0%)	2 327 (100.0%)	1 836 (100.0%)	2 824 (100.0%)	14 662 (100.0%)
	Total	JUPAS	3 569 (86.4%)	2 253 (90.7%)	1 022 (95.3%)	5 332 (88.4%)	1 283 (91.2%)	4 274 (88.8%)	3 344 (92.6%)	4 120 (76.0%)	25 197 (87.0%)
		NON-JUPAS	562 (13.6%)	230 (9.3%)	50 (4.7%)	701 (11.6%)	124 (8.8%)	537 (11.2%)	266 (7.4%)	1 302 (24.0%)	3 772 (13.0%)
		<i>Sub-degree or equivalent</i>	338 (8.2%)	76 (3.1%)	41 (3.8%)	160 (2.7%)	116 (8.2%)	472 (9.8%)	82 (2.3%)	503 (9.3%)	1 788 (6.2%)
		<i>Other qualifications*</i>	224 (5.4%)	154 (6.2%)	9 (0.8%)	541 (9.0%)	8 (0.6%)	65 (1.4%)	184 (5.1%)	799 (14.7%)	1 984 (6.8%)
		Total	4 131 (100.0%)	2 483 (100.0%)	1 072 (100.0%)	6 033 (100.0%)	1 407 (100.0%)	4 811 (100.0%)	3 610 (100.0%)	5 422 (100.0%)	28 969 (100.0%)

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
2. ^ Further breakdown figures of local students by admission route are not available for 2008/09 and 2009/10 academic years.
3. ‘-’ denotes nil.
4. * Including the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination, etc.
5. # Provisional figures
6. Figures in brackets denote percentage share to total student intake. Percentages may not add up to 100% owing to rounding.

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

EDB312

Question Serial No.

2593

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 respect of the sub-degree programmes, please provide the following information:

1. A breakdown by institution, department and by year the numbers of funded places and students of sub-degree programmes; the expenditures of each institution on the programmes; students' tuition fees and the total tuition fees in the past five years (i.e. from 2008/09 to 2012/13);
2. A breakdown by self-financing post-secondary institution and by year the numbers of students taking self-financing sub-degree programmes, students' tuition fees, the total tuition fees; the expenditures of institutions, expenditure breakdown and surplus in the past five years.

Asked by: Hon. IP Kin-yuen

Reply:

1. The approved student number targets of the University Grants Committee (UGC)-funded sub-degree programmes by institution and broad academic programme category (APC) from the 2008/09 to 2012/13 academic years is set out at Annex A, whereas the actual student enrolment of the UGC-funded sub-degree programmes by institution and broad APC, as well as the total income from tuition fees, for the past five years is at Annex B. The bulk of the cost of publicly funded sub-degree programmes is subsidized by recurrent grant from UGC. Funding for publicly-funded sub-degree places is subsumed under the block grant to institutions without precise requirements as to how they should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. UGC is unable to identify and attribute the actual expenditure on specific programmes. The tuition fee of sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is \$31,575 per year. As for the Hong Kong Institute of Education, the tuition fee is \$15,040 per year. The tuition fee levels have remained unchanged between 2008/09 and 2012/13.
2. According to the information provided by institutions, student enrolment and the average annual tuition fees of the full-time locally-accredited self-financing sub-degree programmes offered by the University Grants Committee (UGC)-funded institutions and their self-financing arms for the 2008/09 to 2012/13 academic years, with breakdown by institution, are set out at Annexes C and D respectively. We do not have ready information on the total income from tuition fees paid by students of self-financing sub-degree programmes, and the expenditures and surplus of the self-financing sub-degree operations of institutions.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Approved Student Number Targets of UGC-funded Sub-degree Programmes
by Institution and Broad Academic Programme Category, 2008/09 to 2012/13**

(full-time equivalent numbers)

Academic Year	Institution	Broad Academic Programme Category							
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total
2008/09	CityU	-	-	864	-	122	80	-	1 066
	HKIEd	-	45	-	-	9	142	1 096	1 293
	PolyU	242	265	1 587	544	190	297	-	3 125
	Total	242	310	2 451	544	321	519	1 096	5 484
2009/10	CityU	-	-	841	-	110	80	-	1 031
	HKIEd	-	48	-	-	13	147	1 115	1 323
	PolyU	292	259	1 577	651	153	306	-	3 238
	Total	292	308	2 418	651	276	533	1 115	5 592
2010/11	CityU	-	-	841	-	98	80	-	1 019
	HKIEd	-	44	-	-	13	140	1 126	1 323
	PolyU	342	255	1 573	741	115	316	-	3 342
	Total	342	299	2 414	741	226	536	1 126	5 683
2011/12	CityU	-	-	841	-	86	80	-	1 007
	HKIEd	-	41	-	-	12	125	1 052	1 230
	PolyU	480	255	1 573	633	98	316	-	3 354
	Total	480	296	2 414	633	195	521	1 052	5 591
2012/13	CityU	-	-	841	-	40	40	-	921
	HKIEd	-	31	-	-	7	77	971	1 086
	PolyU	480	255	1 573	639	80	311	-	3 338
	Total	480	286	2 414	639	127	428	971	5 345

Notes:

1. Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in 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.
2. '-' denotes nil.
3. Abbreviations:
CityU City University of Hong Kong
HKIEd The Hong Kong Institute of Education
PolyU The Hong Kong Polytechnic University

**Student Enrolment of UGC-funded Sub-degree Programme
by Institution and Broad Academic Programme Category, 2008/09 to 2012/13**

(full-time equivalent numbers)

Academic Year	Institution	Broad Academic Programme Category								Total income from Tuition Fees (\$ million)
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total	
2008/09	CityU	-	2	819	1	94	86	-	1 002	31.6
	HKIEd	-	84	-	-	10	234	603	932	14
	PolyU	257	275	1 566	671	174	301	-	3 244	102.4
	Total	257	361	2 385	672	278	621	603	5 177	
2009/10	CityU	-	1	739	-	107	80	-	927	29.3
	HKIEd	-	72	-	-	7	200	666	946	14.2
	PolyU	302	269	1 677	707	144	304	-	3 403	107.4
	Total	302	342	2 416	707	258	584	666	5 275	
2010/11	CityU	-	1	729	-	88	82	-	900	28.4
	HKIEd	-	73	-	-	11	150	750	983	14.8
	PolyU	344	276	1 677	817	127	312	-	3 553	112.2
	Total	344	350	2 406	817	226	544	750	5 437	
2011/12	CityU	-	-	922	-	96	84	-	1 102	34.8
	HKIEd	-	70	-	-	10	136	760	977	14.7
	PolyU	484	269	1 655	690	116	314	-	3 527	111.4
	Total	484	340	2 577	690	222	534	760	5 606	
2012/13#	CityU	-	-	968	-	48	36	-	1 052	33.2
	HKIEd	-	113	-	-	18	155	842	1 128	17
	PolyU	489	287	1 620	672	100	313	-	3 481	109.9
	Total	489	400	2 588	672	166	504	842	5 661	

Notes:

- Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in 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.
- '-' denotes nil.
- # Provisional figures
- Abbreviations:
 CityU City University of Hong Kong
 HKIEd The Hong Kong Institute of Education
 PolyU The Hong Kong Polytechnic University
- The total income from tuition fees are calculated by multiplying the total student enrolment of each institution by the respective tuition fee levels (i.e. \$31,575 for CityU and PolyU, and \$15,040 for HKIEd).

**Student Enrolments of Full-time Locally-accredited Self-financing Sub-degree Programmes
offered by UGC-funded Institutions and their Self-financing Arms, by Institution
for the 2008/09 to 2012/13 Academic Years**

Institution (including self-financing arm(s))	2008/09	2009/10	2010/11	2011/12	2012/13
City University of Hong Kong	6 086	6 682	7 145	6 742	6 685
Hong Kong Baptist University	1 908	2 418	3 464	3 872	5 155
Lingnan University	1 040	1 489	2 321	3 100	5 188
The Chinese University of Hong Kong	2 581	2 691	3 176	3 341	3 633
The Hong Kong Institute of Education	316	390	563	696	631
The Hong Kong Polytechnic University	5 015	6 299	6 904	7 887	8 371
The University of Hong Kong	5 871	5 781	6 458	5 774	8 392
Total	22 817	25 750	30 031	31 412	38 055

Note: The statistics of the 2012/13 academic year are provisional figures.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree Programmes
offered by UGC-funded Institutions and their Self-financing Arms, by Institution
for the 2008/09 to 2012/13 Academic Years**

Institution (including self-financing arm(s))	Average Annual Tuition Fee (\$)				
	2008/09	2009/10	2010/11	2011/12	2012/13*
City University of Hong Kong	36,000 - 53,100	36,000 - 53,100	36,000 - 53,100	36,000 - 53,100	47,250 - 56,250
Hong Kong Baptist University	42,600 - 48,750	36,000 - 50,000	36,000 - 50,000	36,000 - 50,000	48,750 - 58,720
Lingnan University	35,000 - 50,000	35,000 - 50,000	35,000 - 50,000	35,000 - 50,000	43,800 - 50,000
The Chinese University of Hong Kong	39,833 - 47,750	40,333 - 47,750	40,333 - 47,750	40,333 - 49,150	42,000 - 49,150
The Hong Kong Institute of Education	36,900 - 46,300	31,800 - 46,800	31,800 - 46,800	31,800 - 46,800	41,800 - 46,800
The Hong Kong Polytechnic University	39,600 - 49,500	39,600 - 49,500	39,600 - 49,875	39,600 - 52,470	49,200 - 54,120
The University of Hong Kong	42,800 - 59,000	42,800 - 59,000	42,800 - 59,000	42,800 - 59,000	52,500 - 62,000

Notes:

The above table provides the average annual tuition fees of sub-degree programmes offered in that academic year.

“*” Sub-degree programmes provided for Secondary 5 graduates under the old academic structure in the 2012/13 academic year are not included.

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

EDB313

Question Serial No.

1472

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 paper shows that the number of full-time students undertaking the UGC-funded sub-degree programmes will decrease from 5 661 in 2012/13 academic year to the estimated 5 019 in 2013/14 academic year. Please give the reason for the decrease in the number of students and the change in the estimated amount of the subvention.

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

Reply:

The approved student number for the University Grants Committee (UGC)-funded sub-degree programmes for 2012/13 was 5 345 while the estimated actual enrolment was 5 661 (as stated in page 905 of the Estimates). There is a decrease of 326 approved student places for sub-degree programmes between 2012/13 and 2013/14 (i.e. from 5 345 to 5 019) mainly because of the conversion of the education-related sub-degree places to undergraduate places as agreed between the Hong Kong Institute of Education (HKIEd) and the UGC and the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as advised by the Administration in response to UGC's Higher Education Review 2002, as follows –

- (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;
- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

The subvention to the institutions is calculated mainly based on the number of approved student places. Regarding the subvention to the three institutions offering the UGC-funded sub-degree programmes, it will be adjusted correspondingly due to the decrease in the number of approved sub-degree places. However, given that the decrease of number is relatively small, and the reduction of the sub-degree places allocated to HKIEd was indeed a conversion to the undergraduate places, the change in the subvention amount should therefore not be significant.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 19.3.2013

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

Reply Serial No.

EDB314

Question Serial No.

0763

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:

According to the programme under the University Grants Committee, one of the tasks of the Research Grants Council is to implement the "Hong Kong PhD Fellowship Scheme" which aims to attract students of high calibre from around the world to pursue their Doctor of Philosophy studies in Hong Kong. In the 2012-13 academic year, 165 fellowships were awarded. In this connection, will the Administration inform this Committee where the 165 awardees come from and their respective research disciplines?

Asked by: Hon. LAM Tai-fai

Reply:

The places of origin of the 165 awardees of the Hong Kong PhD Fellowship Scheme in the 2012/13 academic year are tabulated below:

Country/Region	Number
Bangladesh	2
Croatia	2
Denmark	1
France	1
Germany	3
Ghana	1
Greece	1
Hong Kong	16
Hungary	3
India	3
Indonesia	1
Iran	1
Italy	3
Mainland China	92
Malaysia	2
Mexico	1
Netherlands	3
New Zealand	2
Nigeria	3
Pakistan	1
Poland	1

Country/Region	Number
Russia	2
Saudi Arabia	1
South Korea	4
Spain	1
Sri Lanka	4
Sweden	1
Taiwan	1
Ukraine	1
United Kingdom	2
United States of America	4
Vietnam	1
Total	165

The research disciplines of these awardees are as follows:

Broad Research Discipline	Number of Awardees	Percentage
Engineering and Technology	57	34.5%
Medicine, Dentistry and Health	6	3.6%
Sciences	44	26.7%
Arts and Humanities	23	14.0%
Business and Management	5	3.0%
Education	2	1.2%
Social Sciences	28	17.0%
Total	165	100.0%

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

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

EDB315

Question Serial No.

0617

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 2013/14 and 2014/15 academic years, the UGC will further enhance support for institutions in the area of teaching and learning. Please advise on the details and expenditure involved.

Asked by: Hon. LEE Wai-king, Starry

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. In the 2012/13 to 2014/15 triennium, \$32.1 billion or around 75% of the total recurrent grant to institutions is used to support teaching. The UGC also allocates other grants for specific purposes in the triennium to enhance teaching and learning, including: (i) \$37.6 million per annum as Teaching Development Grants to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$7 million to support inter-institutional collaborative projects for the enhancement of teaching and learning; (iii) a fund of \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; (iv) \$5 million per annum to support professional development activities of all frontline teaching staff; and (v) up to \$1.5 million per annum for the conduct of the Annual UGC Teaching Awards to honour those who excel in teaching in the UGC-funded sector.

With a view to enabling institutions to step up their efforts in enhancing the language proficiency of students, Language Enhancement Grants of \$118.8 million per annum in this triennium are provided to the institutions. Furthermore, up to \$30 million has been earmarked in this triennium to sponsor UGC-funded institutions' collaborative projects for enhancement of English and Chinese proficiency.

Over and above these efforts, additional funding of \$50 million has been earmarked in this triennium to further enhance teaching and learning in the UGC-funded sector. The funding will mainly be used to motivate institutions to accelerate the adoption of necessary pedagogical changes and innovations, with a view to meeting the learning needs of the new generation of students, and enhancing students' learning experience.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB316**

Question Serial No.

0654

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) How many more hostel places are required in the 8 UGC-funded institutions in order to enable students of funded undergraduate programmes to stay in student hostels for at least one year of their courses?
- (b) The UGC stated that it will continue to monitor the UGC-funded institutions' spatial reorganisation works to ensure better space utilisation. What are the details, number of hostel places, expenditures and estimates involved?

Asked by: Hon. LEE Wai-king, StarryReply:

- (a) Taking into account hostel places under construction, there are some 29 160 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions. Under the prevailing hostel policy, the additional requirements for hostel places above the existing level of supply in the 2012/13 academic year are at 5 994, taking into account the prevailing enrolment rate of non-local students by the institutions. Breakdown figures are tabulated below –

Institution	Additional requirements for publicly-funded hostel places above the 2012/13 level of supply under the prevailing hostel policy (based on the prevailing enrolment rate of non-local students by institutions)
City University of Hong Kong	1 164
Hong Kong Baptist University	633
Lingnan University	-
The Chinese University of Hong Kong	957
The Hong Kong Institute of Education	-
The Hong Kong Polytechnic University	533
The Hong Kong University of Science and Technology	938
The University of Hong Kong	1 769
Total	5 994

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 4 824 publicly-funded hostel places will be provided by seven hostel projects under planning. In addition, institutions have recently submitted four new capital works proposals that could provide a combined total of some 4 000 additional publicly-funded hostel places. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

- (b) The UGC-funded institutions have been carrying out spatial reorganisation works for their existing academic buildings under the UGC Alterations, Additions, Repairs and Improvements Programme (i.e. Subhead 8100EX) in order to meet the requirements of the new academic structure. In the 2013-14 financial year, there are 37 on-going projects and 17 new projects related to the new academic structure with a total project estimate of some \$991 million and a total cash-flow of some \$442 million.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

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

Reply Serial No.

EDB317

Question Serial No.

0655

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:

- (a) Please list out by institution, place of origin and level of study the total number of non-local students studying in UGC-funded institutions in the 2011/12 and 2012/13 academic years.
- (b) What were the expenditures involved in the above academic years? How much was spent on helping students adapt to life in Hong Kong?

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) The number of non-local students in University Grants Committee (UGC)-funded programmes by institution, level of study and place of origin for the academic years of 2011/12 and 2012/13 is set out at the **Annex**.
- (b) Funding to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. Institutions have the flexibility in making the best arrangements for their students. It is not possible to attribute specific amount of funding to this area or to institutional measures to facilitate students' integration.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2011/12**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	590	88	25	703
	Taught Postgraduate	6	-	4	10
	Research Postgraduate	524	25	19	568
	Sub-total	1 120	113	48	1 281
Hong Kong Baptist University	Undergraduate	450	8	1	459
	Taught Postgraduate	3	-	-	3
	Research Postgraduate	148	9	9	166
	Sub-total	601	17	10	628
Lingnan University	Undergraduate	169	16	5	190
	Research Postgraduate	26	6	4	36
	Sub-total	195	22	9	226
The Chinese University of Hong Kong	Undergraduate	911	158	52	1 121
	Taught Postgraduate	9	2	2	13
	Research Postgraduate	1 109	32	25	1 166
	Sub-total	2 029	192	79	2 300
The Hong Kong Institute of Education	Undergraduate	211	5	-	216
	Taught Postgraduate	10	1	1	12
	Research Postgraduate	18	2	1	21
	Sub-total	239	8	2	249
The Hong Kong Polytechnic University	Sub-degree	-	1	1	2
	Undergraduate	801	113	38	952
	Research Postgraduate	390	37	17	444
	Sub-total	1 191	151	56	1 398
The Hong Kong University of Science and Technology	Undergraduate	474	280	62	816
	Research Postgraduate	902	69	28	999
	Sub-total	1 376	349	90	1 815
The University of Hong Kong	Undergraduate	977	389	91	1 457
	Taught Postgraduate	27	14	8	49
	Research Postgraduate	1 181	100	85	1 367
	Sub-total	2 185	503	184	2 873
All institutions	Sub-degree	-	1	1	2
	Undergraduate	4 583	1 057	274	5 914
	Taught Postgraduate	55	17	15	87
	Research Postgraduate	4 298	280	188	4 767
	Total	8 936	1 355	478	10 770

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding.
4. ‘-’ denotes ‘nil’.

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2012/13 (Provisional Figures)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	794	178	35	1 007
	Taught Postgraduate	3	1	4	8
	Research Postgraduate	521	34	31	586
	Sub-total	1 318	213	70	1 601
Hong Kong Baptist University	Undergraduate	648	11	-	659
	Taught Postgraduate	1	-	-	1
	Research Postgraduate	150	16	14	180
	Sub-total	799	27	14	840
Lingnan University	Undergraduate	158	22	6	186
	Research Postgraduate	29	7	8	44
	Sub-total	187	29	14	230
The Chinese University of Hong Kong	Undergraduate	1 317	246	72	1 635
	Taught Postgraduate	13	3	2	18
	Research Postgraduate	1 208	39	30	1 277
	Sub-total	2 538	288	104	2 930
The Hong Kong Institute of Education	Undergraduate	218	7	-	225
	Taught Postgraduate	6	-	1	7
	Research Postgraduate	22	3	2	27
	Sub-total	246	10	3	259
The Hong Kong Polytechnic University	Sub-degree	-	1	-	1
	Undergraduate	1 059	176	45	1 280
	Research Postgraduate	407	41	27	475
	Sub-total	1 466	218	72	1 756
The Hong Kong University of Science and Technology	Undergraduate	668	433	82	1 183
	Research Postgraduate	960	79	35	1 074
	Sub-total	1 628	512	117	2 257
The University of Hong Kong	Undergraduate	1 453	677	94	2 224
	Taught Postgraduate	39	15	6	60
	Research Postgraduate	1 289	116	99	1 503
	Sub-total	2 781	808	199	3 787
All institutions	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate	4 586	335	246	5 166
	Total	10 963	2 105	593	13 660

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
4. Figures may not add up to the corresponding totals owing to rounding.
5. ‘-’ denotes ‘nil’.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB318**

Question Serial No.

0656

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please list out by programme offered by various institutions the tuition fee for non-local students in the 2012/13 academic year.

Asked by: Hon. LEE Wai-king, StarryReply:

The University Grants Committee (UGC)-funded institutions are free to decide and set their own tuition fee for non-local students. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places, 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 2012/13 academic year by level of study is as follows –

	Sub-degree (\$)	Undergraduate (\$)	Taught Postgraduate (\$)	Research Postgraduate (\$)
CityU	-	100,000	100,000	42,100
HKBU	-	100,000	100,000	42,100
LU	-	100,000	-	42,100
CUHK	-	100,000	100,000	42,100
HKIED	-	85,000	85,000	42,100
PolyU	75,000	100,000	-	42,100
HKUST	-	100,000	-	42,100
HKU	-	119,000	119,000	42,100

Notes :

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

Name in block letters: RICHARD T ARMOURPost Title: Secretary-General, University Grants CommitteeDate: 27.3.2013

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

EDB319

Question Serial No.

0657

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 publicly-funded senior year undergraduate places funded by the University Grants Committee for sub-degree graduates and the expenditure involved in the 2013/14 academic year; and also of the number of the senior year undergraduate places run on a self-financed basis for sub-degree graduates and the respective tuition fees involved in the 2012/13 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The approved numbers of University Grants Committee (UGC)-funded senior year undergraduate places for articulation by sub-degree graduates by institution and programme for the 2013/14 academic year are set out at Annex 1. The funding for the senior year places is subsumed under the block grant to institutions, and institutions have the autonomy to deploy their resources according to their actual circumstances.

The number of planned intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes provided by the UGC-funded institutions and their self-financing arms for the 2012/13 academic year are at Annex 2.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2013/14 Academic Year**

Institution	Programme	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	185	124
	Bachelor of Arts/Bachelor of Science	72	72
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	64	51
	Bachelor of Science	87	78
	Bachelor of Social Sciences	233	184
	Sub-total	927	795
HKBU	Bachelor of Arts	92	76
	Bachelor of Business Administration	74	58
	Bachelor of Science	45	38
	Bachelor of Social Sciences (including Bachelor of Social Work)	77	61
	Sub-total	288	233
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	Sub-total	124	124
CUHK	Bachelor of Arts	65	34
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	30	30
	Bachelor of Nursing	60	60
	Bachelor of Science (including Bachelor of Health Science)	105	65
	Bachelor of Social Sciences	45	36
	Sub-total	315	235
HKIEd	Bachelor of Arts	27	13
	Bachelor of Social Sciences	14	7
	Sub-total	41	20
PolyU	Bachelor of Arts	336	299
	Bachelor of Business Administration	62	54
	Bachelor of Business Administration/ Bachelor of Science	103	93
	Bachelor of Engineering	151	100
	Bachelor of Science	285	259
	Sub-total	937	805
HKUST	Bachelor of Business Administration	15	15
	Bachelor of Engineering	65	65
	Bachelor of Science	20	20
	Sub-total	100	100

HKU	Bachelor of Arts	50	35
	Bachelor of Engineering	30	20
	Bachelor of Nursing	25	25
	Bachelor of Science	110	65
	Bachelor of Social Sciences	40	30
	Sub-total	255	175
Total		2 987	2 487

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

**Full-time Locally Accredited Self-financing Top-up Degree Programmes
offered by University Grants Committee-funded Institutions and
their Self-financing Arms for the 2012/13 Academic Year**

Institution (including self-financing arm(s))	Planned Places at Intake Level	Average Annual Tuition Fee (\$)
CityU	1 142	72,000 - 90,300
HKBU	630	63,000 - 69,300
CUHK	185	117,600
HKIEd	104	79,267 - 93,600
PolyU	1 725	65,100 - 100,000
HKU	40	72,000
Total	3 826	63,000 -100,000

Notes:

- | | | | |
|-------|--------------------------------------|-------|--------------------------------------|
| CityU | City University of Hong Kong | HKBU | Hong Kong Baptist University |
| CUHK | The Chinese University of Hong Kong | HKIEd | The Hong Kong Institute of Education |
| PolyU | The Hong Kong Polytechnic University | HKU | The University of Hong Kong |
- The above table includes self-financing senior-year places of undergraduate programmes available for sub-degree graduates.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB320**

Question Serial No.

0658

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please provide a breakdown of the amounts of donations raised by and the matching grants allocated to individual institutions during the previous rounds of Matching Grant Scheme.

Asked by: Hon. LEE Wai-king, StarryReply:

The Administration has introduced six rounds of the Matching Grant Scheme, with the last round (the sixth round) covering two years from August 2012 to July 2014. The allocation results of the sixth round will be available in the latter half of 2014. As regards the past five rounds, the amount of donations raised and reported by individual institutions, together with the matching grants allocated, are tabulated below -

Institutions	Donations raised (\$ million)	Matching grants (\$ million)	Total (\$ million)
City University of Hong Kong	465	266	731
Hong Kong Baptist University	596	356	952
Lingnan University	185	180	365
The Chinese University of Hong Kong	2,766	1,198	3,964
The Hong Kong Institute of Education	137	136	273
The Hong Kong Polytechnic University	746	530	1,276
The Hong Kong University of Science and Technology	1,244	754	1,998
The University of Hong Kong	2,756	1,220	3,976
The Open University of Hong Kong*	151	116	267
Hong Kong Shue Yan University*	31	21	52
Hong Kong Academy for Performing Arts^	32	32	64
Chu Hai College of Higher Education^	110	77	187
Total	9,219	4,888	14,107

Note Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

Name in block letters: RICHARD T ARMOURPost Title: Secretary-General, University Grants CommitteeDate: 19.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB321**

Question Serial No.

3162

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please provide details of the funding for knowledge transfer allocated to individual institutions from 2009/10 to 2012/13.

Asked by: Hon. LEE Wai-king, StarryReply:

The recurrent funding released to University Grants Committee (UGC)-funded institutions for knowledge transfer activities for the 2009/10, 2010/11, 2011/12 and 2012/13 academic years is set out below:

Institution	UGC recurrent funding (\$million)			
	2009/10	2010/11	2011/12	2012/13
CityU	6.55	6.55	6.52	5.82
HKBU	3.02	3.02	2.94	2.80
LU	1.22	1.22	1.21	1.09
CUHK	11.63	11.89	12.04	13.41
HKIEd	1.39	1.54	1.44	1.53
PolyU	8.06	8.06	8.05	7.43
HKUST	7.37	7.28	6.80	7.11
HKU	11.84	11.84	12.30	13.61
Total	51.08	51.40	51.30	52.80

Legend:

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

Name in block letters: RICHARD T ARMOURPost Title: Secretary-General, University Grants CommitteeDate: 27.3.2013

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

EDB322

Question Serial No.

2501

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Will the Administration provide this Committee with the following information:

- (1) the respective numbers of local, Mainland and overseas students studying self-financed and University Grants Committee (UGC)-funded postgraduate programmes in the past 5 years (2008-09, 2009-10, 2010-11, 2011-12 and 2012-13);
- (2) the amount of financial assistance provided by the Government through various scholarships in the past 5 years (2008-09, 2009-10, 2010-11, 2011-12 and 2012-13); and
- (3) the respective numbers of local, Mainland and overseas postgraduate students receiving scholarships in the past 5 years (2008-09, 2009-10, 2010-11, 2011-12 and 2012-13)?

Asked by: Hon. LEUNG, KennethReply:

- (1) The numbers of local, Mainland and overseas students enrolled in the University Grants Committee (UGC)-funded postgraduate programmes from the 2008/09 to 2012/13 academic years are at **Annex A**. The numbers of local, Mainland and overseas students enrolled in self-financing postgraduate programmes from the 2010/11 to 2011/12 academic years as provided by UGC-funded institutions are at **Annex B**.
- (2) There are currently a wide variety of scholarship schemes including, among other things, two scholarship schemes funded by the Government, namely the HKSAR Government Scholarship Fund and the Scholarship for Prospective English Teachers. In addition, one scholarship scheme, namely the Hong Kong PhD Fellowship Scheme, is administered by the UGC. The amounts of scholarships disbursed under the HKSAR Government Scholarship Fund for full-time publicly-funded post-secondary students from the 2008/09 to 2012/13 academic years and the Scholarship for Prospective English Teachers established in 2010 are set out below:

HKSAR Government Scholarship Fund

Academic Year	Amount of scholarship disbursed (\$ million)
2008/09	12.0
2009/10	23.6
2010/11	29.3
2011/12	32.1
2012/13*	71.7

* Double cohort year.

The Scholarship for Prospective English Teachers (established in 2010)

Academic Year	Amount of scholarship disbursed (\$ million)
2010/11	2.52
2011/12	4.32
2012/13 (estimated)*	10.17

* Double cohort year.

Note: The Scholarship for Prospective English Teachers is renewable for awardees pursuing study programmes lasting for more than one year (mainly in respect of the undergraduate students), subject to their satisfactory conduct and academic performance. As such, the number of award recipients continues to increase every year since inception of the Scholarship Scheme from 2010/11 to 2012/13.

The Hong Kong PhD Fellowship Scheme, established in 2009, is open to local as well as non-local students who wish to pursue their PhD programmes in the UGC-funded institutions. The Fellowship provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. The number of students awarded the Fellowship since the establishment of the scheme is tabulated below:

Academic Year	No. of Awardees
2010/11	106
2011/12	116
2012/13	165

- (3) A breakdown of the scholarship recipients pursuing UGC-funded postgraduate programmes under the above three schemes is as follows:

(a) **HKSAR Government Scholarship Fund (2008/09 – 2012/13)**

Recipients at Postgraduate Level	Place of origin	Academic Year/ No. of recipients				
		2008/09	2009/10	2010/11	2011/12	2012/13
Taught Postgraduates	Local	4	3	4	4	5
	Mainland China	1	1	2	1	0
	Other places	0	1	0	0	1
Research Postgraduates	Local	3	4	3	1	0
	Mainland China	5	9	3	2	0
	Other places	0	3	2	1	0
Sub- total	Local	7	7	7	5	5
	Mainland China	6	10	5	3	0
	Other places	0	4	2	1	1
Total:		13	21	14	9	6

(b) **The Scholarship for Prospective English Teachers (since establishment in 2010/11)**

Place of origin	Academic Year No. of recipients		
	2010/11	2011/12	2012/13
Local	8	10	11
Mainland China	0	0	0
Other places	0	0	0
Total:	8	10	11

Note: These scholarship recipients are in pursuit of full-time Postgraduate Diploma of Education programmes

(c) **The Hong Kong PhD Fellowship Scheme (since establishment in 2010/11)**

Place of origin	Academic Year No. of recipients		
	2010/11	2011/12	2012/13
Local	10	10	16
Mainland China	65	78	92
Other places	31	28	57
Total:	106	116	165

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Student Enrolment of UGC-funded Postgraduate Programmes by Place of Origin
2008/09 to 2012/13**

		headcount
Academic Year	Place of Origin	Total
2008/09	Local	6 313 (63.7%)
	Mainland China	3 363 (33.9%)
	Other places	234 (2.4%)
	Total	9 910
2009/10	Local	5 797 (58.4%)
	Mainland China	3 865 (38.9%)
	Other places	271 (2.7%)
	Total	9 933
2010/11	Local	5 569 (55.5%)
	Mainland China	4 084 (40.7%)
	Other places	387 (3.9%)
	Total	10 040
2011/12	Local	5 404 (52.7%)
	Mainland China	4 353 (42.4%)
	Other places	500 (4.9%)
	Total	10 258
2012/13#	Local	5 282 (50.1%)
	Mainland China	4 648 (44.1%)
	Other places	612 (5.8%)
	Total	10 543

Notes:

- Figures include taught postgraduate students and research postgraduate students funded by UGC within normal study periods.
- The place of origin of non-local students is determined having regard to their nationality.
- # Provisional figures
- Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.

**Student Enrolment of Self-financing Postgraduate Programmes Offered by UGC-funded Institutions
by Place of Origin
2010/11 to 2011/12**

Academic Year	Place of Origin	Total
2010/11	Local	28 267 (80.8%)
	Mainland China	5 644 (16.1%)
	Other places	1 057 (3.0%)
	Total	34 968
2011/12	Local	27 448 (75.7%)
	Mainland China	7 525 (20.8%)
	Other places	1 284 (3.5%)
	Total	36 257

Notes :

1. Data on postgraduate programmes broken down by local and non-local students for 2009/10 and before as well as that for 2012/13 are not available.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures in brackets denote percentage share to total student enrolment. Percentages may not add up to 100% owing to rounding.

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

EDB323

Question Serial No.

2464

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 Education Bureau advise:

- (a) on the number of publicly-funded hostel places provided by various tertiary institutions in Hong Kong in the past three years (i.e. financial years 2010-2011, 2011-2012 and 2012-2013) (please list by institution);
- (b) on the proportion of local students and non-local students in the student hostel population of tertiary institutions in the past three years (i.e. financial years 2010-2011, 2011-2012 and 2012-2013) (please list by institution); and
- (c) whether there will be additional hostel places in the coming five years (i.e. financial years from 2013-2014 to 2017-2018)? If so, please provide the actual figure and the amount of expenditure involved (please list by institution).

Asked by: Hon. MA Fung-kwok

Reply:

- (a) and (b) Under the prevailing hostel policy, the University Grants Committee (UGC)-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. The UGC strives to provide its funded institutions with publicly-funded hostel places according to the above calculation criteria. Nevertheless, the allocation of publicly-funded and privately-funded student hostel places to individual students is a matter within institutional autonomy. However, institutions should ensure that publicly-funded hostel places are allocated only to students of publicly-funded programmes to avoid cross-subsidisation of the self-financing activities of institutions.

The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places as well as temporary places to both local and non-local students according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from local and non-local students.

¹ The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided 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) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

The number of hostel places available and the ratio of hostel places allocated to local and non-local students at the beginning of the 2010/11 to 2012/13 academic years as advised by the UGC-funded institutions are at Annex.

- (c) One publicly-funded hostel project, namely “8015EL Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2014. It will provide a total of 520 publicly-funded hostel places, including 370 places for The Hong Kong University of Science and Technology, and 150 places for Hong Kong Baptist University. Besides, The Chinese University of Hong Kong and Lingnan University are carrying out privately-funded hostel projects within campus to provide 900 places (estimated cost at some \$590 million) and 400 places (estimated cost at some \$155 million) respectively for completion in the second half of 2013.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 4 824 publicly-funded hostel places will be provided by seven hostel projects under planning. In addition, institutions have recently submitted four new capital works proposals that could provide a combined total of some 4 000 additional publicly-funded hostel places. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

(A) Hostel places available for allocation to students in UGC-funded institutions

Institution Note 1	2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year			
	Publicly-funded	Privately-funded Note 2	Temporary	Total	Publicly-funded	Privately-funded Note 2	Temporary	Total	Publicly-funded	Privately-funded Note 2	Temporary	Total
CityU	2 733	208	0	2 941	2 733	208	0	2 941	3 440	208	0	3 648
HKBU	1 629	223	305	2 157	1 629	223	305	2 157	1 629	223	481	2 333
LU	1 000	500	0	1 500	1 000	500	0	1 500	1 300	800	134	2 234
CUHK	4 115	1 612	0	5 727	4 967	1 660	160	6 787	5 251	1 676	348	7 275 ^{Note 3}
HKIED	1 870	0	0	1 870	1 956	0	83	2 039	2 000	0	281	2 281
PolyU	3 004	0	0	3 004	3 004	0	0	3 004	4 654	0	371	5 025
HKUST	2 605	1 112	593	4 310	2 602	1 112	596	4 310	2 608	1 112	864	4 584 ^{Note 4}
HKU	3 728	656	0	4 384	3 773	613	0	4 386	5 573	613	0	6 186
Total	20 684	4 311	898	25 893	21 664	4 316	1 144	27 124	26 455	4 632	2 479	33 566

Notes:

- 1 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
- 2 Under the existing policy, each place in the wholly privately-funded student hostel is counted as a quarter (0.25) of a place when assessing the provision of publicly-funded student hostel places required by UGC-funded institutions.
- 3 Excluding 300 places completed in the second semester of 2012/13 academic year.
- 4 Excluding 701 places completed in the second semester of 2012/13 academic year.

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded institutions

Institution	Ratio of hostel places allocated in the 2010/11 academic year		Ratio of hostel places allocated in the 2011/12 academic year		Ratio of hostel places allocated in the 2012/13 academic year	
	Local students	Non-local students	Local students	Non-local students	Local students	Non-local students
City University of Hong Kong	42.1%	57.9%	42.8%	57.2%	49.3%	50.7%
Hong Kong Baptist University	50.2%	49.8%	48.2%	51.8%	49.9%	50.1%
Lingnan University	78.5%	21.5%	78.1%	21.9%	81.0%	19.0%
The Chinese University of Hong Kong	61.8%	38.2%	61.5%	38.5%	54.2%	45.8%
The Hong Kong Institute of Education	74.0%	26.0%	82.2%	17.8%	84.8%	15.2%
The Hong Kong Polytechnic University	45.3%	54.7%	43.8%	56.2%	57.6%	42.4%
The Hong Kong University of Science and Technology	49.3%	50.7%	45.9%	54.1%	52.1%	47.9%
The University of Hong Kong	59.3%	40.7%	59.4%	40.6%	52.2%	47.8%
Overall	56.0%	44.0%	56.0%	44.0%	57.0%	43.0%

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

EDB324

Question Serial No.

0675

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 publicly-funded undergraduate places in UGC-funded institutions will be gradually increased from 3 974 in the 2011/12 academic year to 8 000 in the 2015/16 academic year. Yet the approved intakes vary considerably among different institutions. For instance, the approved intakes for PolyU and CityU are close to 1 000, whereas that of the HKIED is 41 only. Could resources be allocated to increase the intake places of those institutions with a smaller intake?

Asked by: Hon. NG Leung-sing

Reply:

The University Grants Committee (UGC) generally follows a triennial planning cycle for the recurrent grant and student places allocation exercises. There will be a progressive increase in the senior year intake places from 2 000 in the 2011/12 academic year to 4 000 by the 2014/15 academic year (or a combined total of 8 000 penultimate year and final year places in total by the 2015/16 academic year). The distribution of senior year places has already been determined and approved in the context of the academic planning exercise for the 2012/13 to 2014/15 triennium. When determining the allocation of the senior year intake places to individual institutions, the UGC has taken into account a number of factors, including the bids submitted by the institutions, the roles of institutions, institutions' experience in admitting sub-degree graduates, etc. During the allocation exercise in the 2012/13-2014/15 triennium, the Hong Kong Polytechnic University and the City University of Hong Kong have been allocated relatively more senior year places, taking into account the size of their bids, their experience in admitting sub-degree students and other relevant factors. As regards the Hong Kong Institute of Education, most of its UGC-funded programmes are on teacher education, for which there are no senior year places.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

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

EDB325

Question Serial No.

0676

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 students will decrease from 6 773 in the 2012/13 academic year to 5 595 in the 2013/14 academic year. The decrease in the number of students seems to be inconsistent with the Government's policy of enhancing investment in scientific research. What are the reasons for that?

Asked by: Hon. NG Leung-sing

Reply:

The approved student number targets for the University Grants Committee (UGC) funded research postgraduate (RPg) programmes remain at 5 595 per annum throughout the 2012/13 to 2014/15 triennium. Institutions are allowed to enroll RPg students up to 40% over and above their respective approved student numbers, subject to conditions as stipulated in the UGC Notes on Procedures. Over the years, institutions have been exercising this flexibility in over-enrolment in support of their research projects. In the 2012/13 academic year, the actual number of RPg students is 6 773. Similarly, the actual number of RPg students in the 2013/14 academic year is likely to exceed the approved target.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

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

EDB326

Question Serial No.

0684

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 promoting internationalisation, it is important to provide hostel places for both local and non-local students. What are the target ratios of hostel places to the number of students in the 2013/14 academic year and in the medium term? What is the amount of resources the Government has planned to allocate?

Asked by: Hon. NG Leung-sing

Reply:

Under the prevailing hostel policy, the University Grants Committee (UGC)-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. Hence, there is no target ratio of hostel places to student numbers. For reference purpose, the ratio of publicly-funded hostel places to the approved undergraduate and research postgraduate student number targets in the 2013/14 academic year is 1:2.55, i.e. 29 160 vis-à-vis 74 478.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 4 824 publicly-funded hostel places will be provided by seven hostel projects under planning. In addition, institutions have recently submitted four new capital works proposals that could provide a combined total of some 4 000 additional publicly-funded hostel places. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

¹ The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided 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) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

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

EDB327

Question Serial No.

0386

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 for the 2013/14 academic year.

Asked by: Hon. TAM Yiu-chung

Reply:

The approved numbers of UGC-funded senior year undergraduate places for articulation by sub-degree graduates by institution and programme for the 2013/14 academic year are set out at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 19.3.2013

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2013/14 Academic Year**

Institution	Programme	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	185	124
	Bachelor of Arts/Bachelor of Science	72	72
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	64	51
	Bachelor of Science	87	78
	Bachelor of Social Sciences	233	184
	Sub-total	927	795
HKBU	Bachelor of Arts	92	76
	Bachelor of Business Administration	74	58
	Bachelor of Science	45	38
	Bachelor of Social Sciences (including Bachelor of Social Work)	77	61
	Sub-total	288	233
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	Sub-total	124	124
CUHK	Bachelor of Arts	65	34
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	30	30
	Bachelor of Nursing	60	60
	Bachelor of Science (including Bachelor of Health Science)	105	65
	Bachelor of Social Sciences	45	36
	Sub-total	315	235
HKIEd	Bachelor of Arts	27	13
	Bachelor of Social Sciences	14	7
	Sub-total	41	20
PolyU	Bachelor of Arts	336	299
	Bachelor of Business Administration	62	54
	Bachelor of Business Administration/ Bachelor of Science	103	93
	Bachelor of Engineering	151	100
	Bachelor of Science	285	259
	Sub-total	937	805
HKUST	Bachelor of Business Administration	15	15
	Bachelor of Engineering	65	65
	Bachelor of Science	20	20
	Sub-total	100	100

Institution	Programme	Penultimate Year (Intake)	Final Year
HKU	Bachelor of Arts	50	35
	Bachelor of Engineering	30	20
	Bachelor of Nursing	25	25
	Bachelor of Science	110	65
	Bachelor of Social Sciences	40	30
	Sub-total	255	175
Total		2 987	2 487

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

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

EDB328

Question Serial No.

0388

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:

Would the Administration please provide the quota of exchange students allocated and the subsidy granted by the Government to each of the funded institutions in 2009/10 to 2011/12 academic years respectively?

Asked by: Hon. TAM Yiu-chung

Reply:

The University Grants Committee (UGC) and the Administration do not set quota for exchange students. The institutions have the flexibility to set their own exchange targets and to allocate exchange opportunities to their students.

The UGC and the Administration have all along been supportive of institutions' efforts to provide exchange opportunities to students. Since 2003, the Administration has launched six rounds of Matching Grant Scheme. The two most recent rounds were launched in June 2010 and August 2012 with \$1 billion and \$2.5 billion respectively. We have encouraged UGC-funded institutions to make use of the funds available from the Matching Grant Scheme for, inter alia, exchange programmes and promoting internationalisation.

In 2011, the UGC extended its own Matching Grant Scheme for Internationalisation by providing a further one-off \$50 million to the institutions on a dollar-to-dollar matching basis to enhance exchange opportunities for local students. The grants are to be given to the eight UGC-funded institutions according to their undergraduate student numbers. Institutions can use the matching grants for up to three years' time to provide more exchange opportunities for local students.

UGC-funded institutions have arranged a wide array of opportunities for students to visit universities outside Hong Kong with duration ranging from a week to a few months. The number of incoming and outgoing exchange students in UGC-funded full-time undergraduate and postgraduate programmes enrolled in credit-bearing courses for at least one semester for the 2009/10 to 2011/12 academic years is set out at the Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 19.3.2013

Number of Incoming and Outgoing Exchange Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes, 2009/10 to 2011/12

Institution	Incoming¹			Outgoing²		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
City University of Hong Kong	585	563	634	634	600	687
Hong Kong Baptist University	264	293	367	194	248	245
Lingnan University	172	200	231	174	222	295
The Chinese University of Hong Kong	772	907	972	671	747	824
The Hong Kong Institute of Education	97	124	121	113	119	158
The Hong Kong Polytechnic University	377	426	499	495	537	600
The Hong Kong University of Science and Technology	537	558	712	660	731	677
The University of Hong Kong	840	901	878	605	685	731
Total	3 644	3 972	4 414	3 546	3 889	4 217

1. Incoming exchange students refer to those exchange students who come from non-local partner institutions and enrol 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 enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.

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

EDB329

Question Serial No.

0394

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 2012/13 academic year, what were the figures of non-local students pursuing UGC-funded programmes in terms of academic institutions, countries/places of origin and undergraduate/postgraduate programmes?

Please provide a breakdown of the number of hostel projects under planning and under construction by academic institutions, as well as the number of hostel places in supply. Please also provide the figures of supply and shortage of student hostel places for local and non-local students by various institutions in 2013/14, and the forecast of such figures for the next two academic years (2014/15 and 2015/16).

Asked by: Hon. TAM Yiu-chung

Reply:

Provisional numbers of non-local students in the University Grants Committee (UGC)-funded programmes by institution, level of study and place of origin in the 2012/13 academic year are at the Annex.

One publicly-funded hostel project, namely "8015EL Tseung Kwan O Joint Student Hostel", is currently under construction. It will provide a total of 520 publicly-funded hostel places, including 370 places for The Hong Kong University of Science and Technology and 150 places for Hong Kong Baptist University. Besides, The Chinese University of Hong Kong and Lingnan University are carrying out privately-funded hostel projects within campus to provide 900 and 400 places respectively.

Taking into account the above places under construction, there are currently some 29 160 publicly-funded hostel places in the UGC-funded institutions. Under the prevailing hostel policy, the additional requirements for hostel places above the existing level of supply in the 2012/13 academic year are at 5 994, taking into account the prevailing enrolment rate of non-local students by the institutions. It is anticipated that the indicative additional requirements above the 2012/13 level of supply to enable institutions to fully utilise the 20% non-local student quota will further increase to around 13 000 by the 2014/15 academic year. Breakdown figures are tabulated below –

Institution	Additional requirements for publicly-funded hostel places above the 2012/13 level of supply under the prevailing hostel policy	
	Actual requirements in 2012/13 (based on the prevailing enrolment rate of non-local students by institutions)	Indicative requirements in 2014/15* (to enable institutions to fully utilise the 20% non-local student quota)
City University of Hong Kong	1 164	2 987
Hong Kong Baptist University	633	1 331
Lingnan University	-	-
The Chinese University of Hong Kong	957	2 469
The Hong Kong Institute of Education	-	-
The Hong Kong Polytechnic University	533	2 706
The Hong Kong University of Science and Technology	938	1 188
The University of Hong Kong	1 769	2 381
Total	5 994	13 062

- * The indicative requirements in the 2014/15 academic year are assessed against the prevailing hostel policy on the basis of the approved student numbers allocated for the 2012/13 to 2014/15 triennium. The figures are for planning purpose as at January 2013. The actual requirements are subject to a number of factors such as the actual non-local student ratio, ratio of students with a daily travelling time in excess of four hours, etc. The indicative requirements in 2015/16 are not yet available pending the allocation of student number targets in the next academic planning cycle.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 4 824 publicly-funded hostel places will be provided by seven hostel projects under planning. In addition, institutions have recently submitted four new capital works proposals that could provide a combined total of some 4 000 additional publicly-funded hostel places. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 27.3.2013

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2012/13 (Provisional Figures)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	794	178	35	1 007
	Taught Postgraduate	3	1	4	8
	Research Postgraduate	521	34	31	586
	Sub-total	1 318	213	70	1 601
Hong Kong Baptist University	Undergraduate	648	11	-	659
	Taught Postgraduate	1	-	-	1
	Research Postgraduate	150	16	14	180
	Sub-total	799	27	14	840
Lingnan University	Undergraduate	158	22	6	186
	Research Postgraduate	29	7	8	44
	Sub-total	187	29	14	230
The Chinese University of Hong Kong	Undergraduate	1 317	246	72	1 635
	Taught Postgraduate	13	3	2	18
	Research Postgraduate	1 208	39	30	1 277
	Sub-total	2 538	288	104	2 930
The Hong Kong Institute of Education	Undergraduate	218	7	-	225
	Taught Postgraduate	6	-	1	7
	Research Postgraduate	22	3	2	27
	Sub-total	246	10	3	259
The Hong Kong Polytechnic University	Sub-degree	-	1	-	1
	Undergraduate	1 059	176	45	1 280
	Research Postgraduate	407	41	27	475
	Sub-total	1 466	218	72	1 756
The Hong Kong University of Science and Technology	Undergraduate	668	433	82	1 183
	Research Postgraduate	960	79	35	1 074
	Sub-total	1 628	512	117	2 257
The University of Hong Kong	Undergraduate	1 453	677	94	2 224
	Taught Postgraduate	39	15	6	60
	Research Postgraduate	1 289	116	99	1 503
	Sub-total	2 781	808	199	3 787
All institutions	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate	4 586	335	246	5 166
	Total	10 963	2 105	593	13 660

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
4. Figures may not add up to the corresponding totals owing to rounding.
5. ‘-’ denotes ‘nil’.

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

EDB330

Question Serial No.

1805

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:

Part (1)

Please provide in tabular form the following information on UGC-funded undergraduate programmes in various institutions from 2008/09 to 2012/13 by academic discipline:

- (a) places offered;
- (b) numbers and percentages of students admitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes;
- (c) numbers and ratios of local and non-local students;
- (d) the ratio of mainland to overseas students among non-local students.

Part (2)

Please provide in tabular form the following information on UGC-funded undergraduate programmes in various institutions from 2008/09 to 2012/13:

- (a) average subvention per UGC-funded undergraduate place;
- (b) the academic discipline with the highest average subvention per place and the amount of subvention; and
- (c) the academic discipline with the lowest average subvention per place and the amount of subvention.

Part (3)

Please provide in tabular form the respective numbers of UGC-funded and self-financing undergraduate places available in the 8 institutions from 2008/09 to 2012/13.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

Part (1)

- (a) The approved student number targets of the University Grants Committee (UGC)-funded first-year-first-degree (FYFD) programmes by institution and broad academic programme category (APC) from the 2008/09 to 2012/13 academic years are at Annex A.
- (b) The number of local students admitted to UGC-funded FYFD places by institution, broad APC and admission route from 2008/09 to 2012/13 is at Annex B.
- (c) The number and ratio of local and non-local students admitted to UGC-funded FYFD places by institution and broad APC from 2008/09 to 2012/13 are at Annex C.
- (d) The number of non-local students admitted to the UGC-funded FYFD places by institution, broad APC and place(s) of origin from 2008/09 to 2012/13 is at Annex D.

Part (2)

The bulk of recurrent grants to the institutions are in the form of block grants, without precise requirements attached as to how they should be spent. The allocation of block grants between academic departments, divisions or faculties, or between academic and administrative areas, is entirely a matter of institutional autonomy. Thus, the more relevant figures are the student unit costs of respective APCs as reported by the institutions, the bulk of which were subsidized by recurrent grants from the UGC. The average student unit costs of undergraduate places, grouped into three broad APCs, for 2008/09 to 2011/12 are tabulated below. The average student unit costs for 2012/13 are not yet available.

Broad APCs	Average Student Unit Cost (\$)			
	2008/09	2009/10	2010/11	2011/12
A Medicine & Dentistry	683,000	635,000	598,000	585,000
B Engineering & Laboratory Based Studies	275,000	256,000	253,000	263,000
C Others	200,000	189,000	188,000	199,000
Overall	240,000	225,000	222,000	233,000

Part (3)

The approved number of UGC-funded FYFD places from 2008/09 to 2012/13 is set out at Annex A. According to the UGC-funded institutions, the number of intake places of full-time locally-accredited self-financing FYFD programmes provided by them from 2008/09 to 2012/13 is set out at Annex E.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Approved First-year-first-degree Intake Places of UGC-funded Programme
by Institution and Broad Academic Programme Category, 2008/09 to 2012/13**

(full-time equivalent)

Institution	Broad Academic Programme Category	2008/09	2009/10	2010/11	2011/12	2012/13		
						3-year programme	4-year programme	Total
CityU	Medicine, Dentistry and Health	-	-	-	-	-	5	5
	Sciences	428	399	399	399	404	371	775
	Engineering and Technology	514	480	480	480	466	504	970
	Business and Management	754	753	753	753	727	693	1 420
	Arts and Humanities	178	196	196	196	190	168	358
	Social Sciences	338	335	335	335	324	353	677
	Sub-total	2 212	2 162	2 162	2 162	2 111	2 095	4 206
HKBU	Medicine, Dentistry and Health	45	45	45	45	45	45	90
	Sciences	249	235	235	235	235	214	449
	Business and Management	255	241	241	241	241	246	487
	Arts and Humanities	281	290	290	290	290	290	580
	Social Sciences	414	381	381	381	380	355	735
	Education	50	69	69	69	75	73	148
	Sub-total	1 294	1 261	1 261	1 261	1 266	1 223	2 489
LU	Business and Management	227	226	201	192	179	177	356
	Arts and Humanities	306	276	260	256	250	248	498
	Social Sciences	158	157	139	132	124	128	252
	Sub-total	691	659	600	580	553	553	1 106
CUHK	Medicine, Dentistry and Health	367	412	412	412	522	522	1 044
	Sciences	574	645	625	627	611	619	1 230
	Engineering and Technology	433	408	424	424	439	480	919
	Business and Management	572	558	569	569	588	589	1 177
	Arts and Humanities	430	408	409	414	413	430	843
	Social Sciences	524	509	509	509	516	540	1 056
	Education	46	58	66	71	70	68	138
	Sub-total	2 946	2 997	3 014	3 025	3 159	3 247	6 406
HKIEd	Sciences	59	62	77	74	75	77	152
	Business and Management	-	-	2	2	1	3	3
	Arts and Humanities	236	237	293	322	295	244	539
	Social Sciences	9	15	24	25	21	34	55
	Education	148	154	171	187	230	263	493
	Sub-total	453	468	568	610	621	621	1 242
PolyU	Medicine, Dentistry and Health	388	434	434	434	620	611	1 231
	Sciences	255	282	283	284	275	304	579
	Engineering and Technology	692	702	706	706	689	624	1 312
	Business and Management	650	579	581	582	582	533	1 115
	Arts and Humanities	260	237	237	237	232	199	431
	Social Sciences	65	63	63	63	63	65	128
	Sub-total	2 311	2 297	2 304	2 306	2 460	2 337	4 797

Institution	Broad Academic Programme Category	2008/09	2009/10	2010/11	2011/12	2012/13		Total
						3-year programme	4-year programme	
HKUST	Sciences	500	508	499	502	516	554	1 070
	Engineering and Technology	627	610	595	586	594	579	1 173
	Business and Management	677	688	690	693	705	618	1 323
	Arts and Humanities	-	-	13	15	16	24	40
	Social Sciences	33	38	53	57	57	126	183
	Education	10	5	5	5	-	-	-
	Sub-total	1 846	1 847	1 855	1 857	1 888	1 901	3 789
HKU	Medicine, Dentistry and Health	419	487	487	487	542	570	1 112
	Sciences	453	440	440	440	448	461	910
	Engineering and Technology	607	594	594	594	592	622	1 214
	Business and Management	233	248	251	251	270	272	542
	Arts and Humanities	387	373	373	374	376	403	779
	Social Sciences	569	562	565	567	608	623	1 232
	Education	79	106	106	106	106	71	177
	Sub-total	2 747	2 809	2 816	2 819	2 942	3 023	5 965
All Institutions		14 500	14 500	14 580	14 620	15 000	15 000	30 000

Notes:

1. Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), students of these programmes may be across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. ‘-’ denotes ‘nil’.
3. 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

**Number of Local Students¹ Admitted to UGC-funded First-year-first-degree Places
by Institution and Admission Route, 2008/09 to 2009/10**

(headcount)

Institution	2008/09			2009/10		
	JUPAS	Non-JUPAS	Total	JUPAS	Non-JUPAS	Total
City University of Hong Kong	1 631 (77.3%)	479 (22.7%)	2 110 (100.0%)	1 628 (77.9%)	461 (22.1%)	2 089 (100.0%)
Hong Kong Baptist University	1 155 (90.7%)	118 (9.3%)	1 273 (100.0%)	1 103 (88.8%)	139 (11.2%)	1 242 (100.0%)
Lingnan University	604 (93.8%)	40 (6.2%)	644 (100.0%)	560 (90.0%)	62 (10.0%)	622 (100.0%)
The Chinese University of Hong Kong	2 512 (89.2%)	304 (10.8%)	2 816 (100.0%)	2 500 (86.8%)	381 (13.2%)	2 881 (100.0%)
The Hong Kong Institute of Education	407 (77.8%)	116 (22.2%)	523 (100.0%)	416 (73.6%)	149 (26.4%)	565 (100.0%)
The Hong Kong Polytechnic University	1 787 (76.9%)	537 (23.1%)	2 324 (100.0%)	1 874 (80.1%)	465 (19.9%)	2 339 (100.0%)
The Hong Kong University of Science and Technology	1 512 (87.0%)	226 (13.0%)	1 738 (100.0%)	1 487 (84.6%)	271 (15.4%)	1 758 (100.0%)
The University of Hong Kong	2 053 (76.0%)	648 (24.0%)	2 701 (100.0%)	2 029 (75.9%)	646 (24.1%)	2 675 (100.0%)
All Institutions	11 661 (82.5%)	2 468 (17.5%)	14 129 (100.0%)	11 597 (81.8%)	2 574 (18.2%)	14 171 (100.0%)

Notes:

- Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers. Hence, they are not included for the purpose of calculating the breakdown between JUPAS and non-JUPAS routes.
- Detailed breakdown figures by broad academic programme category and admission route were not available for 2008/09 and 2009/10.
- Figures in brackets denote percentage share to respective totals.

**Number of Local Students¹ Admitted to UGC-funded First-year-first-degree Places by Institution,
Broad Academic Programme Category and Admission Route, 2010/11 to 2011/12**

(headcount)

Institution/ Broad Academic Programme	2010/11					2011/12				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
		Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total			Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total	
City University of Hong Kong										
Sciences	306	51	16	68	373	313	53	13	66	379
	(81.8%)	(13.8%)	(4.4%)	(18.2%)	(100.0%)	(82.6%)	(14.0%)	(3.4%)	(17.4%)	(100.0%)
Engineering and Technology	432	50	12	61	493	423	42	22	64	487
	(87.5%)	(10.1%)	(2.4%)	(12.5%)	(100.0%)	(86.9%)	(8.6%)	(4.5%)	(13.1%)	(100.0%)
Business and Management	555	117	56	173	728	564	114	47	161	725
	(76.2%)	(16.1%)	(7.7%)	(23.8%)	(100.0%)	(77.8%)	(15.8%)	(6.4%)	(22.2%)	(100.0%)
Arts and Humanities	147	32	6	38	184	148	24	17	42	189
	(79.4%)	(17.1%)	(3.4%)	(20.6%)	(100.0%)	(78.0%)	(12.9%)	(9.1%)	(22.0%)	(100.0%)
Social Sciences	240	71	28	100	340	241	71	22	93	334
	(70.7%)	(21.0%)	(8.3%)	(29.3%)	(100.0%)	(72.2%)	(21.1%)	(6.7%)	(27.8%)	(100.0%)
Sub-total	1 679	321	119	440	2 119	1 689	304	121	425	2 114
	(79.2%)	(15.1%)	(5.6%)	(20.8%)	(100.0%)	(79.9%)	(14.4%)	(5.7%)	(20.1%)	(100.0%)
Hong Kong Baptist University										
Medicine, Dentistry and Health	34	-	2	2	36	32	-	5	5	37
	(94.4%)	-	(5.6%)	(5.6%)	(100.0%)	(86.5%)	-	(13.5%)	(13.5%)	(100.0%)
Sciences	183	22	17	39	222	170	28	25	53	223
	(82.4%)	(9.9%)	(7.7%)	(17.6%)	(100.0%)	(76.2%)	(12.6%)	(11.2%)	(23.8%)	(100.0%)
Business and Management	219	8	11	19	238	195	7	35	43	238
	(92.0%)	(3.4%)	(4.6%)	(8.0%)	(100.0%)	(82.1%)	(3.0%)	(14.9%)	(17.9%)	(100.0%)
Arts and Humanities	283	18	10	28	312	264	26	21	47	310
	(90.9%)	(5.8%)	(3.4%)	(9.1%)	(100.0%)	(84.9%)	(8.4%)	(6.7%)	(15.1%)	(100.0%)
Social Sciences	349	16	16	32	380	339	23	14	37	376
	(91.7%)	(4.2%)	(4.1%)	(8.3%)	(100.0%)	(90.2%)	(6.1%)	(3.7%)	(9.8%)	(100.0%)
Education	54	3	11	14	68	51	5	12	17	68
	(79.4%)	(4.4%)	(16.2%)	(20.6%)	(100.0%)	(75.0%)	(7.4%)	(17.6%)	(25.0%)	(100.0%)
Sub-total	1 122	67	67	134	1 256	1 051	89	112	201	1 252
	(89.3%)	(5.3%)	(5.3%)	(10.7%)	(100.0%)	(83.9%)	(7.1%)	(8.9%)	(16.1%)	(100.0%)
Lingnan University										
Business and Management	167	11	2	13	180	158	16	2	18	176
	(92.8%)	(6.1%)	(1.1%)	(7.2%)	(100.0%)	(89.8%)	(9.1%)	(1.1%)	(10.2%)	(100.0%)
Arts and Humanities	232	22	5	27	259	226	23	7	30	256
	(89.6%)	(8.5%)	(1.9%)	(10.4%)	(100.0%)	(88.3%)	(9.0%)	(2.7%)	(11.7%)	(100.0%)
Social Sciences	119	8	1	9	128	115	10	1	11	126
	(93.0%)	(6.3%)	(0.8%)	(7.0%)	(100.0%)	(91.3%)	(7.9%)	(0.8%)	(8.7%)	(100.0%)
Sub-total	518	41	8	49	567	499	49	10	59	558
	(91.4%)	(7.2%)	(1.4%)	(8.6%)	(100.0%)	(89.4%)	(8.8%)	(1.8%)	(10.6%)	(100.0%)

Institution/ Broad Academic Programme	2010/11					2011/12				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
The Chinese University of Hong Kong										
Medicine, Dentistry and Health	365	3	79	82	447	381	3	77	80	461
	(81.7%)	(0.7%)	(17.7%)	(18.3%)	(100.0%)	(82.6%)	(0.7%)	(16.7%)	(17.4%)	(100.0%)
Sciences	484	33	61	93	577	482	37	63	100	582
	(83.8%)	(5.7%)	(10.5%)	(16.2%)	(100.0%)	(82.8%)	(6.3%)	(10.9%)	(17.2%)	(100.0%)
Engineering and Technology	309	34	39	73	382	284	48	33	81	365
	(80.8%)	(8.9%)	(10.3%)	(19.2%)	(100.0%)	(77.9%)	(13.2%)	(8.9%)	(22.1%)	(100.0%)
Business and Management	472	-	33	33	505	486	-	41	41	527
	(93.4%)	-	(6.6%)	(6.6%)	(100.0%)	(92.2%)	-	(7.8%)	(7.8%)	(100.0%)
Arts and Humanities	369	9	21	29	398	375	14	18	32	406
	(92.7%)	(2.1%)	(5.2%)	(7.3%)	(100.0%)	(92.2%)	(3.4%)	(4.3%)	(7.8%)	(100.0%)
Social Sciences	425	5	48	53	478	440	5	51	56	496
	(88.9%)	(1.0%)	(10.0%)	(11.1%)	(100.0%)	(88.7%)	(1.0%)	(10.3%)	(11.3%)	(100.0%)
Education	62	4	1	4	66	63	4	3	7	69
	(93.4%)	(5.8%)	(0.8%)	(6.6%)	(100.0%)	(90.1%)	(6.3%)	(3.6%)	(9.9%)	(100.0%)
Sub-total	2 485	87	281	368	2 853	2 510	111	285	396	2 906
	(87.1%)	(3.0%)	(9.8%)	(12.9%)	(100.0%)	(86.4%)	(3.8%)	(9.8%)	(13.6%)	(100.0%)
The Hong Kong Institute of Education										
Sciences	77	20	1	20	98	66	9	@	9	76
	(79.1%)	(20.1%)	(0.9%)	(20.9%)	(100.0%)	(87.8%)	(11.8%)	(0.4%)	(12.2%)	(100.0%)
Arts and Humanities	192	103	9	112	304	360	82	@	83	443
	(63.2%)	(33.8%)	(3.0%)	(36.8%)	(100.0%)	(81.3%)	(18.6%)	(0.1%)	(18.7%)	(100.0%)
Social Sciences	21	5	@	5	26	22	2	@	2	24
	(81.8%)	(17.6%)	(0.6%)	(18.2%)	(100.0%)	(92.8%)	(7.1%)	(0.2%)	(7.2%)	(100.0%)
Education	199	66	4	70	269	231	49	@	49	280
	(73.9%)	(24.7%)	(1.4%)	(26.1%)	(100.0%)	(82.4%)	(17.4%)	(0.1%)	(17.6%)	(100.0%)
Sub-total	489	193	14	207	696	680	142	1	143	823
	(70.3%)	(27.7%)	(2.0%)	(29.7%)	(100.0%)	(82.6%)	(17.3%)	(0.1%)	(17.4%)	(100.0%)
The Hong Kong Polytechnic University										
Medicine, Dentistry and Health	388	34	5	38	426	384	40	6	46	429
	(91.0%)	(7.9%)	(1.1%)	(9.0%)	(100.0%)	(89.4%)	(9.4%)	(1.3%)	(10.6%)	(100.0%)
Sciences	244	39	3	43	287	238	45	2	46	284
	(85.1%)	(13.8%)	(1.1%)	(14.9%)	(100.0%)	(83.8%)	(15.7%)	(0.5%)	(16.2%)	(100.0%)
Engineering and Technology	555	147	6	152	708	565	143	9	152	717
	(78.5%)	(20.7%)	(0.8%)	(21.5%)	(100.0%)	(78.8%)	(20.0%)	(1.3%)	(21.2%)	(100.0%)
Business and Management	477	86	21	107	584	484	86	25	110	595
	(81.8%)	(14.7%)	(3.5%)	(18.2%)	(100.0%)	(81.4%)	(14.4%)	(4.2%)	(18.6%)	(100.0%)
Arts and Humanities	139	82	10	92	232	140	87	8	95	235
	(60.1%)	(35.6%)	(4.3%)	(39.9%)	(100.0%)	(59.7%)	(36.9%)	(3.4%)	(40.3%)	(100.0%)
Social Sciences	55	9	-	9	64	60	5	-	5	65
	(85.9%)	(14.1%)	-	(14.1%)	(100.0%)	(92.3%)	(7.7%)	-	(7.7%)	(100.0%)
Sub-total	1 859	397	44	441	2 300	1 871	405	49	454	2 325
	(80.8%)	(17.3%)	(1.9%)	(19.2%)	(100.0%)	(80.5%)	(17.4%)	(2.1%)	(19.5%)	(100.0%)

Institution/ Broad Academic Programme	2010/11					2011/12				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
The Hong Kong University of Science and Technology										
Sciences	466	15	23	38	503	487	12	28	39	526
	(92.5%)	(3.0%)	(4.5%)	(7.5%)	(100.0%)	(92.6%)	(2.2%)	(5.3%)	(7.4%)	(100.0%)
Engineering and Technology	456	117	21	138	594	450	97	34	130	581
	(76.8%)	(19.7%)	(3.5%)	(23.2%)	(100.0%)	(77.5%)	(16.6%)	(5.8%)	(22.5%)	(100.0%)
Business and Management	534	@	96	96	630	558	-	117	117	675
	(84.8%)	*	(15.2%)	(15.2%)	(100.0%)	(82.7%)	-	(17.3%)	(17.3%)	(100.0%)
Arts and Humanities	-	-	-	-	-	15	-	1	1	16
	-	-	-	-	-	(96.8%)	-	(3.2%)	(3.2%)	(100.0%)
Social Sciences	28	@	2	2	30	43	-	4	4	47
	(92.1%)	(0.5%)	(7.4%)	(7.9%)	(100.0%)	(91.9%)	-	(8.1%)	(8.1%)	(100.0%)
Education	4	-	-	-	4	4	-	-	-	4
	(100.0%)	-	-	-	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sub-total	1 488	132	142	274	1 762	1 558	108	183	291	1 849
	(84.4%)	(7.5%)	(8.1%)	(15.6%)	(100.0%)	(84.3%)	(5.8%)	(9.9%)	(15.7%)	(100.0%)
The University of Hong Kong										
Medicine, Dentistry and Health	351	56	76	132	483	376	42	78	120	496
	(72.7%)	(11.6%)	(15.7%)	(27.3%)	(100.0%)	(75.8%)	(8.5%)	(15.7%)	(24.2%)	(100.0%)
Sciences	341	23	17	40	380	339	40	22	62	401
	(89.6%)	(6.0%)	(4.4%)	(10.4%)	(100.0%)	(84.6%)	(9.9%)	(5.5%)	(15.4%)	(100.0%)
Engineering and Technology	405	75	36	111	516	351	80	36	116	466
	(78.5%)	(14.5%)	(7.0%)	(21.5%)	(100.0%)	(75.2%)	(17.1%)	(7.7%)	(24.8%)	(100.0%)
Business and Management	200	9	55	64	264	207	10	59	69	276
	(75.8%)	(3.4%)	(20.8%)	(24.2%)	(100.0%)	(74.9%)	(3.7%)	(21.4%)	(25.1%)	(100.0%)
Arts and Humanities	260	40	48	88	348	253	40	42	82	334
	(74.7%)	(11.4%)	(13.8%)	(25.3%)	(100.0%)	(75.6%)	(11.9%)	(12.6%)	(24.4%)	(100.0%)
Social Sciences	406	26	115	141	547	405	21	120	141	546
	(74.2%)	(4.8%)	(21.0%)	(25.8%)	(100.0%)	(74.1%)	(3.9%)	(22.0%)	(25.9%)	(100.0%)
Education	57	35	11	46	103	57	31	13	44	101
	(55.0%)	(34.0%)	(11.0%)	(45.0%)	(100.0%)	(56.1%)	(31.0%)	(12.9%)	(43.9%)	(100.0%)
Sub-total	2 020	264	358	622	2 642	1 986	264	370	634	2 620
	(76.5%)	(10.0%)	(13.6%)	(23.5%)	(100.0%)	(75.8%)	(10.1%)	(14.1%)	(24.2%)	(100.0%)
All Institutions	11 660	1 502	1 033	2 535	14 195	11 844	1 472	1 131	2 603	14 447
	(82.1%)	(10.6%)	(7.3%)	(17.9%)	(100.0%)	(82.0%)	(10.2%)	(7.8%)	(18.0%)	(100.0%)

Notes:

- Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers. Hence, they are not included for the purpose of calculating the breakdown between JUPAS and non-JUPAS routes.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
- Including the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination, etc.
- Figures in brackets denote percentage share to respective totals.
- 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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- '@' denotes 'magnitude less than 0.5'.
- '*' denotes 'less than 0.05%'.
- '-' denotes 'nil'.

**Number of Local Students¹ Admitted to UGC-funded First-year-first-degree Places by Institution,
Broad Academic Programme Category and Admission Route, 2012/13 (Provisional Figures)**

(headcount)

Institution/ Broad Academic Programme	3-Year Programme					4-Year Programme				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
		Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total			Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total	
City University of Hong Kong										
Medicine, Dentistry and Health	-	-	-	-	-	6	-	@	-	-
	-	-	-	-	-	-	-	*	-	-
Sciences	317	37	33	71	388	363	1	3	3	366
	(81.8%)	(9.6%)	(8.6%)	(18.2%)	(100.0%)	(99.1%)	(0.2%)	(0.7%)	(0.9%)	(100.0%)
Engineering and Technology	415	39	18	57	472	479	-	4	4	483
	(87.9%)	(8.3%)	(3.8%)	(12.1%)	(100.0%)	(99.2%)	-	(0.8%)	(0.8%)	(100.0%)
Business and Management	537	69	95	164	701	624	52	11	63	686
	(76.6%)	(9.8%)	(13.6%)	(23.4%)	(100.0%)	(90.8%)	(7.5%)	(1.6%)	(9.2%)	(100.0%)
Arts and Humanities	150	35	6	41	192	201	15	6	21	222
	(78.4%)	(18.5%)	(3.1%)	(21.6%)	(100.0%)	(90.7%)	(6.7%)	(2.6%)	(9.3%)	(100.0%)
Social Sciences	213	54	34	88	301	263	36	15	51	314
	(70.8%)	(18.0%)	(11.1%)	(29.2%)	(100.0%)	(83.9%)	(11.4%)	(4.7%)	(16.1%)	(100.0%)
Sub-total	1 633	235	186	421	2 054	1 936	103	38	141	2 077
	(79.5%)	(11.4%)	(9.1%)	(20.5%)	(100.0%)	(93.2%)	(5.0%)	(1.8%)	(6.8%)	(100.0%)
Hong Kong Baptist University										
Medicine, Dentistry and Health	35	1	5	6	41	37	-	-	-	37
	(85.4%)	(2.4%)	(12.2%)	(14.6%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sciences	173	22	19	41	214	194	-	-	-	194
	(80.8%)	(10.3%)	(8.9%)	(19.2%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Business and Management	162	7	70	77	239	222	-	-	-	222
	(67.7%)	(3.1%)	(29.2%)	(32.3%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Arts and Humanities	262	21	32	53	315	320	-	-	-	320
	(83.0%)	(6.8%)	(10.2%)	(17.0%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Social Sciences	339	15	16	31	371	378	-	-	-	378
	(91.6%)	(4.1%)	(4.3%)	(8.4%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Education	55	9	12	21	76	76	-	-	-	76
	(72.4%)	(11.8%)	(15.8%)	(27.6%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sub-total	1 026	76	154	230	1 256	1 227	-	-	-	1 227
	(81.7%)	(6.1%)	(12.3%)	(18.3%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Lingnan University										
Business and Management	150	18	4	22	172	163	-	3	3	166
	(87.2%)	(10.5%)	(2.3%)	(12.8%)	(100.0%)	(98.2%)	-	(1.8%)	(1.8%)	(100.0%)
Arts and Humanities	230	18	1	19	249	240	-	-	-	240
	(92.4%)	(7.2%)	(0.4%)	(7.6%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Social Sciences	117	5	1	6	123	122	-	-	-	122
	(95.1%)	(4.1%)	(0.8%)	(4.9%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sub-total	497	41	6	47	544	525	-	3	3	528
	(91.4%)	(7.5%)	(1.1%)	(8.6%)	(100.0%)	(99.4%)	-	(0.6%)	(0.6%)	(100.0%)

Institution/ Broad Academic Programme	3-Year Programme					4-Year Programme				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
		Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total			Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total	
The Chinese University of Hong Kong										
Medicine, Dentistry and Health	380	11	129	140	519	448	1	78	79	527
	(73.1%)	(2.1%)	(24.8%)	(26.9%)	(100.0%)	(85.0%)	(0.2%)	(14.8%)	(15.0%)	(100.0%)
Sciences	447	42	65	108	554	565	-	8	8	573
	(80.6%)	(7.6%)	(11.8%)	(19.4%)	(100.0%)	(98.6%)	-	(1.4%)	(1.4%)	(100.0%)
Engineering and Technology	302	74	29	103	405	438	-	12	12	449
	(74.5%)	(18.3%)	(7.2%)	(25.5%)	(100.0%)	(97.4%)	-	(2.6%)	(2.6%)	(100.0%)
Business and Management	433	-	56	56	489	474	2	48	50	524
	(88.5%)	-	(11.5%)	(11.5%)	(100.0%)	(90.4%)	(0.4%)	(9.2%)	(9.6%)	(100.0%)
Arts and Humanities	395	9	19	28	423	421	-	4	4	425
	(93.4%)	(2.1%)	(4.5%)	(6.6%)	(100.0%)	(99.1%)	-	(0.9%)	(0.9%)	(100.0%)
Social Sciences	424	17	50	67	490	472	1	40	41	514
	(86.4%)	(3.5%)	(10.1%)	(13.6%)	(100.0%)	(91.9%)	(0.2%)	(7.9%)	(8.1%)	(100.0%)
Education	64	3	2	5	69	71	-	1	1	72
	(93.0%)	(3.9%)	(3.2%)	(7.0%)	(100.0%)	(99.1%)	-	(0.9%)	(0.9%)	(100.0%)
Sub-total	2 443	156	350	506	2 949	2 889	4	191	195	3 084
	(82.8%)	(5.3%)	(11.9%)	(17.2%)	(100.0%)	(93.7%)	(0.1%)	(6.2%)	(6.3%)	(100.0%)
The Hong Kong Institute of Education										
Sciences	64	14	1	15	79	93	@	@	1	94
	(80.8%)	(18.1%)	(1.1%)	(19.2%)	(100.0%)	(99.1%)	(0.4%)	(0.4%)	(0.9%)	(100.0%)
Business and Management	2	@	-	@	2	6	-	-	-	6
	(94.8%)	(5.2%)	-	(5.2%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Arts and Humanities	249	57	4	61	310	331	@	@	@	332
	(80.3%)	(18.5%)	(1.2%)	(19.7%)	(100.0%)	(99.9%)	(0.1%)	(0.1%)	(0.1%)	(100.0%)
Social Sciences	18	2	@	3	21	22	@	@	@	22
	(87.6%)	(12.1%)	(0.3%)	(12.4%)	(100.0%)	(99.9%)	*	*	(0.1%)	(100.0%)
Education	193	41	2	43	236	305	@	@	1	305
	(81.7%)	(17.2%)	(1.0%)	(18.3%)	(100.0%)	(99.7%)	(0.1%)	(0.1%)	(0.3%)	(100.0%)
Sub-total	526	115	7	122	648	757	1	1	2	759
	(81.2%)	(17.7%)	(1.1%)	(18.8%)	(100.0%)	(99.7%)	(0.1%)	(0.1%)	(0.3%)	(100.0%)
The Hong Kong Polytechnic University										
Medicine, Dentistry and Health	498	108	10	118	616	619	-	-	-	619
	(80.8%)	(17.5%)	(1.6%)	(19.2%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sciences	228	44	4	47	275	266	-	1	1	266
	(82.8%)	(15.9%)	(1.3%)	(17.2%)	(100.0%)	(99.8%)	-	(0.2%)	(0.2%)	(100.0%)
Engineering and Technology	550	138	14	152	702	628	-	2	2	631
	(78.4%)	(19.7%)	(2.0%)	(21.6%)	(100.0%)	(99.7%)	-	(0.3%)	(0.3%)	(100.0%)
Business and Management	466	106	26	131	598	523	-	@	@	523
	(78.0%)	(17.7%)	(4.3%)	(22.0%)	(100.0%)	(99.9%)	-	(0.1%)	(0.1%)	(100.0%)
Arts and Humanities	154	70	9	78	232	216	-	-	-	216
	(66.2%)	(30.0%)	(3.8%)	(33.8%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Social Sciences	54	7	-	7	61	72	-	-	-	72
	(88.5%)	(11.5%)	-	(11.5%)	(100.0%)	(100.0%)	-	-	-	(100.0%)
Sub-total	1 950	472	62	534	2 484	2 324	-	3	3	2 327
	(78.5%)	(19.0%)	(2.5%)	(21.5%)	(100.0%)	(99.9%)	-	(0.1%)	(0.1%)	(100.0%)

Institution/ Broad Academic Programme	3-Year Programme					4-Year Programme				
	JUPAS	Non-JUPAS			Total	JUPAS	Non-JUPAS			Total
		Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total			Sub-degree or equivalent ²	Other qualifications ^{2,3}	Sub-total	
The Hong Kong University of Science and Technology										
Sciences	482	8	20	28	509	819	-	16	16	835
	(94.5%)	(1.5%)	(4.0%)	(5.5%)	(100.0%)	(98.1%)	-	(1.9%)	(1.9%)	(100.0%)
Engineering and Technology	442	74	24	99	541	124	-	2	2	126
	(81.8%)	(13.7%)	(4.5%)	(18.2%)	(100.0%)	(98.3%)	-	(1.7%)	(1.7%)	(100.0%)
Business and Management	560	@	96	96	656	122	-	3	3	125
	(85.4%)	*	(14.6%)	(14.6%)	(100.0%)	(97.3%)	-	(2.7%)	(2.7%)	(100.0%)
Arts and Humanities	19	-	2	2	21	524	-	12	12	536
	(92.7%)	-	(7.3%)	(7.3%)	(100.0%)	(97.7%)	-	(2.3%)	(2.3%)	(100.0%)
Social Sciences	45	@	2	2	48	207	-	6	6	214
	(95.6%)	(0.3%)	(4.1%)	(4.4%)	(100.0%)	(97.1%)	-	(2.9%)	(2.9%)	(100.0%)
Sub-total	1 548	82	144	226	1 774	1 796	-	40	40	1 836
	(87.3%)	(4.6%)	(8.1%)	(12.7%)	(100.0%)	(97.8%)	-	(2.2%)	(2.2%)	(100.0%)
The University of Hong Kong										
Medicine, Dentistry and Health	392	45	113	158	550	390	89	96	185	575
	(71.3%)	(8.2%)	(20.5%)	(28.7%)	(100.0%)	(67.8%)	(15.5%)	(16.7%)	(32.2%)	(100.0%)
Sciences	296	13	50	63	359	356	30	12	42	398
	(82.4%)	(3.8%)	(13.9%)	(17.6%)	(100.0%)	(89.5%)	(7.4%)	(3.1%)	(10.5%)	(100.0%)
Engineering and Technology	412	4	48	53	465	371	119	65	184	555
	(88.7%)	(0.9%)	(10.4%)	(11.3%)	(100.0%)	(66.9%)	(21.4%)	(11.7%)	(33.1%)	(100.0%)
Business and Management	179	1	70	71	250	245	7	39	45	290
	(71.5%)	(0.4%)	(28.1%)	(28.5%)	(100.0%)	(84.4%)	(2.3%)	(13.3%)	(15.6%)	(100.0%)
Arts and Humanities	272	49	31	80	352	285	55	30	85	370
	(77.3%)	(13.9%)	(8.7%)	(22.7%)	(100.0%)	(77.0%)	(14.9%)	(8.0%)	(23.0%)	(100.0%)
Social Sciences	383	5	139	144	526	451	29	90	119	570
	(72.7%)	(0.9%)	(26.4%)	(27.3%)	(100.0%)	(79.1%)	(5.1%)	(15.8%)	(20.9%)	(100.0%)
Education	45	41	10	51	96	44	15	7	22	66
	(46.5%)	(43.3%)	(10.2%)	(53.5%)	(100.0%)	(66.7%)	(23.3%)	(10.0%)	(33.3%)	(100.0%)
Sub-total	1 978	159	461	620	2 598	2 142	344	338	682	2 824
	(76.1%)	(6.1%)	(17.7%)	(23.9%)	(100.0%)	(75.8%)	(12.2%)	(12.0%)	(24.2%)	(100.0%)
All Institutions	11 601	1 336	1 370	2 706	14 307	13 596	452	614	1 066	14 662
	(81.1%)	(9.3%)	(9.6%)	(18.9%)	(100.0%)	(92.7%)	(3.1%)	(4.2%)	(7.3%)	(100.0%)

Notes:

- Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers. Hence, they are not included for the purpose of calculating the breakdown between JUPAS and non-JUPAS routes.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
- Including the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination, etc.
- Figures in brackets denote percentage share to respective totals.
- 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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- '@' denotes 'magnitude less than 0.5'.
- '*' denotes 'less than 0.05%'.
- '-' denotes 'nil'.

**Number of Students Admitted to UGC-funded First-year-first-degree Programmes by Institution
and Whether Local or Non-local Students, 2008/09 to 2009/10**

(headcount)

Institution	2008/09			2009/10		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
City University of Hong Kong	2 110	228	2 338	2 089	211	2 300
	(90.2%)	(9.8%)	(100.0%)	(90.8%)	(9.2%)	(100.0%)
Hong Kong Baptist University	1 273	149	1 422	1 242	161	1 403
	(89.5%)	(10.5%)	(100.0%)	(88.5%)	(11.5%)	(100.0%)
Lingnan University	644	60	704	622	56	678
	(91.5%)	(8.5%)	(100.0%)	(91.7%)	(8.3%)	(100.0%)
The Chinese University of Hong Kong	2 816	288	3 104	2 881	314	3 195
	(90.7%)	(9.3%)	(100.0%)	(90.2%)	(9.8%)	(100.0%)
The Hong Kong Institute of Education	523	48	571	565	50	615
	(91.6%)	(8.4%)	(100.0%)	(91.9%)	(8.1%)	(100.0%)
The Hong Kong Polytechnic University	2 324	322	2 646	2 339	263	2 602
	(87.8%)	(12.2%)	(100.0%)	(89.9%)	(10.1%)	(100.0%)
The Hong Kong University of Science and Technology	1 738	270	2 008	1 758	211	1 969
	(86.6%)	(13.4%)	(100.0%)	(89.3%)	(10.7%)	(100.0%)
The University of Hong Kong	2 701	301	3 002	2 675	385	3 060
	(90.0%)	(10.0%)	(100.0%)	(87.4%)	(12.6%)	(100.0%)
All Institutions	14 129	1 666	15 795	14 171	1 651	15 822
	(89.5%)	(10.5%)	(100.0%)	(89.6%)	(10.4%)	(100.0%)

Notes:

- Detailed breakdown figures by broad academic programme category were not available for 2008/09 and 2009/10.
- Non-local students are determined having regard to their nationality.

**Number of Students Admitted to UGC-funded First-year-first-degree Programmes by Institution,
Broad Academic Programme Category and Whether Local or Non-local Students,
2010/11 to 2011/12**

(headcount)

Institution/ Broad Academic Programme	2010/11			2011/12		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
City University of Hong Kong						
Sciences	373	55	428	379	44	423
	(87.2%)	(12.8%)	(100.0%)	(89.7%)	(10.3%)	(100.0%)
Engineering and Technology	493	33	526	487	49	536
	(93.7%)	(6.3%)	(100.0%)	(90.8%)	(9.2%)	(100.0%)
Business and Management	728	96	825	725	94	819
	(88.3%)	(11.7%)	(100.0%)	(88.5%)	(11.5%)	(100.0%)
Arts and Humanities	184	22	207	189	24	213
	(89.2%)	(10.8%)	(100.0%)	(88.9%)	(11.1%)	(100.0%)
Social Sciences	340	34	373	334	28	362
	(91.0%)	(9.0%)	(100.0%)	(92.2%)	(7.8%)	(100.0%)
Sub-total	2 119	240	2 359	2 114	239	2 353
	(89.8%)	(10.2%)	(100.0%)	(89.8%)	(10.2%)	(100.0%)
Hong Kong Baptist University						
Medicine, Dentistry and Health	36	9	45	37	8	45
	(80.0%)	(20.0%)	(100.0%)	(82.2%)	(17.8%)	(100.0%)
Sciences	222	46	268	223	43	266
	(82.8%)	(17.2%)	(100.0%)	(83.8%)	(16.2%)	(100.0%)
Business and Management	238	28	266	238	34	272
	(89.5%)	(10.5%)	(100.0%)	(87.6%)	(12.4%)	(100.0%)
Arts and Humanities	312	16	327	310	15	326
	(95.2%)	(4.8%)	(100.0%)	(95.4%)	(4.6%)	(100.0%)
Social Sciences	380	46	426	376	46	422
	(89.1%)	(10.9%)	(100.0%)	(89.1%)	(10.9%)	(100.0%)
Education	68	2	70	68	3	71
	(97.1%)	(2.9%)	(100.0%)	(95.8%)	(4.2%)	(100.0%)
Sub-total	1 256	147	1 403	1 252	149	1 401
	(89.5%)	(10.5%)	(100.0%)	(89.4%)	(10.6%)	(100.0%)
Lingnan University						
Business and Management	180	25	205	176	23	199
	(87.8%)	(12.2%)	(100.0%)	(88.4%)	(11.6%)	(100.0%)
Arts and Humanities	259	9	268	256	7	263
	(96.6%)	(3.4%)	(100.0%)	(97.3%)	(2.7%)	(100.0%)
Social Sciences	128	15	143	126	8	134
	(89.5%)	(10.5%)	(100.0%)	(94.0%)	(6.0%)	(100.0%)
Sub-total	567	49	616	558	38	596
	(92.0%)	(8.0%)	(100.0%)	(93.6%)	(6.4%)	(100.0%)

Institution/ Broad Academic Programme	2010/11			2011/12		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
The Chinese University of Hong Kong						
Medicine, Dentistry and Health	447	4	451	461	1	462
	(99.1%)	(0.9%)	(100.0%)	(99.8%)	(0.2%)	(100.0%)
Sciences	577	77	654	582	98	680
	(88.2%)	(11.8%)	(100.0%)	(85.6%)	(14.4%)	(100.0%)
Engineering and Technology	382	64	446	365	66	430
	(85.6%)	(14.4%)	(100.0%)	(84.7%)	(15.3%)	(100.0%)
Business and Management	505	131	636	527	154	682
	(79.4%)	(20.6%)	(100.0%)	(77.4%)	(22.6%)	(100.0%)
Arts and Humanities	398	10	408	406	8	414
	(97.5%)	(2.5%)	(100.0%)	(98.1%)	(1.9%)	(100.0%)
Social Sciences	478	51	529	496	51	547
	(90.4%)	(9.6%)	(100.0%)	(90.7%)	(9.3%)	(100.0%)
Education	66	-	66	69	-	69
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sub-total	2 853	337	3 190	2 906	378	3 284
	(89.4%)	(10.6%)	(100.0%)	(88.5%)	(11.5%)	(100.0%)
The Hong Kong Institute of Education						
Sciences	98	6	103	76	5	81
	(94.6%)	(5.4%)	(100.0%)	(93.5%)	(6.5%)	(100.0%)
Arts and Humanities	304	31	335	443	34	477
	(90.7%)	(9.3%)	(100.0%)	(92.9%)	(7.1%)	(100.0%)
Social Sciences	26	3	28	24	3	28
	(91.0%)	(9.0%)	(100.0%)	(87.4%)	(12.6%)	(100.0%)
Education	269	17	286	280	13	294
	(94.2%)	(5.8%)	(100.0%)	(95.5%)	(4.5%)	(100.0%)
Sub-total	696	56	752	823	56	879
	(92.6%)	(7.4%)	(100.0%)	(93.6%)	(6.4%)	(100.0%)
The Hong Kong Polytechnic University						
Medicine, Dentistry and Health	426	12	438	429	12	441
	(97.2%)	(2.8%)	(100.0%)	(97.3%)	(2.7%)	(100.0%)
Sciences	287	37	324	284	37	321
	(88.5%)	(11.5%)	(100.0%)	(88.6%)	(11.4%)	(100.0%)
Engineering and Technology	708	97	805	717	92	809
	(87.9%)	(12.1%)	(100.0%)	(88.6%)	(11.4%)	(100.0%)
Business and Management	584	129	713	595	156	751
	(81.9%)	(18.1%)	(100.0%)	(79.2%)	(20.8%)	(100.0%)
Arts and Humanities	232	21	253	235	16	251
	(91.7%)	(8.3%)	(100.0%)	(93.6%)	(6.4%)	(100.0%)
Social Sciences	64	2	66	65	3	68
	(97.0%)	(3.0%)	(100.0%)	(95.6%)	(4.4%)	(100.0%)
Sub-total	2 300	299	2 599	2 325	316	2 641
	(88.5%)	(11.5%)	(100.0%)	(88.0%)	(12.0%)	(100.0%)

Institution/ Broad Academic Programme	2010/11			2011/12		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
The Hong Kong University of Science and Technology						
Sciences	503	57	560	526	85	612
	(89.8%)	(10.2%)	(100.0%)	(86.0%)	(14.0%)	(100.0%)
Engineering and Technology	594	115	709	581	109	689
	(83.7%)	(16.3%)	(100.0%)	(84.2%)	(15.8%)	(100.0%)
Business and Management	630	87	718	675	107	782
	(87.8%)	(12.2%)	(100.0%)	(86.4%)	(13.6%)	(100.0%)
Arts and Humanities	-	-	-	16	2	18
	-	-	-	(88.6%)	(11.4%)	(100.0%)
Social Sciences	30	13	43	47	16	63
	(70.9%)	(29.1%)	(100.0%)	(74.1%)	(25.9%)	(100.0%)
Education	4	-	4	4	-	4
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sub-total	1 762	272	2 034	1 849	319	2 168
	(86.6%)	(13.4%)	(100.0%)	(85.3%)	(14.7%)	(100.0%)
The University of Hong Kong						
Medicine, Dentistry and Health	483	12	495	496	4	500
	(97.6%)	(2.4%)	(100.0%)	(99.2%)	(0.8%)	(100.0%)
Sciences	380	63	443	401	63	464
	(85.8%)	(14.2%)	(100.0%)	(86.4%)	(13.6%)	(100.0%)
Engineering and Technology	516	93	609	466	141	608
	(84.7%)	(15.3%)	(100.0%)	(76.7%)	(23.3%)	(100.0%)
Business and Management	264	118	382	276	112	388
	(69.1%)	(30.9%)	(100.0%)	(71.0%)	(29.0%)	(100.0%)
Arts and Humanities	348	22	370	334	29	363
	(94.1%)	(5.9%)	(100.0%)	(92.1%)	(7.9%)	(100.0%)
Social Sciences	547	148	695	546	154	699
	(78.7%)	(21.3%)	(100.0%)	(78.0%)	(22.0%)	(100.0%)
Education	103	3	106	101	6	107
	(97.2%)	(2.8%)	(100.0%)	(94.5%)	(5.5%)	(100.0%)
Sub-total	2 642	459	3 101	2 620	509	3 129
	(85.2%)	(14.8%)	(100.0%)	(83.7%)	(16.3%)	(100.0%)
All Institutions	14 195	1 859	16 054	14 447	2 004	16 451
	(88.4%)	(11.6%)	(100.0%)	(87.8%)	(12.2%)	(100.0%)

Notes:

1. Figures in brackets denote percentage share to respective totals.
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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. '-' denotes 'nil'.

**Number of Students Admitted to UGC-funded First-year-first-degree Programmes by Institution,
Broad Academic Category and Whether Local or Non-local Students,
2012/13 (Provisional Figures)**

(headcount)

Institution/ Broad Academic Programme	3-Year Programme			4-Year Programme		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
City University of Hong Kong						
Medicine, Dentistry and Health	-	-	-	6	1	7
	-	-	-	(89.7%)	(10.3%)	(100.0%)
Sciences	388	54	442	366	54	420
	(87.7%)	(12.3%)	(100.0%)	(87.2%)	(12.8%)	(100.0%)
Engineering and Technology	472	38	510	483	58	541
	(92.6%)	(7.4%)	(100.0%)	(89.2%)	(10.8%)	(100.0%)
Business and Management	701	94	795	686	97	784
	(88.2%)	(11.8%)	(100.0%)	(87.6%)	(12.4%)	(100.0%)
Arts and Humanities	192	25	217	222	26	248
	(88.5%)	(11.5%)	(100.0%)	(89.4%)	(10.6%)	(100.0%)
Social Sciences	301	35	336	314	35	349
	(89.6%)	(10.4%)	(100.0%)	(89.9%)	(10.1%)	(100.0%)
Sub-total	2 054	246	2 300	2 077	272	2 349
	(89.3%)	(10.7%)	(100.0%)	(88.4%)	(11.6%)	(100.0%)
Hong Kong Baptist University						
Medicine, Dentistry and Health	41	9	50	37	13	50
	(82.0%)	(18.0%)	(100.0%)	(74.0%)	(26.0%)	(100.0%)
Sciences	214	51	265	194	51	245
	(80.8%)	(19.2%)	(100.0%)	(79.2%)	(20.8%)	(100.0%)
Business and Management	239	34	273	222	41	263
	(87.7%)	(12.3%)	(100.0%)	(84.5%)	(15.5%)	(100.0%)
Arts and Humanities	315	18	333	320	25	345
	(94.6%)	(5.4%)	(100.0%)	(92.8%)	(7.2%)	(100.0%)
Social Sciences	371	47	417	378	55	433
	(88.8%)	(11.2%)	(100.0%)	(87.2%)	(12.8%)	(100.0%)
Education	76	3	79	76	6	82
	(96.2%)	(3.8%)	(100.0%)	(92.7%)	(7.3%)	(100.0%)
Sub-total	1 256	161	1 417	1 227	191	1 418
	(88.6%)	(11.4%)	(100.0%)	(86.5%)	(13.5%)	(100.0%)
Lingnan University						
Business and Management	172	7	179	166	23	189
	(96.1%)	(3.9%)	(100.0%)	(87.8%)	(12.2%)	(100.0%)
Arts and Humanities	249	-	249	240	15	255
	(100.0%)	-	(100.0%)	(94.1%)	(5.9%)	(100.0%)
Social Sciences	123	-	123	122	11	133
	(100.0%)	-	(100.0%)	(91.7%)	(8.3%)	(100.0%)
Sub-total	544	7	551	528	49	577
	(98.7%)	(1.3%)	(100.0%)	(91.5%)	(8.5%)	(100.0%)

Institution/ Broad Academic Programme	3-Year Programme			4-Year Programme		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
The Chinese University of Hong Kong						
Medicine, Dentistry and Health	519	6	525	527	6	532
	(98.9%)	(1.1%)	(100.0%)	(98.9%)	(1.1%)	(100.0%)
Sciences	554	101	655	573	73	645
	(84.6%)	(15.4%)	(100.0%)	(88.7%)	(11.3%)	(100.0%)
Engineering and Technology	405	52	457	449	64	514
	(88.7%)	(11.3%)	(100.0%)	(87.4%)	(12.6%)	(100.0%)
Business and Management	489	139	627	524	175	699
	(77.9%)	(22.1%)	(100.0%)	(75.0%)	(25.0%)	(100.0%)
Arts and Humanities	423	28	450	425	9	434
	(93.8%)	(6.2%)	(100.0%)	(98.0%)	(2.0%)	(100.0%)
Social Sciences	490	47	537	514	74	588
	(91.3%)	(8.7%)	(100.0%)	(87.4%)	(12.6%)	(100.0%)
Education	69	-	69	72	-	72
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sub-total	2 949	372	3 321	3 084	400	3 484
	(88.8%)	(11.2%)	(100.0%)	(88.5%)	(11.5%)	(100.0%)
The Hong Kong Institute of Education						
Sciences	79	1	80	94	6	100
	(99.0%)	(1.0%)	(100.0%)	(93.9%)	(6.1%)	(100.0%)
Business and Management	2	-	2	6	@	7
	(100.0%)	-	(100.0%)	(94.3%)	(5.7%)	(100.0%)
Arts and Humanities	310	@	310	332	27	358
	(99.9%)	(0.1%)	(100.0%)	(92.5%)	(7.5%)	(100.0%)
Social Sciences	21	@	21	22	2	24
	(99.8%)	(0.2%)	(100.0%)	(91.6%)	(8.4%)	(100.0%)
Education	236	1	237	305	23	328
	(99.7%)	(0.3%)	(100.0%)	(93.1%)	(6.9%)	(100.0%)
Sub-total	648	2	650	759	58	817
	(99.7%)	(0.3%)	(100.0%)	(92.9%)	(7.1%)	(100.0%)
The Hong Kong Polytechnic University						
Medicine, Dentistry and Health	616	5	621	619	2	621
	(99.2%)	(0.8%)	(100.0%)	(99.7%)	(0.3%)	(100.0%)
Sciences	275	37	312	266	39	305
	(88.2%)	(11.8%)	(100.0%)	(87.3%)	(12.7%)	(100.0%)
Engineering and Technology	702	110	812	631	92	723
	(86.4%)	(13.6%)	(100.0%)	(87.2%)	(12.8%)	(100.0%)
Business and Management	598	156	753	523	161	684
	(79.3%)	(20.7%)	(100.0%)	(76.5%)	(23.5%)	(100.0%)
Arts and Humanities	232	22	255	216	9	225
	(91.2%)	(8.8%)	(100.0%)	(95.8%)	(4.2%)	(100.0%)
Social Sciences	61	3	64	72	3	74
	(95.3%)	(4.7%)	(100.0%)	(96.2%)	(3.8%)	(100.0%)
Sub-total	2 484	333	2 817	2 327	306	2 633
	(88.2%)	(11.8%)	(100.0%)	(88.4%)	(11.6%)	(100.0%)

Institution/ Broad Academic Programme	3-Year Programme			4-Year Programme		
	Local Students	Non-local Students	Total	Local Students	Non-local Students	Total
The Hong Kong University of Science and Technology						
Sciences	509	89	598	835	108	943
	(85.2%)	(14.8%)	(100.0%)	(88.6%)	(11.4%)	(100.0%)
Engineering and Technology	541	100	640	126	17	143
	(84.4%)	(15.6%)	(100.0%)	(88.3%)	(11.7%)	(100.0%)
Business and Management	656	124	780	125	16	141
	(84.1%)	(15.9%)	(100.0%)	(88.5%)	(11.5%)	(100.0%)
Arts and Humanities	21	3	24	536	68	605
	(87.2%)	(12.8%)	(100.0%)	(88.7%)	(11.3%)	(100.0%)
Social Sciences	48	15	63	214	27	241
	(75.5%)	(24.5%)	(100.0%)	(88.8%)	(11.2%)	(100.0%)
Sub-total	1 774	331	2 105	1 836	236	2 072
	(84.3%)	(15.7%)	(100.0%)	(88.6%)	(11.4%)	(100.0%)
The University of Hong Kong						
Medicine, Dentistry and Health	550	4	554	575	8	583
	(99.3%)	(0.7%)	(100.0%)	(98.6%)	(1.4%)	(100.0%)
Sciences	359	79	438	398	98	495
	(81.9%)	(18.1%)	(100.0%)	(80.3%)	(19.7%)	(100.0%)
Engineering and Technology	465	140	605	555	136	691
	(76.9%)	(23.1%)	(100.0%)	(80.3%)	(19.7%)	(100.0%)
Business and Management	250	126	377	290	124	415
	(66.5%)	(33.5%)	(100.0%)	(70.0%)	(30.0%)	(100.0%)
Arts and Humanities	352	28	379	370	41	411
	(92.7%)	(7.3%)	(100.0%)	(90.0%)	(10.0%)	(100.0%)
Social Sciences	526	168	695	570	174	744
	(75.8%)	(24.2%)	(100.0%)	(76.6%)	(23.4%)	(100.0%)
Education	96	9	105	66	5	71
	(91.6%)	(8.4%)	(100.0%)	(92.9%)	(7.1%)	(100.0%)
Sub-total	2 598	554	3 152	2 824	586	3 410
	(82.4%)	(17.6%)	(100.0%)	(82.8%)	(17.2%)	(100.0%)
All Institutions	14 307	2 006	16 313	14 662	2 098	16 760
	(87.7%)	(12.3%)	(100.0%)	(87.5%)	(12.5%)	(100.0%)

Notes:

- Figures in brackets denote percentage share to respective totals.
- 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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- '@' denotes 'magnitude less than 0.5'.
- '-' denotes 'nil'.

**Number of Non-local Students Admitted to First Year of UGC-funded Undergraduate Programme
by Broad Academic Programme Category and Place of Origin, 2010/11 to 2011/12**

(headcount)

Institution	2010/11			2011/12		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
City University of Hong Kong						
Sciences	52	3	55	43	1	44
	(95.2%)	(4.8%)	(100.0%)	(97.1%)	(2.9%)	(100.0%)
Engineering and Technology	26	7	33	38	11	49
	(79.5%)	(20.5%)	(100.0%)	(76.9%)	(23.1%)	(100.0%)
Business and Management	70	27	96	65	30	94
	(72.4%)	(27.6%)	(100.0%)	(68.6%)	(31.4%)	(100.0%)
Arts and Humanities	20	2	22	21	3	24
	(91.1%)	(8.9%)	(100.0%)	(87.3%)	(12.7%)	(100.0%)
Social Sciences	22	12	34	21	7	28
	(64.2%)	(35.8%)	(100.0%)	(75.8%)	(24.2%)	(100.0%)
Sub-total	190	50	240	187	52	239
	(79.2%)	(20.8%)	(100.0%)	(78.2%)	(21.8%)	(100.0%)
Hong Kong Baptist University						
Medicine, Dentistry and Health	9	-	9	8	-	8
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sciences	46	-	46	43	-	43
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Business and Management	28	-	28	33	1	34
	(100.0%)	-	(100.0%)	(97.0%)	(3.0%)	(100.0%)
Arts and Humanities	16	-	16	14	1	15
	(100.0%)	-	(100.0%)	(93.3%)	(6.7%)	(100.0%)
Social Sciences	44	2	46	45	1	46
	(95.7%)	(4.3%)	(100.0%)	(97.8%)	(2.2%)	(100.0%)
Education	2	-	2	3	-	3
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sub-total	145	2	147	146	3	149
	(98.6%)	(1.4%)	(100.0%)	(98.0%)	(2.0%)	(100.0%)
Lingnan University						
Business and Management	24	1	25	19	4	23
	(96.0%)	(4.0%)	(100.0%)	(82.6%)	(17.4%)	(100.0%)
Arts and Humanities	7	2	9	5	2	7
	(77.8%)	(22.2%)	(100.0%)	(71.4%)	(28.6%)	(100.0%)
Social Sciences	12	3	15	7	1	8
	(80.0%)	(20.0%)	(100.0%)	(87.5%)	(12.5%)	(100.0%)
Sub-total	43	6	49	31	7	38
	(87.8%)	(12.2%)	(100.0%)	(81.6%)	(18.4%)	(100.0%)

Institution	2010/11			2011/12		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
The Chinese University of Hong Kong						
Medicine, Dentistry and Health	3	1	4	1	-	1
	(75.0%)	(25.0%)	(100.0%)	(100.0%)	-	(100.0%)
Sciences	66	11	77	73	26	98
	(86.4%)	(13.6%)	(100.0%)	(74.0%)	(26.0%)	(100.0%)
Engineering and Technology	50	14	64	48	18	66
	(77.9%)	(22.1%)	(100.0%)	(72.3%)	(27.7%)	(100.0%)
Business and Management	111	20	131	123	31	154
	(84.5%)	(15.5%)	(100.0%)	(79.7%)	(20.3%)	(100.0%)
Arts and Humanities	8	2	10	5	3	8
	(80.0%)	(20.0%)	(100.0%)	(62.5%)	(37.5%)	(100.0%)
Social Sciences	42	9	51	40	11	51
	(82.4%)	(17.6%)	(100.0%)	(78.4%)	(21.6%)	(100.0%)
Sub-total	280	57	337	289	89	378
	(83.1%)	(16.9%)	(100.0%)	(76.5%)	(23.5%)	(100.0%)
The Hong Kong Institute of Education						
Sciences	5	@	6	5	@	5
	(94.3%)	(5.7%)	(100.0%)	(99.7%)	(0.3%)	(100.0%)
Arts and Humanities	29	2	31	33	1	34
	(93.9%)	(6.1%)	(100.0%)	(98.0%)	(2.0%)	(100.0%)
Social Sciences	2	@	3	3	@	3
	(90.7%)	(9.3%)	(100.0%)	(99.9%)	(0.1%)	(100.0%)
Education	15	2	17	13	@	13
	(90.7%)	(9.3%)	(100.0%)	(97.8%)	(2.2%)	(100.0%)
Sub-total	52	4	56	55	1	56
	(92.9%)	(7.1%)	(100.0%)	(98.2%)	(1.8%)	(100.0%)
The Hong Kong Polytechnic University						
Medicine, Dentistry and Health	6	6	12	7	5	12
	(51.0%)	(49.0%)	(100.0%)	(56.6%)	(43.4%)	(100.0%)
Sciences	34	4	37	33	4	37
	(89.9%)	(10.1%)	(100.0%)	(90.4%)	(9.6%)	(100.0%)
Engineering and Technology	88	9	97	80	12	92
	(90.6%)	(9.4%)	(100.0%)	(86.8%)	(13.2%)	(100.0%)
Business and Management	108	22	129	112	45	156
	(83.2%)	(16.8%)	(100.0%)	(71.4%)	(28.6%)	(100.0%)
Arts and Humanities	15	6	21	7	10	16
	(69.8%)	(30.2%)	(100.0%)	(40.8%)	(59.2%)	(100.0%)
Social Sciences	1	1	2	2	1	3
	(50.0%)	(50.0%)	(100.0%)	(66.7%)	(33.3%)	(100.0%)
Sub-total	251	48	299	240	76	316
	(83.9%)	(16.1%)	(100.0%)	(75.9%)	(24.1%)	(100.0%)

Institution	2010/11			2011/12		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
The Hong Kong University of Science and Technology						
Sciences	43	14	57	58	28	85
	(75.0%)	(25.0%)	(100.0%)	(67.6%)	(32.4%)	(100.0%)
Engineering and Technology	44	72	115	51	58	109
	(37.7%)	(62.3%)	(100.0%)	(46.5%)	(53.5%)	(100.0%)
Business and Management	43	44	87	51	55	107
	(49.6%)	(50.4%)	(100.0%)	(48.1%)	(51.9%)	(100.0%)
Arts and Humanities	-	-	-	-	2	2
	-	-	-	-	(100.0%)	(100.0%)
Social Sciences	11	2	13	10	7	16
	(84.0%)	(16.0%)	(100.0%)	(58.3%)	(41.7%)	(100.0%)
Sub-total	140	132	272	169	150	319
	(51.5%)	(48.5%)	(100.0%)	(53.0%)	(47.0%)	(100.0%)
The University of Hong Kong						
Medicine, Dentistry and Health	2	10	12	-	4	4
	(16.7%)	(83.3%)	(100.0%)	-	(100.0%)	(100.0%)
Sciences	51	12	63	48	15	63
	(81.5%)	(18.5%)	(100.0%)	(76.7%)	(23.3%)	(100.0%)
Engineering and Technology	47	46	93	78	63	141
	(51.0%)	(49.0%)	(100.0%)	(55.4%)	(44.6%)	(100.0%)
Business and Management	72	46	118	67	45	112
	(61.4%)	(38.6%)	(100.0%)	(59.7%)	(40.3%)	(100.0%)
Arts and Humanities	9	12	22	13	16	29
	(43.0%)	(57.0%)	(100.0%)	(43.8%)	(56.2%)	(100.0%)
Social Sciences	98	50	148	87	67	154
	(66.2%)	(33.8%)	(100.0%)	(56.5%)	(43.5%)	(100.0%)
Education	2	1	3	2	4	6
	(76.0%)	(24.0%)	(100.0%)	(31.4%)	(68.6%)	(100.0%)
Sub-total	283	176	459	295	214	509
	(61.7%)	(38.3%)	(100.0%)	(58.0%)	(42.0%)	(100.0%)
All Institutions	1 384	475	1 859	1 412	592	2 004
	(74.4%)	(25.6%)	(100.0%)	(70.5%)	(29.5%)	(100.0%)

Notes:

1. Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Detailed breakdown figures by broad academic programme category and place of origin were not available for 2008/09 and 2009/10.
4. Figures in brackets denote percentage share to respective totals.
5. 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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
6. '@' denotes 'magnitude less than 0.5'.
7. '-' denotes 'nil'.

**Number of Non-local Students Admitted to First Year of UGC-funded Undergraduate Programme
by Broad Academic Programme Category and Place of Origin, 2012/13 (Provisional Figures)**

(headcount)

Institution	3-Year Programme			4-Year Programme		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
City University of Hong Kong						
Medicine, Dentistry and Health	-	-	-	@	@	1
	-	-	-	(64.5%)	(35.5%)	(100.0%)
Sciences	50	4	54	43	11	54
	(93.1%)	(6.9%)	(100.0%)	(79.3%)	(20.7%)	(100.0%)
Engineering and Technology	26	12	38	40	19	58
	(69.1%)	(30.9%)	(100.0%)	(68.1%)	(31.9%)	(100.0%)
Business and Management	68	26	94	69	28	97
	(72.1%)	(27.9%)	(100.0%)	(70.9%)	(29.1%)	(100.0%)
Arts and Humanities	21	4	25	22	5	26
	(82.4%)	(17.6%)	(100.0%)	(82.9%)	(17.1%)	(100.0%)
Social Sciences	27	8	35	30	5	35
	(77.2%)	(22.8%)	(100.0%)	(85.6%)	(14.4%)	(100.0%)
Sub-total	192	54	246	204	68	272
	(78.0%)	(22.0%)	(100.0%)	(75.0%)	(25.0%)	(100.0%)
Hong Kong Baptist University						
Medicine, Dentistry and Health	8	1	9	13	-	13
	(88.9%)	(11.1%)	(100.0%)	(100.0%)	-	(100.0%)
Sciences	50	1	51	51	-	51
	(98.0%)	(2.0%)	(100.0%)	(100.0%)	-	(100.0%)
Business and Management	33	1	34	41	-	41
	(97.0%)	(3.0%)	(100.0%)	(100.0%)	-	(100.0%)
Arts and Humanities	18	-	18	25	-	25
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Social Sciences	45	2	47	55	-	55
	(95.7%)	(4.3%)	(100.0%)	(100.0%)	-	(100.0%)
Education	3	-	3	6	-	6
	(100.0%)	-	(100.0%)	(100.0%)	-	(100.0%)
Sub-total	156	5	161	191	-	191
	(96.9%)	(3.1%)	(100.0%)	(100.0%)	-	(100.0%)
Lingnan University						
Business and Management	2	5	7	21	2	23
	(28.6%)	(71.4%)	(100.0%)	(91.3%)	(8.7%)	(100.0%)
Arts and Humanities	-	-	-	15	-	15
	-	-	-	(100.0%)	-	(100.0%)
Social Sciences	-	-	-	10	1	11
	-	-	-	(90.9%)	(9.1%)	(100.0%)
Sub-total	2	5	7	46	3	49
	(28.6%)	(71.4%)	(100.0%)	(93.9%)	(6.1%)	(100.0%)

Institution	3-Year Programme			4-Year Programme		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
The Chinese University of Hong Kong						
Medicine, Dentistry and Health	4	2	6	4	1	6
	(66.7%)	(33.3%)	(100.0%)	(79.6%)	(20.4%)	(100.0%)
Sciences	84	17	101	64	9	73
	(83.1%)	(16.9%)	(100.0%)	(87.7%)	(12.3%)	(100.0%)
Engineering and Technology	43	9	52	57	8	64
	(82.6%)	(17.4%)	(100.0%)	(87.6%)	(12.4%)	(100.0%)
Business and Management	119	20	139	138	37	175
	(85.6%)	(14.4%)	(100.0%)	(78.8%)	(21.2%)	(100.0%)
Arts and Humanities	16	12	28	3	6	9
	(58.6%)	(41.4%)	(100.0%)	(35.7%)	(64.3%)	(100.0%)
Social Sciences	37	10	47	54	19	74
	(79.8%)	(20.2%)	(100.0%)	(73.7%)	(26.3%)	(100.0%)
Sub-total	303	69	372	320	80	400
	(81.5%)	(18.5%)	(100.0%)	(80.0%)	(20.0%)	(100.0%)
The Hong Kong Institute of Education						
Sciences	1	-	1	6	@	6
	(100.0%)	-	(100.0%)	(96.6%)	(3.4%)	(100.0%)
Business and Management	-	-	-	@	@	@
	-	-	-	(85.2%)	(14.8%)	(100.0%)
Arts and Humanities	@	-	@	26	1	27
	(100.0%)	-	(100.0%)	(96.7%)	(3.3%)	(100.0%)
Social Sciences	@	-	@	2	@	2
	(100.0%)	-	(100.0%)	(90.2%)	(9.8%)	(100.0%)
Education	1	-	1	22	1	23
	(100.0%)	-	(100.0%)	(97.1%)	(2.9%)	(100.0%)
Sub-total	2	-	2	56	2	58
	(100.0%)	-	(100.0%)	(96.5%)	(3.5%)	(100.0%)
The Hong Kong Polytechnic University						
Medicine, Dentistry and Health	2	3	5	2	-	2
	(40.0%)	(60.0%)	(100.0%)	(100.0%)	-	(100.0%)
Sciences	30	7	37	37	2	39
	(82.0%)	(18.0%)	(100.0%)	(94.3%)	(5.7%)	(100.0%)
Engineering and Technology	87	23	110	87	5	92
	(78.6%)	(21.4%)	(100.0%)	(94.6%)	(5.4%)	(100.0%)
Business and Management	108	48	156	147	13	161
	(69.1%)	(30.9%)	(100.0%)	(91.6%)	(8.4%)	(100.0%)
Arts and Humanities	10	13	22	9	1	9
	(42.9%)	(57.1%)	(100.0%)	(91.2%)	(8.8%)	(100.0%)
Social Sciences	3	-	3	2	@	3
	(100.0%)	-	(100.0%)	(83.0%)	(17.0%)	(100.0%)
Sub-total	239	94	333	284	22	306
	(71.8%)	(28.2%)	(100.0%)	(92.8%)	(7.2%)	(100.0%)

Institution	3-Year Programme			4-Year Programme		
	From Mainland of China	From Other Areas	Total	From Mainland of China	From Other Areas	Total
The Hong Kong University of Science and Technology						
Sciences	54	35	89	67	41	108
	(60.5%)	(39.5%)	(100.0%)	(61.8%)	(38.2%)	(100.0%)
Engineering and Technology	48	51	100	10	7	17
	(48.6%)	(51.4%)	(100.0%)	(58.2%)	(41.8%)	(100.0%)
Business and Management	53	71	124	11	5	16
	(42.8%)	(57.2%)	(100.0%)	(66.8%)	(33.2%)	(100.0%)
Arts and Humanities	2	1	3	44	25	68
	(66.7%)	(33.3%)	(100.0%)	(63.7%)	(36.3%)	(100.0%)
Social Sciences	12	4	15	18	9	27
	(76.4%)	(23.6%)	(100.0%)	(67.8%)	(32.2%)	(100.0%)
Sub-total	169	162	331	149	87	236
	(51.1%)	(48.9%)	(100.0%)	(63.1%)	(36.9%)	(100.0%)
The University of Hong Kong						
Medicine, Dentistry and Health	2	2	4	2	6	8
	(50.0%)	(50.0%)	(100.0%)	(25.0%)	(75.0%)	(100.0%)
Sciences	65	14	79	74	23	98
	(82.1%)	(17.9%)	(100.0%)	(76.1%)	(23.9%)	(100.0%)
Engineering and Technology	69	71	140	92	44	136
	(49.3%)	(50.7%)	(100.0%)	(67.6%)	(32.4%)	(100.0%)
Business and Management	81	46	126	86	38	124
	(63.8%)	(36.2%)	(100.0%)	(69.0%)	(31.0%)	(100.0%)
Arts and Humanities	21	7	28	29	13	41
	(74.5%)	(25.5%)	(100.0%)	(69.4%)	(30.6%)	(100.0%)
Social Sciences	109	59	168	108	66	174
	(64.9%)	(35.1%)	(100.0%)	(62.2%)	(37.8%)	(100.0%)
Education	4	4	9	2	3	5
	(50.7%)	(49.3%)	(100.0%)	(44.7%)	(55.3%)	(100.0%)
Sub-total	351	203	554	393	193	586
	(63.4%)	(36.6%)	(100.0%)	(67.1%)	(32.9%)	(100.0%)
All Institutions	1 414	592	2 006	1 643	455	2 098
	(70.5%)	(29.5%)	(100.0%)	(78.3%)	(21.7%)	(100.0%)

Notes:

1. Admission of non-local students is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures in brackets denote percentage share to respective totals.
4. 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 decimal figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
5. '@' denotes 'magnitude less than 0.5'.
6. '-' denotes 'nil'.

**Number of Intake Places of Full-time Locally-accredited
Self-financing First-Year-First-Degree Programmes provided by
UGC-funded Institutions or their self-financing arms**

2008/09 to 2012/13

Institution	2008/09	2009/10	2010/11	2011/12	2012/13
City University of Hong Kong	90	-	-	-	-
The Hong Kong Institute of Education	35	35	40	325	271
The Hong Kong Polytechnic University	40	40	-	-	-
The University of Hong Kong	-	-	-	-	20
Total	165	75	40	325	291

Notes:

“-“ denotes nil.

Figures refer to the estimated intake places for the first year of the undergraduate programmes.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB331**

Question Serial No.

1815

Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) (i) Since the setting up of the Research Endowment Fund in 2009 till now, what are the yearly amounts of investment income, expenditure and fund balance? (ii) How much is spent on each funded category? (iii) For how many years can the Fund last if its principal is used and if the principal is not used?
- (b) Please tabulate the sites, construction time, required manpower and expenditures for the 12 capital works projects necessary for the New Academic Structure.

Asked by: Hon. TIEN Puk-sun, MichaelReply:

- (a)(i) The yearly investment income, expenditure and fund balance since the establishment of the Research Endowment Fund (REF) in 2009 are as follows:

	For the period / year ended			
	31 August 2009 (\$ million)	31 August 2010 (\$ million)	31 August 2011 (\$ million)	31 August 2012 (\$ million)
Investment income	\$476	\$1,088	\$1,164	\$1,190
Expenditure (Note 1)	-	\$136	\$675	\$789
Fund balance	\$18,476	\$19,428	\$19,917	\$25,318 (Note 2)

Notes:

- Expenditure comprises research grants and administrative expenses.
- A further \$5 billion was injected into the REF in 2012 as per Finance Committee paper ref: FCR(2011-12)67.
- Information for the year ended 31 August 2013 is not yet available.

- (a)(ii) Breakdown of the research grants funded from the REF to the UGC-funded institutions is as follows:

	For the period / year ended			
	31 August 2009 (\$ million)	31 August 2010 (\$ million)	31 August 2011 (\$ million)	31 August 2012 (\$ million)
Earmarked Research Grants	-	\$136	\$673	\$693
Theme-based Research Scheme	-	-	-	\$94

- (a)(iii) The REF was established as an endowment fund that generates recurrent income to provide a stable source of research funding. The investment income of the REF should in general be able to fully cover the cash flow requirements for funding research as well as the disbursements incidental to its administration on an ongoing basis. Since its establishment in 2009, the investment income of the REF has been sufficient to cover all relevant recurrent expenditure, with a net balance of \$2,318 million as at 31 August 2012. However, in view of market volatilities, there may be years in which the annual investment income generated may not be able to fully meet research needs. In such a scenario, we might make use of the investment income generated in past years, or if necessary a small part of the principal of the REF, to ensure a stable research allocation so that a reasonable funding level can be maintained. For reference purpose, for the year ending 31 August 2012, the fund balance (\$25,318 million) was around 32 times the expenditure (\$789 million) in that year.
- (b) The required details of the 12 capital works projects for the implementation of the new academic structure in the UGC-funded sector are listed at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

Capital works projects for the implementation of new academic structure

Project Code	Project Title	Institution^{1/} Location	Construction Period (no. of months)	Estimated No. of Man-months	Approved Project Estimate (\$ million)
8024EJ	Academic and administration building	CityU	40	19 100	888.5
8020EH	Baptist University Road campus development ²	HKBU	40	14 700	945.1
8005EU ³	New academic block	LU	30	2 400	216.0
	New student hostel				
8049EF	Student amenity centre	CUHK	46	3 300	206.5
8050EF	Extension to the existing University Library at Central Campus	CUHK	37	3 150	251.7
8051EF	An integrated teaching building	CUHK	28	2 650	176.0
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	27	5 200	455.8
8026EK	Phase 8 development	PolyU	42	14 800	1,337.4
8010EL	New academic building	HKUST	39	7 400	668.5
8011EL	Extension to the existing Academic Building ⁴	HKUST	29	1 500	116.1
8054EG	Centennial Campus, phase 1	HKU	35	12 500	1,099.8
Total					6,361.4

Notes:

- 1 CityU - City University of Hong Kong, Kowloon Tong, Kowloon
HKBU - Hong Kong Baptist University, Kowloon Tong, Kowloon
LU - Lingnan University, Tuen Mun, N.T.
CUHK - The Chinese University of Hong Kong, Sha Tin, N.T.
PolyU - The Hong Kong Polytechnic University, Hung Hom, Kowloon
HKUST - The Hong Kong University of Science and Technology, Sai Kung, N.T.
HKU - The University of Hong Kong, Pokfulam, Hong Kong
- 2 The project consists of phase 1 to provide additional space of some 8 268 m² in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m² 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.

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

EDB332

Question Serial No.

1817

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:

1. Please provide the following information about the "Hong Kong PhD Fellowship Scheme" for 2011/12 and 2012/13 in table form:
 - a. the number of applicants;
 - b. the number of successful applications;
 - c. the amount each awardee received;
 - d. the subjects they studied; and
 - e. their nationality
2. Please list the percentages of non-local students studying in undergraduate programmes, master's degree programmes and doctorate degree programmes of the eight UGC-funded institutions from 2008/09 to 2012/13 respectively.
3. Please tabulate the numbers of hostel places provided and in shortfall by the eight UGC-funded institutions for local and non-local students from 2008/09 to 2014/15.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

(1)

a. and b. The number of applicants under the Hong Kong PhD Fellowship Scheme for the 2011/12 and 2012/13 academic years are tabulated below:

Academic Year	No. of Applicants	No. of Awardees
2011/12	4,024	116
2012/13	4,253	165

c. The Hong Kong PhD Fellowship Scheme provides each awardee a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years.

d. The awardees' respective research disciplines are tabulated below:

Broad Research Discipline	No. of Awardees in 2011/12	Percentage	No. of Awardees in 2012/13	Percentage
Engineering and Technology	29	25.0%	57	34.5%
Medicine, Dentistry and Health	10	8.6%	6	3.6%
Sciences	40	34.5%	44	26.7%
Arts and Humanities	17	14.7%	23	14.0%
Business and Management	4	3.4%	5	3.0%
Education	3	2.6%	2	1.2%
Social Sciences	13	11.2%	28	17.0%
Total	116	100%	165	100%

e. While we do not have statistics on the awardees' nationality, the breakdown of the awardees by place of origin in the 2011/12 and 2012/13 academic years is tabulated at **Annex A**.

- (2) The number of non-local students in UGC-funded undergraduate and postgraduate programmes for the 2008/09 to 2012/13 academic years is at **Annex B**. Figures for the 2012/13 academic year are provisional.
- (3) The supply and requirements for additional publicly-funded hostel places by UGC-funded institutions are provided at **Annex C**. The allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places as well as temporary places to both local and non-local students according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from local and non-local students.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 28.3.2013

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme
in 2011/12 and 2012/13**

Country/Region	No. of awardees in 2011/12	No. of awardees in 2012/13
Bangladesh	-	2
Croatia	-	2
Denmark	-	1
France	-	1
Georgia	1	-
Germany	-	3
Ghana	-	1
Greece	-	1
Hong Kong	10	16
Hungary	-	3
India	2	3
Indonesia	-	1
Iran	1	1
Italy	3	3
Japan	2	-
Macedonia	1	-
Mainland China	78	92
Malaysia	2	2
Mexico	2	1
Netherlands	-	3
New Zealand	-	2
Nigeria	-	3
Pakistan	-	1
Poland	-	1
Russia	2	2
Saudi Arabia	-	1
South Korea	2	4
Spain	-	1
Sri Lanka	-	4
Sweden	-	1
Taiwan	3	1
Turkey	1	-
Ukraine	-	1
United Kingdom	2	2
United States of America	4	4
Vietnam	-	1
Total	116	165

**Non-local Students of UGC-funded Undergraduate and Postgraduate Programmes,
2008/09 to 2012/13 Academic Years**

(headcount)

Academic year	Level of study	Total student enrolment	Total non-local student enrolment	As % of respective total student enrolment
2008/09	Undergraduate	55 050	4 790	8.7%
	Taught Postgraduate	3 951	58	1.5%
	Research Postgraduate	5 959	3 539	59.4%
	<i>Doctor of philosophy</i>	3 875	2 674	69.0%
	<i>Master of philosophy</i>	2 085	865	41.5%
2009/10	Undergraduate	56 610	5 191	9.2%
	Taught Postgraduate	3 611	53	1.5%
	Research Postgraduate	6 322	4 083	64.6%
	<i>Doctor of philosophy</i>	4 325	3 148	72.8%
	<i>Master of philosophy</i>	1 997	935	46.8%
2010/11	Undergraduate	57 565	5 598	9.7%
	Taught Postgraduate	3 578	65	1.8%
	Research Postgraduate	6 462	4 406	68.2%
	<i>Doctor of philosophy</i>	4 718	3 574	75.8%
	<i>Master of philosophy</i>	1 744	832	47.7%
2011/12	Undergraduate	58 412	5 914	10.1%
	Taught Postgraduate	3 686	87	2.4%
	Research Postgraduate	6 572	4 767	72.5%
	<i>Doctor of philosophy</i>	5 105	4 016	78.7%
	<i>Master of philosophy</i>	1 467	750	51.1%
2012/13 ^{#^}	Undergraduate	76 353	8 399	11.0%
	Taught Postgraduate	3 721	94	2.5%
	Research Postgraduate	6 822	5 166	75.7%
	<i>Doctor of philosophy</i>	5 410	4 390	81.2%
	<i>Master of philosophy</i>	1 412	776	55.0%

Notes:

- [#] Provisional figures.
- [^] To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Figures may not add up to the corresponding totals owing to rounding.

(A) Supply of publicly-funded hostel places to UGC-funded institutions

Institution	No. of publicly-funded hostel places provided (including hostel places under construction)				
	2008/09 Academic Year	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year
City University of Hong Kong	2 786	3 512	3 486	3 485	3 485
Hong Kong Baptist University	1 711	1 711	1 711	1 710	1 860
Lingnan University	1 000	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	5 505	5 505	5 655	6 182	6 182
The Hong Kong Institute of Education	2 000	2 000	2 000	2 003	2 003
The Hong Kong Polytechnic University	3 004	4 654	4 654	4 654	4 654
The Hong Kong University of Science and Technology	3 006	3 707	3 707	3 581	3 951
The University of Hong Kong	5 685	5 692	5 692	5 725	5 725
Total	24 697	28 081	28 205	28 640	29 160

(B) Additional requirements for publicly-funded hostel places above the prevailing level of supply under the prevailing hostel policy

Institution	2008/09 Academic Year (10% non-local student quota)	2009/10 Academic Year (10% non-local student quota)	2010/11 Academic Year (10% non-local student quota)	2011/12 Academic Year (actual enrolment rate of non-local students)	2012/13 Academic Year (actual enrolment rate of non-local students)	Indicative requirements in 2014/15 Academic Year* (to enable institutions to fully utilise the 20% non-local student quota)
City University of Hong Kong	1 851	1 164	1 188	797	1 164	2 987
Hong Kong Baptist University	576	557	559	544	633	1 331
Lingnan University	70	-	-	-	-	-
The Chinese University of Hong Kong	458	592	554	107	957	2 469
The Hong Kong Institute of Education	-	-	-	-	-	-
The Hong Kong Polytechnic University	1 961	404	413	100	533	2 706
The Hong Kong University of Science and Technology	759	119	172	669	938	1 188
The University of Hong Kong	60	204	239	666	1 769	2 381
Total	5 735	3 040	3 125	2 883	5 994	13 062

* The indicative requirements in the 2014/15 academic year are assessed against the prevailing hostel policy on the basis of the approved student numbers allocated for the 2012/13 to 2014/15 triennium. The figures are for planning purpose as at January 2013. The actual requirements are subject to a number of factors such as the actual non-local student ratio, ratio of students with a daily travelling time in excess of four hours, etc.

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

EDB333

Question Serial No.

0972

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 on enhancing "Senior Year Articulation Opportunities", please provide the estimated number of funded senior year undergraduate places in 2013/14, the revised estimated number of places in 2012/13 and the actual number of places in 2011/12.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The actual number of senior year intakes of the UGC-funded undergraduate programmes for 2011/12 is 2 288, the revised estimated number of intakes for 2012/13 is 2 724 and the approved number of intake places for 2013/14 is 2 987.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 19.3.2013

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

EDB334

Head: 190 University Grants Committee

Subhead (No. & title):

Question Serial No.

Programme: University Grants Committee

0973

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

Please provide the following information in relation to the work on “internationalisation and non-local students”:

- a. A breakdown of the estimated number of non-local students pursuing funded undergraduate, master and doctorate degree programmes by their originating countries or regions in 2013/14;
- b. A breakdown of the revised estimate of the number of non-local students pursuing funded undergraduate, master and doctorate degree programmes by their originating countries or regions in 2012/13;
- c. A breakdown of the actual number of non-local students pursuing funded undergraduate, master and doctorate degree programmes by their originating countries or regions in 2011/12; and
- d. Will the Government consider setting upper limits on the number of non-local students to be enrolled in funded master and doctorate degree programmes in order to safeguard the opportunities of local graduates for pursuing post-graduate studies? If yes, please provide the details. If not, what are the reasons?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

(a) and (b) and (c)

The number of non-local students of UGC-funded programmes by level of study and place of origin for the academic years of 2011/12 and 2012/13 is at the Annex. The figures for the 2012/13 academic year are provisional. As the student recruitment exercise for the 2013/14 academic year is underway, we are unable to provide the estimated numbers for that year.

(d)

UGC-funded institutions may enroll non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to 20% of the approved UGC-funded student number targets for these programmes. They are primarily admitted through over-enrolment beyond the approved student number targets, and hence they would not constitute direct competition with local students. Regarding research programmes, UGC-funded institutions admit students to their research postgraduate programmes on a merit basis, taking into account students' academic results and research capability, but not their places of origin. Admission of qualified non-local students to research postgraduate programmes not only diversifies the student mix, but also helps boost the level of local research programmes and enhance the effectiveness of public spending. There is no plan for the Administration to set upper limits on the number of non-local students to be enrolled in publicly-funded research postgraduate programmes.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Level of Study and Place of Origin, 2011/12 to 2012/13**

Academic Year	Level of Study	(headcount)			
		Place of Origin			Total
		The Mainland of China	Other Places in Asia [^]	The Rest of the World [#]	
2011/12	Sub-degree	-	1	1	2
	Undergraduate	4 583	1 057	274	5 914
	Taught Postgraduate	55	17	15	87
	Research Postgraduate	4 298	280	188	4 767
	<i>Doctor of Philosophy</i>	3 623	235	158	4 016
	<i>Master of Philosophy</i>	675	45	31	750
	Sub-total	8 936	1 355	478	10 770
2012/13 (Provisional Figures)	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate	4 586	335	246	5 166
	<i>Doctor of Philosophy</i>	3 882	291	217	4 390
	<i>Master of Philosophy</i>	704	43	28	776
	Sub-total	10 963	2 105	593	13 660

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. “-” denotes “nil”.
5. [^] - “Other Places in Asia” include Korea, Malaysia, Taiwan, India, Macau, etc.
6. [#] - “The Rest of the World” include USA, Canada, the United Kingdom, Germany, Russia, etc.

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

EDB335

Question Serial No.

0974

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 the work on “internationalisation and non-local students”:

- (a) the estimated number of hostel places to be provided to local and non-local students in 2013/14;
- (b) the revised estimate of the number of hostel places to be provided to local and non-local students in 2012/13;
- (c) the actual number of hostel places provided to local and non-local students in 2011/12.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

Under the prevailing hostel policy, the University Grants Committee (UGC)-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. The UGC strives to provide its funded institutions with publicly-funded hostel places according to the above calculation criteria. Nevertheless, the allocation of publicly-funded and privately-funded student hostel places to individual students is a matter within institutional autonomy. However, institutions should ensure that publicly-funded hostel places are allocated only to students of publicly-funded programmes to avoid cross-subsidisation of the self-financing activities of institutions.

The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places as well as temporary places to both local and non-local students according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from local and non-local students. The allocation of hostel places at the beginning of the 2011/12 and 2012/13 academic years as advised by the UGC-funded institutions is as follows:

¹ The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided 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) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

Institution	Number of hostel places allocated in the 2011/12 academic year		Number of hostel places allocated in the 2012/13 academic year	
	Local students	Non-local students	Local students	Non-local students
City University of Hong Kong	1 253	1 676	1 788	1 840
Hong Kong Baptist University	1 039	1 118	1 164	1 169
Lingnan University	1 172	328	1 702	400
The Chinese University of Hong Kong	4 164	2 602	3 756	3 171
The Hong Kong Institute of Education	1 589	344	1 912	344
The Hong Kong Polytechnic University	1 316	1 688	2 892	2 133
The Hong Kong University of Science and Technology	1 949	2 296	2 388	2 196
The University of Hong Kong	2 543	1 740	3 037	2 783
Total	15 025	11 792	18 639	14 036

As for the 2013/14 academic year, it is expected that the total number of hostel places available will further increase by some 1 600 places. Institutions have yet to administer the allocation of hostel places to individual local and non-local students for the 2013/14 academic year.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

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

EDB336

Question Serial No.

2778

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

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

Would the Administration inform the Committee of the expenditure and administrative cost approved for the Internet Learning Support Programme so far? And will the Administration consider increasing the amount of subsidy to \$1,800 per family? If so, what is the expected increase in expenditure? If not, why?

Asked by: Hon. CHAN Chi-chuen

Reply:

In 2010-11, the Government adopted a two-pronged strategy to assist students from low-income families to undertake web-based learning at home. First, an annual cash Internet Access Subsidy has been provided to eligible families through the Subsidy Scheme for Internet Access Charges (Subsidy Scheme) from the 2010/2011 school year onwards to relieve the financial burden arising from Internet access charges. Second, a five-year Internet Learning Support Programme (Programme) has been implemented since July 2011 to provide these families with comprehensive support services, including helping them acquire affordable computers and Internet access service, and providing them with free training, technical support and user support. No direct cash subsidy is given in the Programme.

The Social Welfare Department and the Student Financial Assistance Agency are responsible for the implementation of the Subsidy Scheme. In the 2012/2013 school year (as at end of January 2013), the expenditure of the Subsidy Scheme is about \$24.69 million, covering some 224 000 families. The full subsidy for each eligible family is \$1,300 in the 2012/2013 school year. The rate of subsidy will be reviewed annually in the light of the latest prices of the Internet access services available in the market, including the prices of the Internet access services offered by the non-profit-making organisations under the Programme.

The Programme has been launched since July 2011. Its total expenditure as at December 2012 was about \$43.1 million, of which about \$8.57 million was the administration cost.

Name in block letters: Daniel Lai

Post Title: Government Chief Information Officer

Date: 28.3.2013

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

EDB337

Question Serial No.

2644

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

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

- (a) Please provide information on the progress of the mid-term review of the Internet Learning Support Programme (ILSP), focus/criteria and specific time-table of the review, including whether the Administration will consider revising the arrangement of engaging 2 implementers to provide services in different districts.
- (b) Regarding Programme (3), the provision for 2013-14 is \$23.7 million (32.6%) higher than the revised estimate for 2012-13. According to the Government, this is mainly due to the increased provision for the third-year expenditure of the ILSP. Please give reasons for the increase in the third-year expenditure. Will the Administration increase manpower and resources in 2013-14 to enhance supervision over the 2 implementers, so as to ensure their operation (including operational arrangement, tendering procedures, financial management and reporting, etc) is in strict compliance with the requirements stipulated by the Government?

Asked by: Hon. MOK, Charles Peter

Reply:

- (a) We are now conducting the mid-term review of the Internet Learning Support Programme, which includes collecting feedback from service beneficiaries through a research agency to gauge the effectiveness of the Programme, considering the service scope of the Programme in the light of the latest market development and the students' Internet learning needs and drawing up recommendations on the way forward. We are open-minded about the outcome, and will report to the Panel on Information Technology and Broadcasting in June 2013.
- (b) Of the \$23.7 million additional provision in 2013-14, \$22.5 million is allocated for the implementation of the Internet Learning Support Programme. Since the two implementers recorded a total unspent balance of \$26.17 million in 2011-12 which was carried forward to 2012-13, the amount of allocation to the two implementers in 2012-13 was therefore reduced substantially. As a result, the annual funding allocation to the implementers in 2013-14 reflects an increase. The Government will continue to closely monitor the two implementers to ensure that compliance with the Government's requirements. The work involved will be absorbed by existing resources. No additional manpower and resources will be required for 2013-14.

Name in block letters: Daniel Lai
Post Title: Government Chief Information Officer
Date: 28.3.2013

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

EDB338

Question Serial No.

2653

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

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

Regarding the “i Learn at home” Internet Learning Support Programme, the Administration had repeatedly asked an implementer to provide information on its financial arrangement but to no avail. However, no follow-up action was taken against that implementer even though tens of millions of public funds might be involved.

- (a) How will the Office of the Government Chief Information Officer (OGCIO) handle the above case? Will OGCIO allocate additional resources and manpower in 2013-14 to conduct investigation against the implementer in question and the relevant parties? If so, what are the details? If not, why?
- (b) Regarding the codes of practice for handling and regulating the acceptance of government funding for service implementation, will OGCIO examine the existing requirements of financial reporting and management for better supervision when conducting the mid-term review in 2013-14? Will OGCIO introduce a specific marking scheme when assessing other funding applications in the future so as to enhance the corporate governance of the funded organisations as well as the transparency of their financial management?

Asked by: Hon. MOK, Charles Peter

Reply:

- (a) As the eInclusion Foundation Limited (eInclusion), one of the implementation agents of the Internet Learning Support Programme (Programme), has breached the provisions of the Funding and Operation Agreement (F&OA), the Government has informed eInclusion that the Government would terminate its services with effect from 19 May 2013 in accordance with the F&OA, and appointed the Boys' and Girls' Clubs Association of Hong Kong, being eInclusion's guarantor, to continue to implement the Programme in the eastern part of Hong Kong. The Government has written to the Panel on Information Technology and Broadcasting on 6 March 2013 to provide an update on the latest development.
- (b) In 2013-14, the Office of the Government Chief Information Officer will conduct a mid-term review on the implementation arrangement and effectiveness of the Programme.

As regards the governance and monitoring of organisations funded by the Government for service implementation, we will generally require the funded organisations to submit documents such as annual business plan, programme report, financial report, etc. regularly to the Government for monitoring. We will also require them to compile corporate governance manual in accordance with the guidelines provided by the Independent Commission Against Corruption to set out the code of practice on their operation such as procurement, staff recruitment and use of resources, etc. We will continue to monitor their operation according to these mechanisms.

We evaluate project funding proposals in a fair, open and impartial manner in accordance with established mechanisms. The evaluation criteria include the experience and track records of proponents in handling government funds. We also impose stringent requirements on the funded organisations on their corporate governance and financial management in the F&OA.

Name in block letters: Daniel Lai

Post Title: Government Chief Information Officer

Date: 28.3.2013

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

EDB339

Question Serial No.

0702

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

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

- (a) The need to increase the provision for 2013-14 by \$23.7 million is mainly due to the increased provision for the third-year expenditure of the Internet Learning Support Programme (Programme). Is the above increased provision entirely used for the Programme? If so, what is the expected number of student beneficiaries?
- (b) Has the number of student beneficiaries under the Programme been declining when comparing the figures in 2011-12, 2012-13 and 2013-14? Has the Government obtained the figure on the number of students who meet the application criteria? If so, how to ensure eligible students can join the Programme? If not, how will the Programme be taken forward?
- (c) It is mentioned in the Matters Requiring Special Attention that the Office of the Government Chief Information Officer will “continue to support the development of mobile applications for under-privileged groups”. What is the specific content of these applications? Have any promotional activities been carried out to raise public awareness of them?

Asked by: Hon. TONG Ka-wah, Ronny

Reply:

- (a) Of the additional provision of \$23.7 million in 2013-14, \$22.5 million is required for the implementation of the Internet Learning Support Programme. It is estimated that about 200 000 families (including parents and students) are eligible for the services of the Programme.
- (b) Families eligible for the Subsidy for Internet Access Charges (SIA) may join the Internet Learning Support Programme. Based on the figures of 2012-13, the number of families receiving SIA has decreased by about 7% to some 226 000 as compared to 2011-12. Meanwhile, we do not have the figures for the year 2013-14 as the SIA for the 2013/2014 school year has just been open for application. We will distribute Programme information to all eligible families through the Student Financial Assistance Agency and the Social Welfare Department. Such families can decide whether to enrol or not.
- (c) The Office of the Government Chief Information Officer launched the “Sponsorship Scheme on Development of Digital Inclusion Mobile Applications” in October 2012 to support the local industry in developing mobile applications and websites with contents and services that cater for the needs of under-privileged groups, such as a mobile platform for locating information and resources required by under-privileged groups and an application to facilitate their learning and social networking, with a view to helping different community groups to enhance their quality of life and social integration through adoption of information and communications technology. We received 45 proposals during the open

invitation period. After assessment, 7 proposals were selected. The development work will be completed within 2013 and the mobile applications will be available for free download and use. We will launch a series of promotional activities by end 2013 to promote these products to relevant community groups.

Name in block letters: Daniel Lai

Post Title: Government Chief Information Officer

Date: 28.3.2013

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

EDB340

Question Serial No.

3085

Head: 708 – Capital Subventions and Major
Systems and Equipment

Subhead (No. & title):

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

The approved estimate for the “1 500-place student hostel” was some \$0.466 billion and the actual expenditure up to 31 March 2012 only amounted to \$0.2 billion. With the remaining sum of some \$0.266 billion in the approved estimate, the revised estimate for 2012-13 was only \$0.164 billion and the estimate for 2013-14 is around \$60 million.

What is the timetable for using the remaining provision of the approved estimate? How to expedite the works progress so as to provide service to students soonest possible? Would the Administration please list in detail the distribution in resources involved in providing the various facilities included in the project? If not, what are the reasons?

Asked by: Hon. QUAT, Elizabeth

Reply:

The project “8053EF 1500-place student hostel of The Chinese University of Hong Kong (CUHK)” has been completed in phases with 900 places in August 2011, 300 places in August 2012 and 300 places in February 2013. It is estimated that \$60 million will be expended in the 2013-14 financial year for procurement of furniture and equipment and settlement of final accounts. The need of spending the remaining balance depends on the final contract sum to be agreed between the contractor and CUHK.

The project provides five 300-place multi-storey hostel blocks. The detailed breakdown of the facilities is at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

The Chinese University of Hong Kong
53EF – 1 500-place student hostel
(Area of facilities in net operational floor area)

I. Standard Accommodation	No. of Unit	<u>H1</u> (m ²)	<u>H2</u> (m ²)	<u>H3</u> (m ²)	<u>H4*</u> (m ²)	<u>H5*</u> (m ²)	<u>Total</u> (m ²)
(A) Living Accommodation							
1. Student double-bedroom	752	2 204	2 254	2 249	2 250	2 250	11 207
2. Warden's quarters	5	157	139	135	149	147	727
3. Tutors' Quarters	27	90	76	91	80	80	417
Sub-total	784	2 451	2 469	2 475	2 479	2 477	12 351
(B) Common Space							
1. Pantries	51	66	52	39	99	46	302
2. Common rooms	57	367	509	523	177	236	1 812
3. Games room / Fitness room	4	128	87	-	140	83	438
4. Music / TV rooms	8	109	20	59	47	104	339
5. Committee room	3	30	-	-	40	30	100
6. Computer rooms	3	34	-	-	110	95	239
7. Study room	6	77	-	53	110	67	307
Sub-total	132	811	668	674	723	661	3 537
(C) Support							
1. Warden's office	5	18	17	15	16	19	85
2. Attendant's room	4	15	13	-	22	19	69
3. Laundry / Ironing / Drying	7	63	69	60	46	45	283
4. Staff rest room	3	27	-	-	15	25	67
5. Sick room	4	15	8	-	16	19	58
6. Store	21	95	48	85	33	33	294
Sub-total	44	233	155	160	148	160	856
Total	960	3 495	3 292	3 309	3 350	3 298	16 744

II. Enhanced Communal Facilities (funded by CUHK's private sources of funding)

	No. of Unit	<u>H1</u> (m ²)	<u>H2 & H3</u> (m ²)	<u>H4 & H5*</u> (m ²)	<u>Total</u> (m ²)
1. Dining/Multi-purpose hall with kitchen	3	1 111	1 059	800	2 970
2. Seminar rooms	6	167	-	96	263
3. College administration offices	2	266	-	175	441
4. Common room for college fellow	1	-	-	65	65
5. Master's quarter	3	297	244	280	821
6. Bedrooms for visitors	15	325	138	200	663
7. Reading room	2	30	-	112	142
8. Activity room	5	160	-	125	285
9. Day student's facility	1	-	-	665	665
Total	38	2 356	1 441	2 518	6 315

H1 to H5 refer to the five 300-place hostel blocks under the project. H1 has been allocated to Morningside College, H2 and H3 to S. H. Ho College, and H4 and H5 to Lee Woo Sing College.

* Pending measurement of actual area.

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

EDB341

Question Serial No.

3743

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 regard to the large number of cross-boundary students in recent years and their preference for schooling in the North District, please provide the following information:

(a) Please provide in the following table the number of local students registered with Mainland addresses.

	2010/11 school year	2011/12 school year	2012/13 school year
North District			
i) Primary schools			
ii) Secondary schools			
Tai Po			
i) Primary schools			
ii) Secondary schools			

(b) How much resources is reserved for primary schools alterations in the North District and for the construction of primary schools with a view to increase school places in the next three school years (2013/14, 2014/15 and 2015/16)?

(c) When does the Bureau expect to see that some local students will be subject to cross-district schooling due to the keen competition for secondary school places in the North District? What measures will be taken in response to the situation?

Asked by: Hon. CHAN Hak-kan

Reply:

(a) The numbers of students travelling daily across the boundary to attend schools in North District and Tai Po from the 2010/11 to 2012/13 school years are provided as below:

	2010/11	2011/12	2012/13
North:			
Primary schools	3619	3928	4379
Secondary schools	1205	1432	1569

	2010/11	2011/12	2012/13
Tai Po:			
Primary schools	248	351	669
Secondary schools	139	182	255

Note 1: Figures quoted above are based on the annual surveys on the number of cross-boundary students travelling daily across the boundary to schools which were conducted in schools in the districts of the New Territories region only. These districts are North District, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung. In the surveys, we do not collect information on the Mainland residential address of the students.

Note 2: The figures refer to the position as at September of the respective school years.

- (b) We have reserved a total of \$69.208 million for the alteration and conversion works for four existing primary schools in the North District in the coming three financial years with a view to providing additional classrooms and other facilities for improving the physical condition of the schools concerned. The cost breakdown of the improvement projects is listed in the table below.

	Name of school	Resources reserved in the coming three financial years from 2013/14 to 2015/16 (\$ million)
1	Kam Tsin Village Ho Tung School	18.830
2	Ta Ku Ling Ling Ying Public School	16.729
3	Shan Tsui Public School	14.078
4	Tung Koon School	19.571

It is expected that the demand for primary school places in the North District will decrease in a few years because of the “zero delivery quota” policy for expectant Mainland mothers whose husbands are not Hong Kong residents since 2013. Construction of schools requires precious land resources and substantial funding and in general will take about six years from project planning to completion of the construction works. It should therefore tie in with the long term needs and development of the district, taking into account the provision of places in the existing schools. We are planning to construct a 36-classroom primary school in Fanling Area 36 for reprovisioning an existing primary school. Since the new school premises will have 36 classrooms, it may also provide an opportunity for the successful applicant school to apply for expansion of its class structure. As the project is now at the initial planning stage, the funding required cannot be ascertained at this stage.

- (c) The planning of public sector school places has taken into account the number of students already in the public sector schools system and the population projections, which include children whose parents are not Hong Kong permanent residents and who would return to Hong Kong as well as cross-boundary students, and the latest demographic changes such as newly-arrived children from the Mainland, new housing development projects, etc., as updated by the Census and Statistics Department from time to time. We have put in place a basket of target measures to preserve the stability of the school sector and the teaching force during the temporary decline in Secondary 1 student population in recent years. On the basis of current projections, there are adequate Secondary 1 places to meet the demand in the districts concerned even when the Secondary 1 student population rebounds in a few years’ time.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB342

Question Serial No.

3305

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 average numbers of students per class in schools for children with mild intellectual disability in the past five years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13).

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The average numbers of students per class in schools for children with mild intellectual disability (MiID schools) from the 2008/09 to 2012/13 school years are as follows:

School year	2008/09	2009/10	2010/11	2011/12	2012/13
Average number of students per class*	17.8	17.6	16.8	16.2	15.8

* The figure for each year is derived from the total number of students and the total number of approved classes in MiID schools in that year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB343

Question Serial No.

3308

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 Government stated earlier that it would provide a one-off grant for aided special schools to procure assistive technology devices to help students with severe or multiple disabilities learn more effectively. What are the details, the expected numbers of schools and students benefited and the estimated expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The one-off grant for aided special schools to develop assistive technology will be provided to all aided special schools for use from the 2012/13 to 2014/15 school years. The schools may deploy the one-off grant, together with other available resources, to procure assistive technology devices or hire service/personnel to develop such technology. The provision aims to help special school students to function more easily in schools, to overcome barriers and achieve greater independence in their daily learning activities. The grant will range from \$100,000 to \$235,000 per school depending on the number of classes the school operates. All students of the special schools will benefit. The total estimated expenditure is close to \$10 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB344**

Question Serial No.

3309

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:

Over the past 5 years (2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years), how many special school students applied for extension of years of study (EoS) each year? How many of them were approved? What was the expenditure involved respectively? What is the number of special school students whom the Bureau estimated to have the need for EoS in the 2013/14 school year? What are the details and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The improvement measures on extension of years of study (EoS) for students of special 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 have been introduced since the 2010/11 school year. Under the improved measures, the Education Bureau (EDB) provides the schools with additional school places and allows them to devise school-based policy to exercise professional judgment to arrange for students with such a need and valid reasons to extend their years of study in accordance with the objective criteria jointly set by EDB and the special education sector.

Before the implementation of the improvement measures on EoS, applications for extension of stay were submitted to EDB for approval. With the implementation of the improvement measures with effect from the 2010/11 school year, schools are no longer required to submit applications to EDB for approval and applications were approved by the respective special schools. The numbers of students applying/approved for EoS in the special schools in the 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years are as follows:

	School Year				
	2008/09	2009/10	2010/11	2011/12	2012/13
Number of applications submitted to EDB	218	448	Not applicable	Not applicable	Not applicable
Number of approved cases	211	387	599	603	677

With the improvement measures implemented since the 2010/11 school year, the estimated additional recurrent expenditure for providing additional places for EoS for the 2010/11, 2011/12 and 2012/13 school years are around \$80 million, \$150 million and \$160 million respectively. For planning purpose, we have made provision for about 1 100 additional places for EoS in the 2013/14 school year and the estimated additional recurrent expenditure is around \$200 million.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB345**

Question Serial No.

3310

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:

In the past 5 school years (2008/09, 2009/10, 2010/11, 2011/12 and 2012/13), what were the Education Bureau's expenditures on and the details of organising Induction Programmes and full-time Initiation Programmes to help newly-arrived children and young people integrate into the local education system?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Expenditure for the Induction Programmes and Initiation Programmes in the past five school years from 2008/09 to 2012/13 are tabulated as follows:

	Expenditure for 2008/09 (\$ million)	Expenditure for 2009/10 (\$ million)	Expenditure for 2010/11 (\$ million)	Expenditure for 2011/12 (\$ million)	Estimated expenditure for 2012/13 (\$ million)
Induction Programmes	2.8	2.1	1.9	1.8	2.1
Initiation Programmes	14	15	16	18	21

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 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9 April 2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB346**

Question Serial No.

3311

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) What are the details and expenditure on the “after-school support on extended Chinese learning” provided by the Education Bureau (EDB) for non-Chinese speaking (NCS) students in the 2012/13 school year?
- b) What is the estimated expenditure on the “after-school support on extended Chinese learning” provided by EDB for NCS students in the 2013/14 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Project of After-school Extended Chinese Learning for Non-Chinese Speaking (NCS) Students under the Language Fund is conducted in schools admitting NCS students other than those already running school-based support programmes specifically arranged for NCS students. The objective of the Project is to render after-school support to NCS students in the learning of the Chinese Language through various modes of extended learning activities such as training of specific skills, buddy reading programmes, peer collaboration in studying Chinese, etc. so as to reinforce what they have learnt in class. The number of participating students in the 2012/13 school year and the estimated expenditure in the 2012/13 and 2013/14 school years are tabulated below:

Support measure	No. of participating NCS students in the 2012/13 school year	Estimated expenditure (\$ million)	Estimated expenditure (\$ million)
		2012/13 school year	2013/14 school year
Project of After-school Extended Chinese Learning for NCS Students ^{Note}	4 320	13.0	14.0

Note: Invitation for participation in the 2013/14 school year will be called in May 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB347

Question Serial No.

3312

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) In the 2012/13 school year, the Education Bureau (EDB) 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 and expenditure? If no, what are the reasons?
- b) In the 2013/14 school year, what support measures will the EDB provide for NCS students with special educational needs? What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students (including those with special educational needs (SEN)) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. The breakdown of the estimated expenditures of the major support measures for NCS students, which are also applicable to NCS students with SEN, in the 2012/13 and 2013/14 school years are tabulated at Annex A.

Besides, the Education Bureau has been providing public sector schools with additional resources, professional support and teacher training to help them cater for students with SEN, including NCS students with SEN. Details of the additional support and services for students with SEN and the estimated expenditures for the 2012/13 and 2013/14 school years are tabulated at Annex B. All in all, NCS students with SEN benefit from support and services pertaining to both NCS and SEN students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**Educational support measures for non-Chinese speaking (NCS) students
in the 2012/13 and 2013/14 school years**

Support measures	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Focused support to schools with school-based support programmes specifically arranged for NCS students	*	*
Provision of grant to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	17.5	17.5
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available	The programmes are subsumed in the overall professional development programme of 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	3.1	3.3
<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project under the Language Fund.</p>	13.0	14.0

<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>Starting from 2013, the programmes will be refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.0	4.0
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.8	1.0
<p>District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	1.2	1.5
<p>University-School Support Programme project introduced since the 2012/13 school year to support kindergartens in the learning and teaching of Chinese for NCS students for a period of three school years</p> <p>A total funding of \$10 million has been earmarked for the project under the Education Development Fund.</p>	10.0 earmarked for 3 years	10.0 earmarked for 3 years

* These measures are provided by different sections of the Education Bureau (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.

**Support and services provided for students with special education needs (SEN)
(including non-Chinese speaking students with SEN)
under integrated education in the 2012/13 and 2013/14 school years**

Service / Programme	Description	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Intensive Remedial Teaching Programme	Participating primary schools are provided with additional teachers to provide intensive remedial support for students with special educational needs / low academic achievement.	182.3	178.7
Learning Support Grant	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*.	293.4	329.6
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.	18.5	18.9
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.	1.5	1.5
Resource 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.	2.0	2.4
School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	55.9	77.3
Enhanced Speech Therapy Service	Eligible primary 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.	48.0	56.2

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.	6.4	8.3
Additional teachers to cater for low academic achievers	Secondary schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	328.9	316.0
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.	11.9	11.9
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.	3.8	3.8
Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers, speech therapist (for primary students) and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.2	5.2
Teacher Training	Provision of professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.	62.4	65.0
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	0.7

* The provision of Learning Support Grant for the students with low academic achievement is applicable to primary schools only.

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

EDB348

Question Serial No.

3313

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 provides subventions to the Hong Kong Education City for its services. Please provide the expenditure in the past five school years (2008/09, 2009/10, 2010/11, 2011/12, 2012/13) respectively. What kinds of services that the Hong Kong Education City has to provide as required by the Education Bureau?
- (b) What is the estimated expenditure on providing subventions to the Hong Kong Education City in the 2013/14 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The Government provides subventions 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, online learning programmes for students, and an e-platform to facilitate the online transactions of e-learning resources. 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 enriching the resources depository and providing Web 2.0 services and tools.

The subventions for the HKECL in the past five school years are tabled below:

School years	Actual subventions (\$ million)
2008/09	26.9
2009/10	26.7
2010/11	27.4
2011/12	28.9
2012/13	30.0

- (b) In the 2013/14 school year, the estimated subvention for HKECL is \$31.5 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB349

Question Serial No.

3316

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 development of e-textbooks, the Education Bureau indicates that it will develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbook and preparation of learning and teaching resources for a variety of subjects in the 2013/14 school year. What are the details and the detailed estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

All along, the Education Bureau has been providing a range of professional development programmes to principals and teachers in kindergartens, primary and secondary schools to support the implementation of the curricula of different Key Learning Areas (KLAs) and subjects, as well as to keep teachers abreast of the latest development of the curriculum development of the KLAs and subjects. These programmes mainly focus on areas such as subject knowledge, pedagogy, assessment, curriculum leadership, curriculum planning, and cross-curricular issues, etc. In 2013-14, the Bureau will organise over one thousand training programmes for principals and teachers and the estimated expenditure on professional development programmes in this regard is \$13.4 million.

So far as the promotion of e-learning is concerned, the Bureau has all along been organising professional development programmes for teachers on the application of information technology in enhancing learning and teaching effectiveness. While most of these programmes have been conducted in-house with the expenditures involved absorbed within the Bureau's recurrent expenditures, we will also procure services from external training institutes for the purpose. In 2013-14, the estimated expenditure in this regard is \$4.5 million.

The Bureau has also developed strategies to support teachers in the preparation of learning and teaching resources. Among other things, the One-stop Portal for Learning and Teaching Resources has recently been launched with an aim to provide teachers with diversified learning activities and assessment items to enhance effectiveness of learning and teaching. It contains around 6 000 pieces of learning and teaching resources as well as other curriculum-related materials (e.g. assessment tasks, curriculum documents) covering the eight KLAs across the four key stages (Primary 1 to Secondary 6), General Studies at the Primary level and Liberal Studies at the Senior Secondary level. With more resources continue to be developed and uploaded onto the One-stop Portal, teachers will be enabled to make good use of these resources to enhance their classroom teaching. The implementation of the One-stop Portal is an integral part of the EDB's day-to-day work. Its incurred manpower and administration costs are absorbed within the Bureau's existing resources.

With the objective of facilitating and encouraging the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula, the Bureau launched the e-Textbook Market Development Scheme (EMADS) in June 2012. The total amount of seeding grants for the 12 successful non-profit-making applications, out of 30 successful applications, is around \$26.7 million.

To ensure the quality of e-textbooks developed under the EMADS, we have appointed three partner schools for each developer no matter they belong to the “non-profit making” category or the “other organisations” category, to field-test the deliverables at different stages of development and provide feedback to the developers for enhancement of the contents and design of the e-textbooks. The manpower and administration costs for the implementation of the EMADS are absorbed within our existing resources.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

Reply Serial No.

EDB350

Question Serial No.

3317

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 Government indicates that it will provide kindergartens under the Pre-primary Education Voucher Scheme with an additional one-off grant to help them improve their school premises and teaching facilities. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

A one-off grant will be provided for all kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) to improve the teaching and learning environment and facilities through improvement works and procurement of learning resources, etc. with a view to enhancing the teaching and learning effectiveness of KGs. Subject to the approval of the Finance Committee of the Legislative Council, we will disburse the grant to all KGs under the PEVS in the 2013/14 school year. As the KGs eligible for joining the PEVS in the 2013/14 school year have not yet been finalised, the actual numbers of KGs benefitted from the one-off grant and estimated expenditure are not available at the moment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB351

Question Serial No.

3318

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 Bureau states that it will explore ways to assist Chinese Language teachers in enhancing their professional qualifications for teaching non-Chinese speaking students. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language.

To facilitate the learning of Chinese by NCS students, the Government is exploring with the Standing Committee on Language Education and Research (SCOLAR) the setting up of an Incentive Grant Scheme to assist Chinese Language teachers in enhancing their professional qualifications for teaching NCS students. When formulating the operational details, we shall seek views from relevant stakeholders and work out a proposal for consideration by SCOLAR.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB352

Question Serial No.

3324

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 VTC indicates that in 2013-14, it will roll out specialised support for non-Chinese speaking students and students with special educational needs in the new Youth College. What are the details and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The new Youth College (Youth College (Yeo Chei Man)) has been set up under the Vocational Training Council (VTC) in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for non-Chinese speaking (NCS) students and students with special education needs (SEN). Services for the NCS students include alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community. Services for SEN students include provision of technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services are also provided to both NCS and SEN students.

For the 2013/14 academic year, the subvention from the Government for the operation of this Youth College is about \$20.7 million, covering staff salaries, administrative costs and other operating expenses. In addition, the Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to the 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

Reply Serial No.

EDB353

Question Serial No.

3339

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Financial Secretary proposed to inject \$5 billion into the Language Fund to facilitate its longer term planning. What are the details of this plan?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB354

Question Serial No.

3341

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 Government has indicated that it will make two separate injections of \$20 million each, bringing the total to \$40 million, into the Government Scholarship Fund and Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving tertiary students with special educational needs, and expects that about 100 students will be awarded scholarships every year. What are the details and eligibility criteria of the scholarship scheme?

Asked by : Hon. CHAN Ka-lok, Kenneth

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB355

Question Serial No.

3363

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 2012-13, the Education Bureau commissioned a consultancy study to stocktake the provision of international school places and project future demand and supply. What are the details and estimated expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

We have commissioned a consultancy through internal resource re-deployment to stock-take the existing provision of international school places and project future demand and supply. We have earmarked \$799,000 in 2012-13 to cover the total expenses of the consultancy. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the School Allocation Exercises in recent years, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB356

Question Serial No.

3364

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 has indicated that it will carry out the planning work for the establishment of the International Culinary College for nurturing quality manpower in international culinary art. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In support of the Government's initiative to promote tourism and wine trading industry and to help brand Hong Kong as a Gourmet Paradise, the Vocational Training Council (VTC) will establish an International Culinary College (ICC) to provide high quality professional culinary training in international cuisines.

It is planned that the ICC will offer a diversified array of programmes to promote the economic development of Hong Kong –

- (i) International cuisines programmes, including European, Mediterranean, American, Middle Eastern and Asian (Korean, Japanese, Southeast Asian and Indian);
- (ii) Programmes on food and wine pairing, sommelier and other wine-related courses; and
- (iii) Meetings, Incentives, Conventions and Exhibitions (MICE) related programmes.

The VTC plans to commence the operation of the ICC as from the 2014/15 academic year, initially on a smaller scale. At steady state, the college will provide some 2 000 study places annually for secondary graduates and in-service personnel, leading to qualification awards at different levels, including certificate, diploma, higher diploma and beyond.

We plan to seek funding approval from the Finance Committee (FC) of the Legislative Council in 2013 for the development of the ICC. The estimated cost of the project is \$657.5 million in money-of-the-day prices. Subject to FC's approval, VTC aims to commence the construction work in the third quarter of 2013, with a view to completing the works in the last quarter of 2015. Meanwhile, the VTC is actively developing the programmes to be offered by the ICC.

The recurrent expenditure for the operation of the ICC is estimated to be about \$50 million per annum, in which up to \$41 million would be met by Government subvention. It covers staff salaries, administrative costs, repair and maintenance fees and other operating expenses.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB357

Question Serial No.

3367

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) What are the purposes of introducing the industry attachment programmes as well as the content and nature of the programmes? What are the respective numbers of applications submitted and approved in last year?

(b) The Government indicates that it will review the industry attachment programmes, what are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) To further enhance the practical skills and employability of students of the Vocational Training Council (VTC) pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, the pilot project on industrial attachment would be implemented in the 2012/13 and 2013/14 academic years which aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment is formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers starting from the 2012/13 academic year. DVE students are also encouraged to gain exposure through industry attachment. Industry attachment is arranged in many forms, including attachment in industries specific to the programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit from the project in each of the 2012/13 and 2013/14 academic year. The industrial attachment placements for students have started in the 2012/13 academic year.

- (b) The effectiveness of the pilot project will be closely monitored. The evaluation approaches may vary taking into account the nature of the programmes and attachments but would include, inter alia, feedback from students and industries. Resources for the review will be absorbed by VTC with no additional funding required.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB358

Question Serial No.

3373

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:

To help kindergartens under the Pre-primary Education Voucher Scheme improve their school premises and teaching facilities, the Government indicates that it will provide them with an additional one-off grant in the 2013-14 school year for conducting minor improvement works and procuring furniture and learning resources and so on. What are the details, estimated number of kindergartens to be benefited and breakdown of the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

A one-off grant will be provided for all kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) to improve the teaching and learning environment and facilities through improvement works and procurement of learning resources, etc. with a view to enhancing the teaching and learning effectiveness of KGs. Subject to the approval of the Finance Committee of the Legislative Council, we will disburse the grant to all KGs under the PEVS in the 2013/14 school year. As the KGs eligible for joining the PEVS in the 2013/14 school year have not yet been finalised, the actual numbers of KGs benefitted from the one-off grant and estimated expenditure are not available at the moment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB359**

Question Serial No.

3374

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 were the numbers of government-funded university places provided by Hong Kong and its major competitors (including Singapore, Taiwan, Japan, South Korea, Mainland China, Australia, Canada, the United Kingdom and the United States) in each of the past 5 years (2008/09, 2009/10, 2010/11, 2011/12 and 2012/13)? What were their respective percentage shares in their local school-age populations? What were the expenditures involved? What were the numbers of non-local students and what percentages do they account for in government-funded university places of each place?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Relevant information on Hong Kong for the past five years is tabulated below:

Academic year	Government-funded undergraduate intake places ¹		Overall undergraduate level participation rate of the relevant cohort ²	Non-local intakes in UGC-funded first-degree programmes ³		Total government expenditure on post-secondary education (\$million) ⁴
	Approved number	Participation rate of the relevant cohort		Actual number	As a % of approved number of UGC-funded FYFD places	
2008/09	16 575	19.7%	25.8%	1 680	11.5%	36,900 ⁵
2009/10	16 586	19.7%	26.2%	1 662	11.5%	19,400
2010/11	16 709	20.4%	28.2%	1 873	12.8%	20,200
2011/12	16 770	20.8%	31.2%	2 025	13.9%	25,100
2012/13	32 814 ⁶	N/A ⁶	N/A ⁶	2 023 ⁷	13.4%	33,100 ⁹
				2 117 ⁸	14.1%	

Notes:

1. Including first-year-first-degree and senior year undergraduate intake places.
2. Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20.
3. Non-local students are primarily admitted through over-enrolment above the approved number of UGC-funded places. "UGC" stands for University Grants Committee while "FYFD" stands for first-year-first-degree.
4. Figures are based on financial years.
5. Including the establishment of the Research Endowment Fund (REF) with an original endowment of \$18 billion.
6. The 2012/13 academic year is a double cohort year. Government-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Participation rates are

- undefined for the year.
7. Three-year programmes.
 8. Four-year programmes.
 9. Revised estimate figure. Including an injection of \$5 billion into the REF.

We estimate that in the coming two years, over one-third of our young people in the relevant cohort will have access to degree-level education. Including sub-degree education, nearly some 70% of them will have access to post-secondary education.

The Administration does not have official information on government-funded university places of other jurisdictions.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

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

EDB360

Question Serial No.

3376

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

Programme: (6) Vocational Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the Policy Address, the Chief Executive states, "The Government will promote cooperation between the industry-based Industry Training Advisory Committees and the education and training providers. This will ensure more relevant training opportunities to young people and in-service personnel, with a view to integrating education, training, business and employment seamlessly to enable our young people to make early career planning." What are the details and estimated expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In 2013-14, we have earmarked a total provision of \$112 million for the development and implementation of the Qualifications Framework (QF). This includes the expenditure for the provision of financial assistance under the QF Support Schemes and an additional \$10 million for implementing new initiatives proposed in the 2013-14 Budget to support the Industry Training Advisory Committees (ITACs).

Specifically, we will continue to work closely with the ITACs to develop the Specifications of Competency Standards (SCS) and promote their wider application in developing education and training courses, mapping out progression pathways and human resources management. We will also liaise with ITACs on the implementation of the Recognition of Prior Learning mechanism and extension to more industries. As proposed in the 2013-14 Budget, we will support ITACs to (i) introduce award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) design SCS-based training programmes and packages that meet the needs of the industries; and (iii) step up promotion and publicity of the QF for its wider acceptance among all sectors. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year and for those ITACs with SCS completed, to develop up to three SCS-based training packages every year. All ITACs will also be invited to suggest joint publicity efforts or promotion strategies for the respective industry to further publicise and promote the QF.

As part of our on-going efforts, we will also continue to encourage more industries to join the QF.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB361

Question Serial No.

3395

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 2013/14 school year, what are the details and estimated expenditure on the implementation of the new senior secondary academic structure in schools for children with intellectual disability by the Government?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

With the implementation of the new senior secondary (NSS) curriculum, special schools for children with Intellectual Disability (ID) are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. They 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. In addition, these schools are also provided with a Diversity Learning Grant to support their offering of diversified curriculum starting from the 2009/10 school year onwards.

Apart from the above, resources are deployed for enriching the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID)) curriculum, strengthening the professional development programmes for teachers, developing resource materials to support learning and teaching of the NSS(ID) curriculum, and enhancing the curriculum continuity at the interface between senior secondary and basic education levels.

The estimated expenditures for 2013/14 school year are summarized as follows:

	2013/14 school year (\$ million) (Estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	\$24.3
Senior Secondary Curriculum Support Grant	\$9.3
Diversity Learning Grant	\$3.1
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development ("Seed") Projects	\$9.8
Total	\$46.5

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB362

Question Serial No.

3396

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) What were the details and expenditure of teacher professional development programmes organised by the Education Bureau in the past three years (2010-11, 2011-12 and 2012-13)?
- b) The Education Bureau indicates that it has launched a new round of teacher professional development programmes. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The Government attaches great importance to teachers' professional development and recognises the need to widely engage teachers for such purpose in the implementation of educational policies and curriculum reform. Apart from organising a wide range of self-run or commissioned professional development programmes for teachers, the Education Bureau (EDB) has been supporting and collaborating with schools and education organisations in encouraging professional exchanges, sharing of good practices and networking among teachers/schools with an aim to cultivate a collaborative learning culture. These programmes and activities have been conducted by the EDB under different project votes, organised by education organisations using various government funds, or commissioned to teacher education institutions and non-governmental organisations, etc. Since these professional development programmes and activities are of various focuses, scales and modes of operation with diversified sources of funding and fully integrated with EDB's day-to-day operation, it would not be possible for the EDB to list out the details and related expenditures.
- (b) Apart from organising professional development programmes and related activities for teachers on an on-going basis, EDB will also review from time to time the professional development needs of teachers in the light of the implementation of various educational policies and on-going development needs of schools. As explained above, there is a wide range in the form, nature, focus, scales and mode of operation of the professional development programmes / activities for teachers, which are part and parcel of the work of the EDB. Hence, it would not be possible to provide the details and estimated expenditure.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB363

Question Serial No.

3397

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 Government indicates that the Education Bureau will raise the ceiling of annual Learning Support Grant to \$1.5 million per school starting from the 2013-14 school year to strengthen support for students with special educational needs. What are the details, estimated numbers of schools and students to be benefited and breakdown of the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. While the calculation basis of the LSG will continue, EDB will further strengthen the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. Hence, all the students with SEN studying in these schools will benefit.

The actual amount of LSG received by individual schools is subject to the number of students with SEN admitted in a particular year. With enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, it is anticipated that the number of students identified with SEN will increase. More schools will be provided with an increased amount of LSG under the enhancement measure, thus be able to enhance the support service for all the students with SEN in these schools.

For budgetary purpose, the estimated expenditure of LSG for public sector primary and secondary schools in the 2013/14 school year is about \$330 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB364

Question Serial No.

3419

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

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What is the detailed estimated expenditure on the salary, fringe benefits and allowances of the Secretary for Education in 2013-14?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The estimated expenditure for the salary for the Secretary for Education in 2013-14 is \$3.38 million. Like other Principal Officials, the Secretary for Education is entitled to other fringe benefits such as paid vacation leave and medical and dental care. However, we do not have expenditure breakdowns on these benefits.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

Reply Serial No.

EDB365

Question Serial No.

3420

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 2012-13, did the Education Bureau provide any support on the matter of relocating the Christian Zheng Sheng College in Cheung Chau? If yes, what were the details and expenditure? If no, what were the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Christian Zheng Sheng College (CZSC), operated by the Christian Zheng Sheng Association (CZSA), is co-located with the drug treatment and rehabilitation centres (DTRCs) of the CZSA at Cheung Chau and Ha Keng.

It is noted that the CZSA has submitted different proposals to the Administration for reprovisioning and improvement of its DTRCs facilities in Ha Keng since 2006. We understand that the relevant bureau has been keeping close contact with the CZSA. As drug treatment and rehabilitation does not fall within the Education Bureau's purview, we have not earmarked any provision for the relocation of the DTRCs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

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

Reply Serial No.

EDB366

Question Serial No.

3421

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 2013-14, will the Education Bureau earmark resources for assisting the Christian Zheng Sheng College in Cheung Chau to deal with its relocation problem? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Christian Zheng Sheng College (CZSC), operated by the Christian Zheng Sheng Association (CZSA), is co-located with the drug treatment and rehabilitation centres (DTRCs) of the CZSA at Cheung Chau and Ha Keng.

It is noted that the CZSA has submitted different proposals to the Administration for reprovisioning and improvement of its DTRCs facilities in Ha Keng since 2006. We understand that the relevant bureau has been keeping close contact with the CZSA. As drug treatment and rehabilitation does not fall within the Education Bureau's purview, we have not earmarked any provision for the relocation of the DTRCs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

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

EDB367

Question Serial No.

3423

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

There are only about 70 000 Hong Kong Diploma of Secondary Education (HKDSE) candidates competing for university places this year, which is a drop by 30% when compared with the 100 000 Hong Kong Advanced Level Examination and HKDSE candidates last year. However, the supply of sub-degrees places in the new academic year is still maintained at 37 000 which is same as last year. The school sector estimates that there will be 8 000 vacant sub-degree places, has the University Grants Committee conducted any studies in this regard? If yes, what are the expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government attaches great importance to the development of post-secondary education in Hong Kong and strives to provide young people with quality and diversified study pathways with multiple entry and exit points. We adopt a two-pronged strategy to promote the parallel development of publicly-funded and self-financing post-secondary education sectors. Apart from various undergraduate programmes offered by 17 local degree-awarding institutions, post-secondary institutions also provide a diversity of full-time locally-accredited sub-degree (Associate Degree and Higher Diploma) programmes covering different professional and academic disciplines, Yi Jin Diploma and continuing education and vocational training programmes that best suit the abilities and aspirations of the secondary school graduates.

According to the Hong Kong Examinations and Assessment Authority, 71 222 school candidates and 11 128 private candidates have registered to take part in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2013. The minimum general entrance requirements for sub-degree programmes are five subjects at Level 2 or above (including Chinese Language and English Language) in the HKDSE Examination or equivalent. Apart from candidates of the HKDSE, there are around 8 300 full-time students pursuing the Yi Jin Diploma and Vocational Training Council's Foundation Diploma programmes. Satisfactory completion of these two programmes have been assessed as being comparable to the attainment of Level 2 standard in five subjects including Chinese Language and English Language in the HKDSE Examination and the graduates are eligible to apply for articulation to sub-degree programmes.

As at 31 January 2013, the planned intake places of institutions offering full-time locally-accredited sub-degree programmes in the 2013/14 academic year are set out at **Annex**. The actual number of intakes admitted to individual institutions will depend on a number of factors including the preferences of the students, demand for the programmes, the examination results of the applicants and their performance in the interviews, etc.

The Administration will continue to keep in view the admission of students to sub-degree programmes for the 2013/14 academic year. The University Grants Committee has no plan to conduct any particular study in this regard.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited
Sub-degree Programmes for the 2013/14 Academic Year
(as at 31 January 2013)**

Sub-degree Programmes	Estimated intake places[#]
University Grants Committee (UGC)-funded Programmes:	2 003
Non UGC-funded Programmes:	
Caritas Bianchi College of Careers	400
Caritas Institute of Higher Education	380
Community College of City University	3 500*
Hang Seng Management College	200
HKU SPACE Po Leung Kuk Community College	1 603
Hong Kong Adventist College	40
Hong Kong Art School	55
Hong Kong Baptist University	125
Hong Kong Baptist University – College of International Education	1 800
Hong Kong Baptist University – School of Continuing Education	130
Hong Kong Buddhist College	300
Hong Kong College of Technology	1 030
Hong Kong Institute of Technology	662
Kaplan Business and Accountancy School	240
Lingnan University – The Community College at Lingnan University	1 200
Lingnan University – Lingnan Institute of Further Education	1 200
Pui Ching Academy	300
The Chinese University of Hong Kong – School of Continuing and Professional Studies	1 650
The Hong Kong Institute of Education	250
The Hong Kong Polytechnic University – Hong Kong Community College	4 000
The Open University of Hong Kong	190
The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	495
The University of Hong Kong – HKU SPACE Community College	3 500 – 4 000*
Tung Wah College	250
Vocational Training Council	12 900
Yew Chung Community College	420
YMCA College of Careers	105
Total:	38 928 – 39 428

Notes:

[#] Figures are provided by institutions. Updated figures will also be provided periodically.

* Provisional figure provided by institution.

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

Reply Serial No.

EDB368

Question Serial No.

3460

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

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The numbers of places and the amounts of tuition fees for Year 2 and Year 3 undergraduate programmes run on a self-financing basis provided for sub-degree graduates in the 2012/13 academic year.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes by institution for the 2012/13 academic year are at **Annex**.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Intake Places and Tuition Fees of Full-time Locally-accredited Self-financing
Top-up Degree Programmes for the 2012/13 Academic Year**

Institution	Places at Intake Level	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	80	59,265
Centennial College	320	92,000
City University of Hong Kong	1 142	72,000 - 90,300
Hang Seng Management College	130	65,000
Hong Kong Baptist University	630	63,000 - 69,300
Hong Kong Institute of Technology	90	42,120 – 45,000
The Chinese University of Hong Kong	185	117,600
The Hong Kong Institute of Education	104	79,267 - 93,600
The Hong Kong Polytechnic University	1 725	65,100 - 100,000
The Open University of Hong Kong	1 134	49,600 – 66,133
The University of Hong Kong	40	72,000
Tung Wah College	205	66,000 – 90,600
Vocational Training Council	775	55,000 – 75,400
Total	6 560	

Note: The above table includes senior-year places of degree programmes available for sub-degree graduates.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB369**

Question Serial No.

4194

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 provide the respective information in the table below by 18 districts for the past 3 school years (2010/11, 2011/12, 2012/13):

Category of school attended	No. of local students	No. of newly-arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding foreign passports and Hong Kong Identity Cards	No. of students holding foreign passports but not holding Hong Kong Identity Cards
Government primary schools					
Aided primary schools					
English Schools Foundation Junior Schools					
Primary schools under the Direct Subsidy Scheme					
Local private primary schools					
Private international primary schools					
Government secondary schools					
Aided secondary schools					
English Schools Foundation Secondary Schools					
Secondary schools under the Direct Subsidy Scheme					
Local private secondary schools					
Private international secondary schools					

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Number of students by district and by sector from 2010/11 to 2012/13 school years
Appendix 2	Number of cross-boundary students by district and by sector from 2010/11 – 2012/13 school years
Appendix 3	Survey results on children from the Mainland <u>newly admitted</u> to primary and secondary day schools in Hong Kong (including One-way Permit holders admitted to schools in Hong Kong for the first time)

Please note that we do not collect information on whether students in government, aided and direct subsidy scheme schools are holders of foreign passport. For students in international schools (including English Schools Foundation schools), the breakdown by holder of foreign passport is given in footnote (3) to tables in Appendix 1.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

Number of Students in Primary Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	652	6 837	547	1 872	1 381	11 289
Wan Chai	2 250	7 032	0	3 229	2 296	14 807
Eastern	2 557	13 511	969	670	2 435	20 142
Southern	913	5 058	813	2 184	4 193	13 161
Yau Tsim Mong	1 190	12 016	1 256	0	0	14 462
Sham Shui Po	2 137	12 309	1 637	4 586	446	21 115
Kowloon City	3 311	14 721	1 243	6 500	3 164	28 939
Wong Tai Sin	466	15 483	0	2 376	0	18 325
Kwun Tong	1 507	23 088	479	574	0	25 648
Sai Kung	545	12 231	2 763	649	719	16 907
Sha Tin	865	21 651	1 625	1 417	898	26 456
Tai Po	382	10 163	0	0	988	11 533
North	644	17 025	0	0	0	17 669
Yuen Long	2 538	25 487	948	200	69	29 242
Tuen Mun	684	18 893	720	40	0	20 337
Tsuen Wan	1 807	11 575	0	57	0	13 439
Kwai Tsing	0	19 423	480	0	0	19 903
Islands	0	6 390	0	538	810	7 738
All Districts	22 448	252 893	13 480	24 892	17 399	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) For international schools, as at September 2010, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 98% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 79% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in 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	1 157	7 961	0	2 762	72	2 026	13 978
Wan Chai	2 933	8 350	396	1 796	154	1 049	14 678
Eastern	3 978	20 800	0	3 376	0	2 164	30 318
Southern	0	10 997	0	1 846	838	4 896	18 577
Yau Tsim Mong	1 750	12 037	809	1 631	0	0	16 227
Sham Shui Po	962	14 850	1 013	8 313	1 621	85	26 844
Kowloon City	1 676	28 729	0	4 392	1 384	2 841	39 022
Wong Tai Sin	649	20 982	0	1 247	754	0	23 632
Kwun Tong	1 966	25 155	1 301	5 739	146	0	34 307
Sai Kung	1 062	17 653	0	5 744	0	0	24 459
Sha Tin	1 935	33 830	0	5 127	1 413	1 193	43 498
Tai Po	982	16 022	0	1 785	83	0	18 872
North	1 256	17 308	0	1 124	167	116	19 971
Yuen Long	4 355	29 956	0	3 617	1 460	0	39 388
Tuen Mun	2 237	31 717	0	0	0	0	33 954
Tsuen Wan	1 144	12 172	0	0	0	0	13 316
Kwai Tsing	0	30 389	0	0	0	0	30 389
Islands	617	5 644	0	1 483	472	91	8 307
All Districts	28 659	344 552	3 519	49 982	8 564	14 461	449 737

- 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) For international schools, as at September 2010, about 10% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice of the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 99% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 78% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) For international schools, as at September 2011, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 83% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Secondary Day Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

- 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 2011.
 - (3) For international schools, as at September 2011, about 12% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 80% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Primary Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) For international schools, as at September 2012, about 14% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2012, about 88% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Students in Secondary Day Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

- 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 2012.
 - (3) For international schools, as at September 2012, about 13% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2012, about 89% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available

Number of Cross-boundary Students in Primary Schools by District and by Sector in 2010/11, 2011/12 and 2012/13 school years

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2010/11	145	3 474	NA	NA	NA	NA
	2011/12	189	3 739	NA	NA	NA	NA
	2012/13	273	4 106	NA	NA	NA	NA
Tai Po	2010/11	6	242	NA	NA	NA	0
	2011/12	17	334	NA	NA	NA	0
	2012/13	86	583	NA	NA	NA	0
Sha Tin	2010/11	0	37	0	0	NA	0
	2011/12	0	64	0	0	0	0
	2012/13	0	109	0	0	0	0
Yuen Long	2010/11	2	508	NA	2	1	0
	2011/12	9	613	NA	0	3	0
	2012/13	15	997	NA	0	10	0
Tuen Mun	2010/11	0	158	NA	0	0	NA
	2011/12	2	303	NA	0	0	NA
	2012/13	2	576	NA	0	0	0
Tsuen Wan & Kwai Tsing	2010/11	0	0	NA	0	NA	NA
	2011/12	0	1	NA	2	NA	NA
	2012/13	0	0	NA	2	NA	NA
Tung Chung	2012/13	NA	0	NA	NA	NA	NA

Number of Cross-boundary Students in Secondary Schools by District and by Sector in 2010/11, 2011/12 and 2012/13 school years

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2010/11	171	987	NA	47	0	0
	2011/12	218	1 160	NA	54	0	0
	2012/13	258	1 243	NA	68	0	0
Tai Po	2010/11	5	115	NA	19	NA	NA
	2011/12	12	147	NA	23	NA	NA
	2012/13	18	200	NA	37	NA	NA
Sha Tin	2010/11	0	18	0	3	NA	0
	2011/12	0	24	0	2	0	0
	2012/13	0	24	0	1	0	0
Yuen Long	2010/11	16	120	NA	5	NA	NA
	2011/12	13	168	NA	15	NA	NA
	2012/13	14	212	NA	20	NA	NA
Tuen Mun	2010/11	1	31	NA	NA	NA	NA
	2011/12	0	43	NA	NA	NA	NA
	2012/13	0	53	NA	NA	NA	0
Tsuen Wan & Kwai Tsing	2010/11	0	0	NA	NA	NA	NA
	2011/12	0	2	NA	NA	NA	NA
	2012/13	0	5	NA	NA	NA	NA
Tung Chung	2012/13	NA	0	NA	0	NA	NA

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools are conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing. In the 2012/13 school year, the survey was further extended to include Tung Chung.
- (2) "NA" indicates that no such figures could be collected since there is no such financial type of school in the respective districts and school years.

Number of Newly Admitted Pupils[#] from the Mainland in Primary Schools by District by School Sector in the 2010/11, 2011/12 and 2012/13 School Years

District	2010/11					2011/12					2012/13				
	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total
Central & Western	7	69	0	3	79	17	55	0	0	72	7	40	0	0	47
Wan Chai	2	27	0	6	35	3	27	0	6	36	1	31	0	5	37
Eastern	3	137	0	3	143	31	86	2	1	120	24	75	0	5	104
Southern	4	28	0	1	33	9	33	0	2	44	8	24	0	3	35
Hong Kong Island (Sub-total)	16	261	0	13	290	60	201	2	9	272	40	170	0	13	223
Sham Shui Po	88	206	2	2	298	57	203	0	0	260	53	217	1	2	273
Yau Tsim Mong	73	137	0	0	210	50	158	0	0	208	60	128	0	0	188
Kowloon City	4	144	1	18	167	1	126	0	10	137	2	148	1	8	159
Wong Tai Sin	16	140	0	1	157	12	163	0	2	177	11	127	0	5	143
Kwun Tong	46	234	4	0	284	11	227	0	0	238	5	224	0	0	229
Kowloon (Sub-total)	227	861	7	21	1 116	131	877	0	12	1 020	131	844	2	15	992
Tsuen Wan	2	220	0	0	222	10	171	0	0	181	6	183	0	0	189
Tuen Mun	5	163	0	0	168	3	135	0	0	138	8	174	0	0	182
Yuen Long	6	333	2	0	341	24	274	2	0	300	17	287	0	2	306
North	31	486	0	0	517	28	391	0	0	419	27	250	0	0	277
Tai Po	2	100	0	0	102	11	106	0	0	117	4	142	0	0	146
Sha Tin	0	189	1	0	190	0	206	2	0	208	0	141	1	3	145
Sai Kung	8	71	2	0	81	10	32	2	0	44	10	44	0	0	54
Islands	0	28	0	0	28	0	39	0	0	39	0	24	0	0	24
Kwai Tsing	0	227	0	0	227	0	157	0	0	157	0	149	0	0	149
New Territories (Sub-total)	54	1 817	5	0	1 876	86	1 511	6	0	1 603	72	1 394	1	5	1 472
Total	297	2 939	12	34	3 282	277	2 589	8	21	2 895	243	2 408	3	33	2 687

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the primary schools as at September of the respective school year. 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 the 2012/13 school year are provisional and subject to revisions.

Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils[#] from the Mainland in Secondary Schools by District by School Sector in the 2010/11, 2011/12 and 2012/13 School Years

District	2010/11						2011/12						2012/13					
	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total
Central & Western	0	39	0	5	0	44	0	38	0	3	0	41	0	35	0	5	0	40
Wan Chai	0	17	17	0	0	34	3	34	0	14	0	51	0	21	0	11	0	32
Eastern	2	127	0	55	0	184	1	131	0	44	0	176	0	121	0	78	0	199
Southern	0	48	0	1	0	49	0	65	0	0	0	65	0	51	0	2	0	53
Hong Kong Island (Sub-total)	2	231	17	61	0	311	4	268	0	61	0	333	0	228	0	96	0	324
Sham Shui Po	1	167	4	165	0	337	0	151	5	159	1	316	6	147	1	165	1	320
Yau Tsim Mong	1	110	60	28	0	199	1	123	83	25	0	232	0	80	77	42	0	199
Kowloon City	6	168	0	16	11	201	1	170	0	34	8	213	7	201	0	27	8	243
Wong Tai Sin	69	96	0	3	1	169	29	107	0	3	0	139	37	112	0	1	0	150
Kwun Tong	4	118	28	190	3	343	1	148	12	193	0	354	5	138	14	211	0	368
Kowloon (Sub-total)	81	659	92	402	15	1 249	32	699	100	414	9	1 254	55	678	92	446	9	1 280
Tsuen Wan	0	238	0	0	0	238	0	167	0	0	0	167	0	139	0	0	0	139
Tuen Mun	2	171	0	0	0	173	0	183	0	0	0	183	1	193	0	0	0	194
Yuen Long	2	159	0	19	1	181	1	176	0	36	0	213	1	188	0	28	1	218
North	96	124	0	5	0	225	109	100	0	6	0	215	112	93	0	6	0	211
Tai Po	8	107	0	5	0	120	14	100	0	13	0	127	12	120	0	17	0	149
Sha Tin	0	195	0	5	0	200	2	166	0	11	0	179	0	145	0	14	0	159
Sai Kung	1	53	0	12	0	66	0	56	0	10	3	69	0	67	0	10	0	77
Islands	0	16	0	4	0	20	0	16	0	3	0	19	0	11	0	3	0	14
Kwai Tsing	0	177	0	0	0	177	0	173	0	0	0	173	0	191	0	0	0	191
New Territories (Sub-total)	109	1 240	0	50	1	1 400	126	1 137	0	79	3	1 345	126	1 147	0	78	1	1 352
Total	192	2 130	109	513	16	2 960	162	2 104	100	554	12	2 932	181	2 053	92	620	10	2 956

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the secondary schools as at September of the respective school year. 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 the 2012/13 school year are provisional and subject to revisions.

Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

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

Reply Serial No.

EDB370

Question Serial No.

4216

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:

In respect of the measures to facilitate the development of international schools, please list out the number of greenfield sites allocated for international school development each year, the location and area of each site, and the estimated number of international school places provided at each site in the last 3 years (i.e. the 2010/11, 2011/12 and 2012/13 school years).

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Following the allocation of four greenfield sites for international school development in mid-2009, we have launched a school allocation exercise (SAE) for four vacant school premises for international school development in late 2012. No other greenfield sites were allocated between 2010-11 and 2012-13 for this purpose.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB371

Question Serial No.

4217

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:

Will the Government identify more sites for the development of international schools in 2013-14? If so, under the current plan, how many sites will be made available to provide more international school places in future?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

We have commissioned a consultancy to stock-take the existing provision of international school places and project future demand and supply. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the School Allocation Exercises in recent years including the one for four greenfield sites in 2009, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB372

Question Serial No.

4218

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:

In the past 3 years (i.e. the 2010/2011, 2011/12 and 2012/13 school years), among the international schools that do not have a permanent school address, how many of them seek assistance from the Government in finding a permanent school address? Please provide the information using the following headings: name of international school, previous/current school address, new school address (if applicable), date of first using the new school address (if applicable), support given by the Government, reasons for yet to be able to find a new school address and expenditures involved.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

International schools in Hong Kong are mainly operated on sites or school premises leased from or granted by the Government, while some are on private land or leased properties. We have no standing policy to arrange accommodation for private schools, including international schools. Generally, we allocate vacant school premises and sites for designated school use, including international school use, to school operators through an open and competitive central bidding process, which is subject to the vetting of a committee comprising non-officials and officials.

Between 2010/11 and 2012/13 school years, one international school has sought our assistance in identifying a permanent premises. The school is the International Montessori School (IMS) which is operated at the premises on private land at 62 Tin Hau Temple Road, Hong Kong. We have invited IMS to apply for the use of vacant school premises or Greenfield sites for international school development through the established bidding mechanism.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 27.3.2013

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

EDB373

Question Serial No.

4219

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:

Over the past five years, (i.e. 2008/09 to 2012/13 school years), what are the number of students per class, the unit cost of each subsidized place and the student-to-teacher ratio in schools for children with mild intellectual disability, children with moderate intellectual disability and children with severe intellectual disability each year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The average numbers of students per class, average unit costs per school place and average student-to-teacher ratios in schools for children with mild intellectual disability, schools for children with moderate intellectual disability and schools for children with severe intellectual disability in the past five school years are set out in the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Average Number of Students per Class, Average Unit Cost per School Place and Average Student-to-Teacher Ratio
in Schools for Children with Mild Intellectual Disability, Schools for Children with Moderate Intellectual Disability
and Schools with Children Severe Intellectual Disability in the 2008/09 to 2012/13 School Years**

School Type	2008/09 School Year			2009/10 School Year			2010/11 School Year			2011/12 School Year			2012/13 School Year		
	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio
Mild Intellectual Disability Note	17.8	\$100,000	7.8 : 1	17.6	\$107,500	7.6 : 1	16.8	\$110,000	7.1 : 1	16.2	\$122,500	6.8 : 1	15.8	\$140,000	6.6 : 1
Moderate Intellectual Disability Note	9.7	\$167,500	4.5 : 1	9.5	\$169,500	4.3 : 1	9.3	\$185,000	4.2 : 1	9.2	\$198,500	4.1 : 1	9.3	\$216,500	4.1 : 1
Severe Intellectual Disability	7.5	\$235,500	4.3 : 1	7.4	\$239,000	4.1 : 1	7.1	\$242,500	4.0 : 1	7.2	\$263,000	4.0 : 1	7.1	\$278,000	3.9 : 1

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include 7 schools for children with MiID and children with MoID.

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

EDB374

Question Serial No.

4220

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 conducted any studies on the development of “second Chinese language curriculum” for non-Chinese speaking students before? If yes, what are the details, findings of the study and expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Similar to other subjects, the curriculum framework for Chinese Language is open and robust, flexible enough to foster the whole person development of students and stretch their potentials to the full. We have put in place a series of measures to support the learning and teaching (L&T) of the Chinese Language of non-Chinese speaking (NCS) students which includes, among others, the development of the “Supplementary Guide to the Chinese Language Curriculum for NCS Students” complemented by a series of L&T materials for schools and individual NCS students. Therefore, schools are in practice adapting the Chinese Language curriculum with reference to the Supplementary Guide to cater for the specific needs of NCS students.

The Supplementary Guide, which includes four curriculum modes of “immersion in Chinese Language lessons”, “bridging / transition”, “specific learning purposes” and “integration” leading to multiple pathways, caters for the diverse needs (e.g. learning pace and style, age, family background) as well as aspirations of NCS students and supports their learning of the Chinese Language at different stages of development. Two sets of supporting learning materials, covering Primary and Secondary levels, were distributed to schools and NCS students in the form of textbooks in 2009 and 2010. Chinese Language assessment tools, covering all dimensions of language learning and different learning stages, were dispatched for schools deployment in 2012.

The strategy of providing multiple curriculum modes under a common curriculum framework is based on local pedagogical practices and experiences of other places. Research findings have revealed that given support and duly empowered, NCS students can learn at a pace and achieve results on par with local students. An alternative curriculum and assessment with pre-set simpler contents and lower standards would limit the range of learning opportunities for NCS students with different needs and aspirations and also undermine their opportunities for further studies. Besides, the credibility of such qualifications in the eyes of the employers remains to be ascertained.

As part of our ongoing work, we have been actively reviewing the curriculum strategy for NCS students in the learning of Chinese Language in the light of stakeholders' views. Relevant expenses are subsumed into the overall expenditure of EDB.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

Reply Serial No.

EDB375

Question Serial No.

4780

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:

What is the detailed estimated expenditure on the salary, fringe benefits and allowances of the Political Assistant to Secretary for Education in 2013-14?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The estimated expenditure for the salary for the Political Assistant to Secretary for Education (PA/SED) in 2013-14 is \$1.18 million. Like other Political Assistants, PA/SED is entitled to other fringe benefits such as paid vacation leave and medical and dental care. However, we do not have expenditure breakdowns on these benefits.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB376

Question Serial No.

4850

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:

Has the Bureau deployed any resources or manpower before to deal with matters relating to the Hong Kong Baptist University's request to use the former campus of the Hong Kong Institute of Vocational Education (Lee Wai Lee)? If so, what are the details and expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Education Bureau (EDB) and the University Grants Committee (UGC) actively support the Hong Kong Baptist University (HKBU) and other UGC-funded institutions in their campus development on a fair and consistent basis in accordance with well-established policies. As part of these on-going efforts, EDB and UGC have been working with HKBU in meeting its additional requirements for academic space and student hostels. In this connection, having evaluated HKBU's needs under the established policies and calculation formula, the Government has reserved 6 400 square metres of land at the northern portion of the site of the former campus of the Hong Kong Institute of Vocational Education (Lee Wai Lee) at Renfrew Road, Kowloon Tong (ex-IVE(LWL) site) for HKBU's campus development. If fully utilised, this will fully meet HKBU's requirements for publicly-funded academic floor space and student hostel places. As for the southern portion of the ex-IVE(LWL) site, it is beyond HKBU's requirements under the existing policies and we have no policy justifications for reserving this portion for the development of HKBU. After assessment, we are of the view that it is not necessary to reserve the southern portion for the expansion of other UGC-funded institutions. The EDB agrees that the southern portion need not be reserved for higher education purposes and could be surrendered to the Government for alternative use, thus ensuring the optimal use of our scarce land resources.

Manpower and resources deployed within EDB in handling HKBU's request to use the ex-IVE(LWL) site are subsumed under the overall expenditure of the EDB, and hence we are unable to attribute the actual expenditures involved.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB377

Question Serial No.

4860

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) What are the expenditures of the Education Bureau on the development of e-textbooks in each of the past three years (i.e. from 2010-11 to 2012-13) and what is the effectiveness of the expenditures?
- (b) What is the estimated expenditure of the Education Bureau on the development of e-textbooks in 2013-14?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

A commitment of \$50 million was created only in June 2012 for launching the e-Textbook Market Development Scheme (EMADS), with the objectives of facilitating and encouraging the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula, as a means to promote e-learning. 30 applications for the development of e-textbooks under the EMADS were approved in November 2012. The total amount of seeding grants for the 12 successful non-profit-making applications is around \$26.7 million or an average of \$2.2 million per application. According to the disbursement schedule for the seeding grants, the estimated expenditures would be \$1.0 million for 2012-13, \$17.7 million for 2013-14 and \$8.0 million for 2014-15. The expenditure on the EMADS is expected to produce 30 sets of e-textbooks for teaching and learning in schools in 2014/15 school year with the help of a stringent quality assurance process including field-testing. In addition, a quality vetting and quality assurance mechanism for e-textbooks would be developed with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks similar to that for printed textbooks at present.

Apart from the commitment of \$50 million for launching the EMADS, the manpower and administrative support necessary for supporting the implementation of the EMADS are absorbed through internal redeployment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB378

Question Serial No.

5349

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational Expenses

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the Policy Address announced in January 2013, the Chief Executive indicates that he will or proposes to set up a total of 14 bureaux, committees and groups. The Financial Secretary states in the Budget Speech that he will provide the related financial resources. Regarding the committee to examine the feasibility of free kindergarten education, what are its action plan and estimated expenditure in 2013-14?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Providing practicable 15-year free education and better quality kindergarten (KG) education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB379

Question Serial No.

5144

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 imposed regulation on charges other than school fees collected by kindergartens in Hong Kong (such as charges for textbooks, meals, snacks...) and collected the relevant statistical figures (such as types and amounts of charges...)? If it has, please provide the details. Also, please list out the assistance programmes that the Government has put in place for needy and grass-roots families to cover these charges.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Apart from school fees, kindergartens (KGs) are required to seek prior approval from the Education Bureau (EDB) for collection and revision of lunch charges, if any. For the collection of application fee and registration fee, the EDB has stipulated the approved ceiling for all KGs. Currently, the approved ceiling of application fee is \$30 and collection of registration fee should not exceed \$660 for a half-day place (\$1,150 for a whole-day place), or half of the monthly school fee, whichever is the lower. The registration fee paid by children who subsequently take up the KG places will be credited as payment of their school fees. As regards the sale of school items such as school uniform and textbook, and provision of paid services, KGs are required to comply with the rules and regulations set out by the EDB. Specifically, KGs are not allowed to generate any profit from the sale of textbooks, and the profit in the sale of other school items and provision of paid services, which should be on a voluntary basis, is limited to a maximum of 15% of the cost. In any case, for non-profit-making KGs, such profits should be ploughed back to KGs for use for education purpose. While the EDB does not collect detailed data about the types and amounts of miscellaneous charges collected by individual KGs, we have advised KGs to disclose relevant information to parents through various effective means (e.g. leaflets) to enhance transparency. KGs joining the Pre-primary Education Voucher Scheme (PEVS) are also required to provide the reference price of major school items in the Profile of Kindergartens and Kindergarten-cum-Child Care Centres for parents' information.

Currently, on top of the fee subsidy under PEVS, the Administration provides additional financial support to needy families for children receiving KG education through the Kindergarten and Child Care Centre Fee Remission Scheme. Families under the Comprehensive Social Security Assistance Scheme with children attending KG classes may apply to the Social Welfare Department for special grants to cover related schooling expenses, such as meal charges, books, stationery and school uniforms.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB380**

Question Serial No.

5145

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 set out the effectiveness assessments and the relevant data of the Hong Kong Jockey Club Life-wide Learning Fund, including the respective numbers of applicant schools, the respective numbers of beneficiaries (by grade level in school, sex, age, housing type and family income) and the nature, types and quotas of services/activities provided by the Fund in the past 3 school years (i.e. 2010/11 to 2012/13 school years).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Hong Kong Jockey Club Life-wide Learning Fund (The Fund) was established since 2002 with donation by The Hong Kong Jockey Club Charities Trust (Jockey Club). The Fund aims to provide assistance to financially needy students to participate in Life-wide Learning (LWL) activities organised or recognised by schools for whole-person development. Those eligible students belong to one of the following categories: (a) receiving Comprehensive Social Security Assistance (CSSA), (b) receiving full grant under School Textbook Assistance Scheme (STAS), or (c) meeting the school's established "financially needy" criteria. The amount of allocation to each participating school is based on the number of CSSA and STAS recipients. Both EDB and schools do not collect information on sex, age, housing type and family income of students for providing the subsidy of the Fund.

The number of activities arranged and the number of students benefited from the Fund for the 2012/13 school year are not yet available as schools will submit relevant information after the end of the school year.

The numbers of activities arranged by schools in the 2010/11 school year and the 2011/12 school year are as follows:

School year	Activities arranged in Hong Kong	Activities arranged outside Hong Kong	Total
2010/11	18,550	1,384	19,934
2011/12	18,658	1,557	20,215

The numbers of participating schools from the 2010/11 to the 2012/13 school years are as follows:

School year	Participating schools
2010/11	956
2011/12	944
2012/13	944

The numbers of student-beneficiaries by level in the 2010/11 school year and the 2011/12 school year are as

follows:

Level	2010/11 school year	2011/12 school year
P1	9,801	12,171
P2	10,090	12,888
P3	10,975	13,591
P4	11,945	14,529
P5	13,828	15,492
P6	14,290	17,159
S1	21,425	22,584
S2	20,721	21,742
S3	22,521	23,247
S4	27,130	27,801
S5	26,332	27,874
S6	9,655	18,467
S7	6,237	6,345
Total	204,950	233,890

Every year, to gauge views on the Fund with a view to identifying scope for improvement, schools are randomly invited to complete the Mid-year Review. According to the review in 2011/12 school year, nearly the feedback of 90% of schools was positive. This high level of satisfaction was also echoed by teachers during EDB's visits to schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB381

Question Serial No.

5146

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 beneficiaries of the Pre-primary Education Voucher Scheme and the statistics on the cases of school fees of kindergartens in excess of the voucher value (including the amount of school fees of whole-day and half-day kindergartens in excess of the voucher value and the distribution of these kindergartens by district) each year since the implementation of the Scheme.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The numbers of students under the Pre-primary Education Voucher Scheme (PEVS) from the 2007/08 to 2012/13 school years are as follows:

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (Note)
No. of students under PEVS	119 700	117 900	119 100	122 900	129 100	129 372

Note: Provisional figure as at mid-September 2012.

The respective numbers of kindergartens (KGs) with whole-day (WD) and half-day (HD) classes exceeding the voucher value by District Council district from the 2007/08 to 2012/13 school years are tabulated in Appendix I and Appendix II respectively.

The amounts of school fees of individual KGs in excess of the voucher value are not readily available. It should be noted that apart from the fee subsidy under PEVS, needy families may apply for additional financial support under the Kindergarten and Child Care Centre Fee Remission Scheme to cover the school fees in excess of the voucher value.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Number of kindergartens with whole-day classes with school fees exceeding the voucher value
by District Council district from the 2007/08 to 2012/13 school years**

District	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Central & Western	20	19	19	18	18	18
Wan Chai	13	12	13	13	13	11
Eastern	58	56	55	50	50	50
Southern	17	17	17	18	17	17
Sham Shui Po	36	36	35	34	34	35
Yau Tsim Mong	23	22	21	20	20	20
Kowloon City	31	31	31	29	30	30
Wong Tai Sin	38	39	38	40	41	40
Kwun Tong	56	57	56	55	56	52
Tsuen Wan	23	21	22	20	21	21
Tuen Mun	55	57	53	53	52	52
Yuen Long	58	58	59	54	52	52
North	34	34	34	32	34	34
Tai Po	25	26	26	25	25	25
Sha Tin	52	51	51	47	47	48
Sai Kung	42	40	40	38	38	37
Islands	18	20	19	19	19	17
Kwai Tsing	42	43	43	43	44	46

**Number of kindergartens with half-day classes with school fees exceeding the voucher value
by District Council district from the 2007/08 to 2012/13 school years**

District	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Central & Western	22	20	19	17	16	14
Wan Chai	13	14	14	14	13	8
Eastern	56	52	53	44	44	45
Southern	13	13	11	11	10	9
Sham Shui Po	30	29	27	25	24	23
Yau Tsim Mong	20	18	16	15	15	15
Kowloon City	39	38	37	33	31	30
Wong Tai Sin	33	31	29	27	23	23
Kwun Tong	45	41	39	38	37	35
Tsuen Wan	24	22	22	20	18	18
Tuen Mun	46	45	43	36	32	31
Yuen Long	58	55	49	41	31	35
North	32	33	34	29	28	28
Tai Po	20	19	20	19	17	17
Sha Tin	45	44	43	37	35	35
Sai Kung	36	32	32	27	27	26
Islands	21	22	20	19	16	14
Kwai Tsing	48	46	45	41	40	38

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

EDB382

Question Serial No.

5148

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 implementation of School-based After-school Learning and Support Programmes (the Programme) since 2005, please give a breakdown of the number of schools/social welfare organisations, number of students benefitted (their grade level, gender, family income and age distribution), as well as the nature and types of the services/activities conducted under the Programme with their distribution of places (excluding community-based project).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The number of schools and non-governmental organisations (NGOs) participated in the School-based After-school Learning and Support Programmes as well as the number of students benefitted since 2005 are tabulated at Annex.

The mode of delivery of the School-based After-school Learning and Support Programmes in 2005-06 was in the form of cash grant for schools and NGOs on application. Since 2006-07, the annual provision of the Programme has been apportioned into the school-based grant and community-based project grant for schools and NGOs respectively to organise after-school activities for students from families in receipt of the Comprehensive Social Security Assistance or recipients of full grant under the Student Financial Assistance Schemes.

Given that the school-based grant under the School-based After-school Learning and Support Programmes is intended to complement the block grant and other resources allocated to the schools and in line with the spirit of school-based management, schools can deploy the resources under this and other grants to provide after-school programmes appropriate to the needs of their students. The activities organized by schools and NGOs are not identical given the diverse needs of students as gauged by their schools and/or the NGOs concerned. The after-school activities organised by schools and NGOs include tutorial services, training on learning skills, art & culture activities, sports, visits, adventure activities, voluntary services, training on self-confidence/leadership/communication skills etc. We do not have the breakdown of the activities by type and number. In line with the School Development and Accountability Framework, participating schools are held accountable for the funding provided. They are required to include the relevant implementation plan in their school development plan, report the progress and evaluation in the annual school reports. We do not compile statistics on the number of participating students with breakdown by grade level, gender, family income and age distribution.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

School-based After-school Learning and Support Programmes
Number of participating schools / NGOs with breakdown by
students eligible for the School-based Grant and
participating students in the Community-based Project Grant
from 2005/06 to 2012/13 school years

Grant School year	School-based Grant		Community-based Project Grant	
	Number of participating schools	Number of participating students (man-times)	Number of participating NGOs	Number of participating students
2005/06	285 projects organised by 284 schools and 1 NGO with a total of 55 700 participating students			
2006/07	960	-	128	47 700
2007/08	939	425 400	145	42 400
2008/09	901	387 100	138	41 600
2009/10	896	213 000	153	51 500
2010/11	853	260 000	157	68 600
2011/12	871	263 500	164	78 100
2012/13	879	-	167	78 400

Note:

1. Figures have been rounded up to the nearest hundred.
2. Figures in “Number of participating students (man-times)” are based on the school reports available. We are not able to provide figures for the 2006/07 school year since school reports were not available upon revision of the mode of delivery of the Programme in the school year concerned. School reports for the 2012/13 school year are yet to be prepared.

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

EDB383

Question Serial No.

5152

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:

With regard to student admissions of all the schools for social development at present, please list out the numbers and percentages of students by their special education needs, age distributions, levels, districts of residence, family incomes (divided into four categories or classified by Comprehensive Social Security Assistance recipients/full assistance/half assistance/non-applicants of Student Financial Assistance).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The schools for social development (SSDs) provide intensive support for students with moderate to severe emotional and behavioural difficulties to help them tide over their transient adaptation problems in the course of development, and to enhance their learning motivation and life skills so that they can resume education in mainstream schools as soon as possible. Students referred to SSDs are not required to provide information on their special educational needs and family income, hence we are unable to provide such information. The numbers of students in SSDs by their grade levels and by their districts of residence in the 2012/13 school year are set out in the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Numbers of Students in Schools for Social Development
in the 2012/13 School Year^(note)**

(1) By class level

Class Level	P1*	P2	P3	P4	P5	P6
Number of Students	-	3	14	32	59	73

* There is no P1 class in SSDs.

Class Level	S1	S2	S3	S4	S5	S6
Number of Students	46	170	191	74	63	44

(2) By districts of residence

Region	Residential District	Number of Students
Hong Kong	Central & Western	6
	Eastern	29
	Southern	28
	Wan Chai	4
Kowloon	Kowloon City	27
	Kwun Tong	92
	Yau Tsim Mong	29
	Sham Shui Po	60
	Wong Tai Sin	63
New Territories	Sai Kung	41
	Islands	22
	Tai Po	23
	North	33
	Sha Tin	48
	Yuen Long	114
	Tuen Mun	58
	Tsuen Wan	20
	Kwai Tsing	72

Note: Figures as at September 2012

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

EDB384

Question Serial No.

5153

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:

Please provide a breakdown of the distribution of all students with special educational needs (SEN) by grade level (from K1 to F6) in Hong Kong for the past five school years (i.e. 2008/09 to 2012/13 school years), as well as the total number of students with SEN proceeding to study associate degree programmes, the total number of students with SEN proceeding to study publicly-funded degree programmes, the total number of students with SEN proceeding to study self-financing degree programmes, the total number of students with SEN proceeding to study postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. Please provide a breakdown of the above population distribution by the nine main types of SEN.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

At pre-primary levels, services for children with special educational needs (SEN) are provided by the Social Welfare Department. The Education Bureau (EDB) does not maintain data on students with SEN at kindergarten levels.

The number of students with SEN studying in public sector mainstream primary and secondary schools from the 2008/09 to 2012/13 school years by grade level and the eight major SEN types is set out at Appendix I.

Based on the information provided by the institutions, the numbers of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes under the University Grants Committee-funded (UGC-funded) and non-UGC-funded institutions from the 2008/09 to 2012/13 academic years are set out at Appendix II. We do not have information on the students with SEN proceeding to study postgraduate level programmes and overseas studies at tertiary institutions.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Numbers of Students with SEN Studying in
Public Sector Mainstream Primary and Secondary Schools by Grade Levels by Major SEN Types
from the 2008/09 to 2012/13 School Years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	48	656	1 778	1 650	1 590	1 341	1 210	1 031	716	340	186	11	6
2009/10	30	632	1 754	2 081	1 735	1 682	1 458	1 375	1 092	743	355	15	10
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	70	116	126	146	136	149	153	130	136	64	60	0	0
2009/10	74	133	142	129	139	141	162	181	152	140	76	1	0
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	251	271	209	168	161	142	110	97	72	36	17	4	2
2009/10	254	296	305	248	191	182	135	152	124	84	63	8	5
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	25	121	219	309	283	244	163	111	65	20	9	0	0
2009/10	34	134	249	343	407	324	254	244	143	70	27	1	1
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	14	27	26	36	33	28	24	28	16	10	14	3	7
2009/10	10	24	34	31	42	33	35	51	48	23	22	2	5
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	6	8	6	10	6	14	6	14	15	11	10	4	6
2009/10	3	7	10	8	13	6	17	14	22	11	18	4	5
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	43	45	66	58	64	78	77	96	85	96	80	19	19
2009/10	40	45	56	70	59	66	75	80	92	90	93	20	19
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
2008/09	23	548	301	196	116	78	51	69	20	8	4	2	0
2009/10	24	632	392	220	142	109	83	42	14	20	13	2	5
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A

Note:

1. Figures as at September of the respective school years.
2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN in the 2011/12 school year has increased.
3. N/A: Not applicable

**Number of Students with SEN ^(Note 1) Pursuing Full-time Locally-accredited
Sub-degree and Undergraduate Programmes from 2008/09 to 2012/13 Academic Years**

2008/09 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	13	13	0	0	0
Intellectual Disabilities ^(Note 2)	0	11	11	0	0	0
Autism Spectrum Disorders	0	8	8	2	0	2
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	2	2	0	0	0
Physical Disability	5	27	32	41	7	48
Visual Impairment	0	22	22	42	9	51
Hearing Impairment	1	37	38	56	9	65
Speech and Language Impairment	0	9	9	0	0	0
Others ^(Note 3)	1	55	56	62	11	73
Total	7	184	191	203	36	239

2009/10 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	11	11	0	0	0
Intellectual Disabilities ^(Note 2)	0	13	13	0	0	0
Autism Spectrum Disorders	0	12	12	3	0	3
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	1	1	0	0	0
Physical Disability	3	14	17	29	9	38
Visual Impairment	0	38	38	37	14	51
Hearing Impairment	3	15	18	55	11	66
Speech and Language Impairment	0	3	3	0	0	0
Others ^(Note 3)	1	74	75	63	7	70
Total	7	181	188	187	41	228

2010/11 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	27	27	0	2	2
Intellectual Disabilities ^(Note 2)	0	0	0	0	0	0
Autism Spectrum Disorders	2	13	15	5	0	5
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	3	3	0	1	1
Physical Disability	3	40	43	36	12	48
Visual Impairment	0	19	19	33	10	43
Hearing Impairment	3	61	64	47	10	57
Speech and Language Impairment	1	5	6	3	0	3
Others ^(Note 3)	2	34	36	73	30	103
Total	11	202	213	197	65	262

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities	1	36	37	8	3	11
Intellectual Disabilities ^(Note 2)	0	0	0	0	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others ^(Note 3)	3	44	47	55	41	96
Total	13	258	271	181	80	261

2012/13 Academic Year	Sub-degree			Undergraduate		
	UGC-funded ^(Note 4)	Non-UGC funded	Total	UGC-funded ^(Note 4&5)	Non-UGC funded	Total
Specific Learning Disabilities	1	N.A. ^(Note 6)	N.A. ^(Note 6)	13	N.A. ^(Note 6)	N.A. ^(Note 6)
Intellectual Disabilities ^(Note 2)	0			0		
Autism Spectrum Disorders	2			9		
Attention Deficit / Hyperactivity Disorder	0			10		
Physical Disability	2			32		
Visual Impairment	1			42		
Hearing Impairment	1			55		
Speech and Language Impairment	0			4		
Others ^(Note 3)	5			79		
Total	12			244		

Note:

1. The information is based on information as declared by individual students.
2. The University Grants Committee (UGC) does not have the relevant data as students with these SEN types might have been included under the type of "Others".
3. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
4. Provisional figures.
5. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
6. N.A. – Data not available.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB385**

Question Serial No.

5154

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 list out the number of schools receiving funding from the Government to cater for special educational needs, the number of beneficiaries, total amount of funding granted, and the types, numbers and expenses of services introduced by the schools with the funding in the past 5 years (2008-2009 to 2012-2013).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Under the Disability Discrimination Ordinance (DDO), all schools have the legal obligation to admit students with special educational needs (SEN) and provide them with appropriate support through the Whole School Approach to integrated education (IE). To support schools to cater for their students with SEN, the Education Bureau (EDB) has been providing public sector 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 may pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). 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. to help schools cater for students with SEN. Hence, all students with SEN in these schools will benefit. The number of students with SEN in public sector mainstream primary and secondary schools and the actual/estimated expenditure on IE on top of the regular subvention from the 2008/09 to 2012/13 school years are set out below:

	2008/09	2009/10	2010/11	2011/12	2012/13
Number of students with SEN	17 560	21 720	25 640	28 630	31 390
Expenditure (\$ million)	859	878	900	964	1,021

We do not collect detailed statistics on the services offered by individual school, hence we do not have the types, numbers and expenses of services introduced by the schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB386**

Question Serial No.

5155

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 secondary and primary schools for the private, Direct Subsidy Scheme, government and international schools respectively in the territory and their distribution by district. Please also provide the amount of subvention from the Government to each type of schools, the amount of tuition fees charged by the fee-receiving schools as well as the numbers of students currently receiving textbook assistance at full/half grant rate and Comprehensive Social Security Assistance in each type of schools in the past 10 years (i.e. 2003/04 to 2012/13).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The information required is provided at Annexes 1 to 6:

	Annex
Number of schools at primary and secondary levels by school sector and by district in 2012/13 school year	1
Government funding to government schools, aided schools, caput schools, schools operated by the English Schools Foundation and schools under the Direct Subsidy Scheme from 2003-04 to 2012-13	2
Tuition fees at government and aided schools from 2003/04 to 2012/13 school years	3
Median annual tuition fees at private schools, schools under the Direct Subsidy Scheme, schools operated by the English Schools Foundation and international schools from 2003/04 to 2012/13 school years	4
Number of students received / receiving textbook assistance at full and half grant rate from 2003/04 to 2012/13 school years	5
Number of students receiving Comprehensive Social Security Assistance as at end December 2012	6

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 15.4.2013

**Number of Schools at Primary and Secondary Levels
by School Sector and by District in 2012/13 School Year**

Primary schools

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	6	6	30
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
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	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
All Districts	34	421	21	52	41	569

Notes:

1. Figures do not include special schools.
2. International schools include schools operated by the English Schools Foundation.

**Number of Schools at Primary and Secondary Levels
by School Sector and by District in 2012/13 School Year**

Secondary schools

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	4	17
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	8	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
Sham Shui Po	1	15	1	9	4	1	31
Kowloon City	3	27	0	5	2	5	42
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	6	1	0	35
Sai Kung	1	18	0	8	1	0	28
Sha Tin	2	37	0	6	2	1	48
Tai Po	2	17	0	2	0	0	21
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	8	0	47
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	32	362	3	61	32	29	519

Notes:

1. Figures do not include special schools.
2. International schools include schools operated by the English Schools Foundation.

**Government Funding to Government Schools, Aided Schools,
Caput Schools, Schools Operated by the English Schools Foundation
and Schools Under the Direct Subsidy Scheme from 2003-04 to 2012-13
(All figures in \$ million)**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 Revised Estimate
<u>Primary schools</u>										
Government primary schools	750	734	720	744	785	834	832	827	848	912
Aided primary schools	9,714	9,321	9,200	8,997	9,308	9,478	9,486	9,530	10,028	11,007
English Schools Foundation Junior Schools	127	120	117	114	115	115	116	116	116	117
Primary schools under the Direct Subsidy Scheme	103	133	173	213	261	326	377	458	530	610
<u>Secondary schools</u>										
Government secondary schools	1,307	1,266	1,224	1,231	1,267	1,323	1,276	1,255	1,339	1,408
Aided secondary schools	12,964	12,804	13,037	13,236	14,048	15,387	15,607	15,924	17,275	18,213
Caput schools	243	237	230	200	171	166	163	161	164	170
English Schools Foundation Secondary Schools	182	175	170	166	167	167	167	168	169	170
Secondary schools under the Direct Subsidy Scheme	976	1,091	1,199	1,342	1,514	1,796	2,051	2,167	2,315	2,328

Notes:

1. The above financial provision includes recurrent / non-recurrent / capital (minor projects) subventions paid to schools under the General Revenue Account.
2. Private schools including international schools (except those of the English Schools Foundation pending the subvention review) operate on self-financing basis. No government subvention was paid to these schools except refund of rates and government rent.

**Tuition Fees at Government and Aided Schools
from 2003/04 to 2012/13 School Years**

School Level	Standard School Fees per pupil per annum									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
P1 - P6	FREE									
S1 - S3	FREE									
S4 - S5	\$5,050	\$5,050	\$5,320	\$5,670	\$6,020	FREE				
S6 - S7	\$8,750	\$8,750	\$9,100	\$9,450	\$9,870	FREE (No more S7 starting from 2012/13 school year)				

**Median Annual Tuition Fees at Private Schools,
Schools under the Direct Subsidy Scheme,
Schools Operated by the English Schools Foundation
and International Schools from 2003/04 to 2012/13 School Years**

Primary schools ¹

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Private schools	22,400	22,400	22,400	24,720	25,861	29,830	29,960	31,450	34,150	37,400
Schools under the Direct Subsidy Scheme	12,000	15,000	17,000	18,000	20,000	18,000	18,000	19,500	18,000	18,000
English Schools Foundation Junior Schools ²	47,300	47,300	47,300	51,500	54,300	58,100	58,100	61,000	63,000	66,100
Other International schools	65,130	65,130	72,000	72,500	72,500	78,600	78,600	80,000	86,000	91,720

Secondary schools ¹

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Private schools	22,025	21,070	21,800	23,310	25,034	26,460	29,400	31,170	51,000	87,000
Schools under the Direct Subsidy Scheme ³	8,750	8,750	9,100	9,800	11,000	12,000	13,950	14,150	15,000	16,500
English Schools Foundation Secondary Schools ⁴	78,600	78,600	78,600	82,600	85,000	89,250	89,250	93,000	95,100	98,000
Other international schools	79,900	83,000	84,500	86,490	87,000	91,700	96,510	100,900	110,000	119,300

Notes:

1. In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.
2. English Schools Foundation Junior Schools charge uniform tuition fees for all grades.
3. Under the new academic structure, there is no Secondary 7 for secondary education in Direct Subsidy Scheme schools starting from the 2012/13 school year. The figure for 2012/13 refers to Secondary 1 to 6.
4. English Schools Foundation Secondary Schools charged uniform tuition fees for all grades before the 2010/11 school year.

Numbers of Students Received / Receiving Textbook Assistance at Full and Half Grant Rate from 2003/04 to 2012/13 School Years

The School Textbook Assistance Scheme (STAS) provides assistance to needy students at Primary 1 to Secondary 6 attending government, aided and caput schools, and schools under the Direct Subsidy Scheme. Students attending private schools including international schools are not eligible for textbook assistance.

In the school years from 2003/04 to 2012/13, the number of students receiving textbook assistance under STAS at the full rate and half rate is set out below:

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of students receiving STAS at full rate	111 960	110 146	92 196	84 732	82 502	80 459	81 819	76 428	157 696 (Note)	143 997
No. of students receiving STAS at half rate	265 102	252 415	247 512	242 697	225 513	213 578	200 080	189 644	118 307	104 969
Total	377 062	362 561	339 708	327 429	308 015	294 037	281 899	266 072	276 003	248 966

As we only maintain statistics on the number of students receiving textbook assistance by school type since the 2011/12 school year, relevant statistics for the school years from 2003/04 to 2010/11 are not available. The number of students receiving textbook assistance at the full rate and half rate by school type in the 2011/12 and 2012/13 school years is set out below:

School Year	2011/12			2012/13 (up to 31.1.2013)		
No. of students receiving textbook assistance	Full rate	Half rate	Total	Full rate	Half rate	Total
School type						
<u>Primary schools</u>						
Government schools	4 342	2 939	7 281	4 364	2 663	7 027
Aided schools	58 344	39 375	97 719	58 289	36 281	94 570
Schools under the Direct Subsidy Scheme	300	434	734	303	406	709
<u>Secondary schools</u>						
Government schools	6 103	4 935	11 038	5 213	4 379	9 592
Aided schools	82 064	65 762	147 826	70 152	56 958	127 110
Caput schools	1 234	722	1 956	885	511	1 396
Schools under the Direct Subsidy Scheme	5 309	4 140	9 449	4 791	3 771	8 562
Total	157 696	118 307	276 003	143 997	104 969	248 966

Note: In the 2011/12 school year, there is a considerable increase in the number of students receiving textbook assistance at the full rate. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year.

**Number of students receiving Comprehensive Social Security Assistance (CSSA)
as at end December 2012**

School type	No. of CSSA Students as at 31.12.2012 (estimate)
<u>Primary schools</u>	
Government schools	2 350
Aided schools	27 400
Schools under the Direct Subsidy Scheme	150
<u>Secondary schools</u>	
Government schools	2 300
Aided schools	35 450
Caput schools	500
Schools under the Direct Subsidy Scheme	2 650
Total	70 800

Data for the years prior to 2011/12 are not available. The above information is extrapolated from the data supplied by Social Welfare Department.

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

EDB387

Question Serial No.

5213

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 a breakdown of the Vocational Development Programmes and Youth Colleges under the Vocational Training Council in the past 5 years (2008/2009 to 2012/2013) by expenditure, enrolment, training hours, completion rate and the industry concerned.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational education programmes for graduates above Secondary 3, helping them to build a solid foundation for further studies and employment. The training hours vary depending on the type of courses enrolled. The Diploma in Vocation Education (DVE) programmes adopt credit-based modules with multiple entry and multiple exit points. Students having completed Secondary 3 may normally take three years to study for DVE award. Most YC students, enrolled in the Diploma in Vocational Education and Foundation Diploma programmes, normally attend a full-time course with about 700 to 1 000 training hours per academic year. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the expenditure for YC is not available.

The number of students and the graduation rate of the eight campuses of the Youth College (YC) in the recent five academic years are as follows –

Academic year	Number of students at all years	Graduation rate*
2008/09	5 284	80%
2009/10	6 481	79%
2010/11	7 306	86%
2011/12	5 570	71%
2012/13	9 016	Students to graduate in August 2013

* Number of graduating students as a percentage of the number of final year students

As for Vocational Development Programme (VDP), it is funded under Head 141 Government Secretariat: Labour and Welfare Bureau and the expenditure was about \$30 million per annum from the 2008/09 to 2012/13 academic years. VDP include Teen's Programme, Modern Apprenticeship and Ethnic Minority Project. The training hours vary depending on the type of courses enrolled. For students enrolled in the five-day week VDP, the course lasts for about three months and contains about 300 training hours.

The number of students and the completion rate of VDP are as follows –

Academic year	Number of students	Completion rate
2008/09	993	80%
2009/10	1 057	86%
2010/11	939	79%
2011/12	990	70%
2012/13	Staggered intakes over the year; admission still in progress	

YC's programmes and VDP are offered in different disciplines/fields including business, beauty care and hairdressing, design, engineering, catering, information technology, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

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

EDB388

Question Serial No.

5261

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 Government's proposal to inject an additional \$480 million into the HKSAR Government Scholarship Fund to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities, please provide details of the scheme, including whom the scholarships are intended for, how students are to be assessed, which courses or programmes are eligible, etc.

Also, would the Government consider extending the scheme to teachers to enhance their in-service training, with a view to improving their quality and widening their horizons?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes in prestigious universities outside Hong Kong.

With the proposed injection of \$480 million into the HKSAR Government Scholarship Fund (GSF) and an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year. On the basis of a normal 4-year duration of study for degree programmes and the maximum scholarship of \$0.3 million for each awardee per year, the number of new scholarship places that could be offered each year is about 20. The estimated expenditure for the new cohort of awardees will be about \$6 million each year.

Selection will be based on the applicants' merit and their choice of universities and study programmes. Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Each successful applicant will receive a maximum of \$0.3 million each year during his/her specified study programme up to a maximum of 5 years to cover tuition fees, boarding and other living expenses. The actual amount provided will depend on the level of the fees, the standard of living in the countries concerned, etc. Awardees will be required to comply with the conditions of the award which include completing the specific study programmes and 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. 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. We plan to make available the proposed scholarship for the first cohort of awardees in the 2014/15 school year. We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

As mentioned above, the proposed scholarship aims at attracting talents to join the teaching profession in Hong Kong. As for serving teachers, there are at present other training/ professional upgrading opportunities for them and we shall continue to keep under review these training/ professional upgrading programmes having regard to their training needs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB389

Question Serial No.

5276

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 Government has proposed to establish a total of \$40 million scholarships to give recognition to deserving tertiary students with SEN. Would the Government please advise of:

1. In view of the various problems arising from Integrated Education (IE) system in Hong Kong, there is a lack of support to the students with SEN at the tertiary level of education in Hong Kong whereas some of the education system outside Hong Kong (e.g. Taiwan) can better cater for the students' needs. Will the Government consider enabling students who are awarded with the scholarship to pursue further study outside Hong Kong? If no, will the Government consider setting up a loan scheme for SEN students at the tertiary level to pursue further study outside Hong Kong?
2. In the long run, how will the Government enhance the support for SEN students in tertiary institutions? Please give details on the plans and budget.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the Hong Kong Special Administrative Region Government Scholarship and the Self-financing Post-secondary Education Fund. The injections in the two endowment funds will generate recurrent investment income in support of new scholarships to give recognition to deserving post-secondary students with special educational needs (SEN) in the pursuit of academic and other excellence. It is expected that about 100 students with SEN pursuing full-time locally-accredited undergraduate and sub-degree programmes in Hong Kong will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

At present, there are private scholarship schemes which offer scholarships and fellowships specifically to support SEN students in pursuing undergraduate or postgraduate programmes overseas. Students with SEN who aspire to receive education abroad may apply for these scholarships. The Government has no plan to set up a dedicated scholarship scheme or loan scheme for SEN students to pursue post-secondary education outside Hong Kong.

The Government is committed to providing our young people (including students with SEN) with flexible and diversified study pathways including undergraduate and sub-degree programmes covering different professional and academic disciplines, Yi Jin Diploma programme, vocational education programmes and other programmes. The Vocational Training Council (VTC) has established a new Youth College in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for SEN and NCS students.

The Financial Secretary has also proposed in the 2013-14 Budget to allocate \$12 million to the 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. As regards the University Grants Committee (UGC)-funded institutions, recurrent grants are given in the form of block grants, and institutions have flexibility in deploying their resources to enhance support for their students (including students with SEN).

Post-secondary institutions in Hong Kong are committed to offering equal opportunities to all eligible applicants for admission. The admission decisions of post-secondary institutions are based on holistic assessment of the merit of the applicants. To assist students with SEN to study in UGC-funded institutions, a sub-system under the Joint University Programmes Admissions System has been created for the admission of these students. Students with SEN do not need to compete with other applicants, but must meet the minimum entry requirements of the corresponding courses. The VTC also has a special admission process for students with SEN. If an applicant with SEN meets the entrance requirements of the programme and satisfies the interview assessment that the student has the ability to complete the programme, an offer will be provided.

Overall speaking, many post-secondary education institutions provide special arrangement and support services according to the needs of SEN students, including assigning academic advisors, providing tutorial services, providing special examination and assessment arrangements, arranging for programme applications flexibly, providing special measures for learning support (e.g. extra tutorials and early dissemination of handouts), providing appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, providing career advisory and support services, etc.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

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

EDB390

Question Serial No.

5279

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 give a breakdown by types of disabilities of the number of students with special educational needs (SEN) admitted by the secondary and primary schools in the territory in the past three financial years. Please provide the names of schools in full.

2012-13

Schools	Physical Disability	Visual Impairment	Hearing Impairment	Intellectual Disability	Autism	Specific Learning Disabilities	Hyperactivity Disorder	Behavioral & Emotional Problems	Communication Disorders	Others	Total

2011-12

Schools	Physical Disability	Visual Impairment	Hearing Impairment	Intellectual Disability	Autism	Specific Learning Disabilities	Hyperactivity Disorder	Behavioral & Emotional Problems	Communication Disorders	Others	Total

Schools	Physical Disability	Visual Impairment	Hearing Impairment	Intellectual Disability	Autism	Specific Learning Disabilities	Hyperactivity Disorder	Behavioral & Emotional Problems	Communication Disorders	Others	Total

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Under the Disability Discrimination Ordinance, all schools have the legal obligation to admit students with special educational needs (SEN) and provide them with appropriate support through the Whole School Approach to integrated education. We consider it inappropriate to list the number of students by SEN type by the name of individual school as this may affect the school's operation, those SEN students and their parents as well. The numbers of students with SEN by eight major SEN types studying in public sector mainstream primary and secondary schools in the 2010/11, 2011/12 and 2012/13 school years are at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Number of students with special educational needs (SEN) by eight major SEN type
in public sector mainstream primary and secondary schools
in the 2010/11, 2011/12 and 2012/13 school years**

School Year	Grade	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2010/11	Primary	8 550	770	1 980	2 000	210	50	330	1 480
	Secondary	6 430	810	780	1 250	230	90	450	230
2011/12	Primary	8 430	780	2 320	1 950	140	40	310	1 970
	Secondary	7 850	940	1 050	1 790	250	110	490	210
2012/13	Primary	8 390	760	2 840	2 450	130	30	270	1 940
	Secondary	9 050	930	1 310	2 330	250	100	420	190

Note : Figures as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB391**

Question Serial No.

5280

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 total amount of provisions and number of students benefitted under the Learning Support Grant scheme and the details of the services arranged by schools after the disbursement of the grants over the past five financial years (i.e. from 2008-09 to 2012-13).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

To help public sector schools cater for students with special educational needs (SEN), the Education Bureau has been providing schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is provided according to the number of students with SEN and the tier of support the students require. In addition to LSG, schools are also provided with various school resources such as funding for implementing remedial teaching, additional teachers provided for schools to cater for secondary students with low academic achievement and Capacity Enhancement Grant, etc. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services) to render appropriate support for the students with SEN. Hence, all students with SEN studying in these schools will benefit.

The total provision of LSG and the number of students with SEN studying in public sector primary and secondary schools from the 2008/09 to 2012/13 school years are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13
Amount of LSG (\$ million)	169	206	236	266	293
No. of Students with SEN	17 560	21 720	25 640	28 630	31 390

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB392**

Question Serial No.

5281

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 provide the distribution of the students benefited from the Education Bureau's Learning Support Grant by age, grade level, residing district, family income (in four levels, or with Comprehensive Social Security Assistance (CSSA) / full grant from the Student Financial Assistance Agency (SFAA)/ half grant from the SFAA/ without CSSA).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

To help public sector schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing them with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is provided according to the number of students with SEN and the tier of support the students require. School may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. Hence, all students with SEN studying in these schools will benefit. For the purpose of disbursing LSG to schools, EDB does not collect statistics on age, residing district and family income, etc. of students with SEN, hence no breakdowns for these items are available. The distribution of students with SEN in public sector mainstream primary and secondary schools by grade level in the 2012/13 school year (as at September 2012) is as follows:

P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
720	2 300	3 170	3 470	3 570	3 580	3 470	2 970	2 880	2 220	1 780	1 260

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB393

Question Serial No.

5282

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:

1. Please list, by district, the numbers of students with special educational needs participating in the individualised education programme (IEP).
2. Students of which category and level will be arranged to participate in the IEP by schools? How to assess the effectiveness?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1 and 2

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services.

Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools. To facilitate their learning in mainstream schools, EDB encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. Under the 3-Tier Intervention Model, students with severe learning difficulties, regardless of their SEN type, are provided with Tier-3 support under which schools are required to draw up an individual education plan (IEP) for each student. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate. These help to ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for the other students requiring Tier-1 or Tier-2 support, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the type and level of support required as appropriate. In gist, whether a student with SEN requires an IEP depends solely on his prevailing support needs and is a school-based professional decision. It may not have any relationship with his grade level, category of disabilities and the district in which he lives or studies, hence we are unable to provide the information as requested.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 12.4.2013

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

Reply Serial No.

EDB394

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

Question Serial No.

5284

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 students with special educational needs who are Secondary 3 school leavers in the past five years (i.e. from 2008-09 to 2012-13), as well as their percentage share among the overall population of Secondary 3 school leavers.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools in mid 2008. As such, information about secondary students with SEN who left school after completing Secondary 3 (S3) from the 2008/09 to 2010/11 school year is not available. For the 2011/12 school year, about 170 students with SEN were reported to have left school after completing S3. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study etc. Since we have not captured the overall number of S3 school leavers under the afore-mentioned system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of S3 school leavers with SEN among the overall population of S3 school leavers.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB395

Question Serial No.

5285

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:

- (a) Please list out the overall average subvention provided by the Bureau for students with special educational needs (SEN) (including special schools and integrated education) in each of the past ten financial years (i.e. from 2003-04 to 2012-13)
- (b) How does the Bureau monitor the performance, effectiveness and resource utilization of relevant schools?
- (c) How does the Bureau monitor the performance, effectiveness and resource utilization of relevant service providers?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- (a) Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. The average unit cost of special schools, fully subsidised by the Government, from the 2003-04 to 2012-13 financial years is set out at Appendix I.

Other students with special educational needs (SEN) may attend mainstream schools. To help schools cater for students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2003/04 to 2012/13 school years is set out at Appendix II. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. top-up grant for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. Hence, providing an average subvention for students with SEN across all mainstream schools is inappropriate and misleading.

- (b) and (c)

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with SEN, through self-evaluation each year, which is validated through External School Review conducted by the EDB. When drawing up their integrated education policy and annual school plans, schools are encouraged to make reference to "Catering for Student Difference ~ Indicators for Inclusion". The

EDB also requires schools to submit an annual self-evaluation report on the implementation of the Whole School Approach to Integrated Education at the end of the school year. To further enhance transparency, schools are required to set out in their annual school reports how resources are deployed to provide support services for students with SEN. With a view to supporting schools to better utilize their resources, professional staff of the EDB conducts regular school visits to provide consultation and organise training and sharing sessions for schools to facilitate proper deployment of resources for supporting students with SEN.

In hiring of services from service providers, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic review on the effectiveness of the support measures having regard to the prevailing rules and regulations as promulgated by the EDB.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

**Average unit cost of Aided Special Schools
from the 2003-04 to 2012-13 financial years**

Financial Year	Unit cost
2003-04	\$140,095
2004-05	\$139,319
2005-06	\$138,599
2006-07	\$140,676
2007-08	\$149,445
2008-09	\$158,095
2009-10	\$160,958
2010-11	\$170,619
2011-12	\$180,003
2012-13 (Revised Estimate)	\$199,410

**Expenditure of additional support and services for students in mainstream schools
(on top of the regular subvention)
from the 2003/04 to 2012/13 school years**

School Year	Expenditure (\$ million)
2003/04	474
2004/05	471
2005/06	473
2006/07	555
2007/08	695
2008/09	859
2009/10	878
2010/11	900
2011/12	964
2012/13 (Revised Estimate)	1,021

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

EDB396

Question Serial No.

5288

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:

Will the Government please provide the following information:

1. The numbers of teachers who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau in the last 5 financial years (i.e. from 2008-2009 to 2012-2013) with a breakdown by target (kindergarten, primary and secondary school teachers).
2. The numbers of Chinese and English language teachers currently in schools who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau, and their percentage shares in the Chinese and English language teachers of the same class level.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. The Education Bureau launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at the basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers in primary and secondary schools to enhance their capacity in catering for students with special educational needs. A breakdown of the teacher enrolment in the BAT Courses from the 2007/08 to 2011/12 school years is set out in the Appendix. Teacher enrolment for the 2012/13 school year is not yet available.
2. Under the Framework, schools were advised to arrange at least one Chinese language teacher and one English language teacher to attend the Thematic Course on Specific Learning Difficulties (SpLD). From the 2007/08 to 2011/12 school years, 778 teachers have attended the Thematic Course on SpLD for Chinese Language Teachers and 843 teachers have attended the Thematic Course on SpLD for English Language Teachers. For the other BAT Courses, we do not keep record of the subjects taught by the participating teachers, hence we are unable to provide the percentage share of language teachers who have attended the BAT Courses in the population of language teachers.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Numbers of teachers attending the Basic, Advanced and Thematic Courses
from the 2007/08 to 2011/12 school years**

Course	Teachers	School Year				
		2007/08	2008/09	2009/10	2010/11	2011/12
Basic	Primary	666	453	515	111	156
	Secondary	534	523	568	279	234
Advanced	Primary	127	115	168	133	174
	Secondary	113	154	185	189	237
Thematic	Primary	240	349	292	570	610
	Secondary	220	377	407	527	417

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

EDB397

Question Serial No.

5289

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:

1. Please provide the means, media, numbers and the effectiveness of parent education for students with special educational needs (SEN) over the past 5 financial years (i.e. 2008-09 to 2012-13).
2. Please provide the means, media, numbers and the effectiveness of public education concerning students with SEN over the past 5 financial years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) and (2)

The Education Bureau (EDB) recognizes the importance of home-school cooperation in promoting Integrated Education (IE) and has been enhancing the parents' awareness of IE through various means. The EDB issued and uploaded onto its website the "Parent Guide on the Whole School Approach to Integrated Education" in the 2008/09 school year, providing parents with information on the procedures for identifying and assessing different types of special educational needs (SEN) and on various support strategies. The EDB also organizes seminars and talks for parents on a need basis to enhance their understanding of the students with SEN.

From the 2008/09 school year to 2012/13 school years, a series of public education activities have been held. Some major events are set out as follows:

- In the 2008/09 school year, a series of 10 episodes of TV programme "Parenting" with focus on the support for students with SEN was jointly produced by the EDB, Department of Health (DH) and Radio Television Hong Kong (RTHK).
- In 2009, two video production and broadcasting contests were jointly organised with the DH and the Subsidized Primary Schools Council.
- Since 2009, an online Special Education Newsletter has been published regularly to help parents and the public gain a better understanding of IE policy and support measures.
- In 2011, the EDB participated in the "Learning and Teaching Expo 2011" organised by the HKEdCity to introduce the support strategies adopted by ordinary schools in implementing IE.
- In 2011, the EDB staged the "Special Schools Variety Show" jointly with the RTHK, the Hong Kong Special Schools Council and Hong Kong Institute of Education. In 2011, an eight-part series featuring special schools was also produced and broadcast on the radio programme "Crazy and Happy".

- In 2012, “The Visual Art Contest on Inclusion” was organized. A series of roving exhibition of the winning entries have been arranged at various public venues.
- Between October 2012 and January 2013, two ETV series in Chinese (讓我高飛 and 天生我才) featuring the stories of four secondary and primary students with SEN were broadcast.
- In 2012, a major public event – “Learning and Teaching Expo 2012” – was held to highlight the development and achievements of IE. Local and overseas academics were invited to give thematic talk and a theme song (天生有才) was composed for the event.

From our observation, these public and parent education programmes were well received.

The EDB will continue to organize different activities to promote inclusive culture and enhance public awareness and acceptance of students with SEN. In fact, owing to the increased awareness among parents and teachers, more parents are willing to disclose the SEN details of their children and hence more students with SEN have been assessed for early intervention. As a matter of fact, the number of such students has increased from 17 560 in the 2008/09 school year to 31 390 in the 2012/13 school year.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 11.4.2013

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

EDB398

Question Serial No.

5292

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 Programme (4), the Government states, “continue with the establishment of the special school cum resource centres through which special schools collaborate with mainstream schools in setting up support network and enabling knowledge and skill transfer to better support students with special educational needs.” Please advise on the detailed plan, number of collaborating mainstream schools and estimated number of students who benefit.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Special Schools cum Resource Centres (SSRCs) focus on empowering mainstream schools in catering for students with special educational needs (SEN) through cross-fertilization of expertise and networking. In the 2012/13 school year, 12 SSRCs are providing support services for around 75 collaborating mainstream schools through on-site consultation, lesson observation, case conferences, school-based workshops/seminars, and sharing of resource materials, etc. The SSRCs also conduct district-based seminars and workshops for sharing of good practices. At present, 7 SSRCs also provide short-term attachment programmes for students with intellectual disability who experience severe adjustment difficulties in mainstream schools. Besides, a two-year pilot project on SSRC has been introduced from the 2012/13 school year. Under the pilot project, 7 participating schools for social development (SSDs) provide enhanced support for their students returning to mainstream schools. The SSDs also provide professional support for the mainstream schools concerned to facilitate the smooth and sustained integration of these students into the school life. As the support services involve capacity building of mainstream school teachers, all students with SEN will benefit.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB399

Question Serial No.

5295

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 were the annual amounts of resources deployed in operating the boarding sections of special schools in the past five financial years (i.e. from 2008-09 to 2012-13)?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The actual/projected expenditures for the boarding sections of special schools in the past five financial years (2008-09 to 2012-13) are as follows:

2008-09 (Actual) (\$million)	2009-10 (Actual) (\$million)	2010-11 (Actual) (\$million)	2011-12 (Actual) (\$million)	2012-13 (Projected) (\$million)
164.2	169.6	180.8	200.8	218.6

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB400

Question Serial No.

5296

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, by the disability category of special schools, the unit cost (including the school section and the boarding section) per student per year.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The average unit costs per school place and per boarding place per year for each type of special schools in the 2012/13 school year are as follows:

School Type	Average unit cost per school place	Average unit cost per boarding place
Visual Impairment	\$213,000	\$129,000
Hearing Impairment	\$254,000	\$274,500
Physical Disability	\$249,000	\$225,500
Mild Intellectual Disability	\$140,000	Not Applicable
Moderate Intellectual Disability	\$216,500	\$190,500
Severe Intellectual Disability	\$278,000	\$242,500

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB401

Question Serial No.

5308

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:

Sign language is increasingly important. This means that the international community attaches much importance to and abides by the Convention on the Rights of Persons with Disabilities. Will the Government offer post-secondary programmes on sign language interpretation and include these programmes in post-secondary education or the Qualifications Framework to attract more people to work as sign language interpreters?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

It is the Government's established policy objective to create a barrier-free environment and promote barrier-free communication, thereby facilitating full integration of persons with disabilities into the community. To further promote the use of sign language and social inclusion, the Rehabilitation Advisory Committee (RAC) formed a Working Group on Promoting Sign Language in 2010 to advise the Government on ways to promote sign language. The Working Group comprises members of the RAC, persons with hearing impairment, sign language interpreters and representatives from the non-governmental organisations of the rehabilitation sector and the education sector. Representatives of relevant government bureaux and departments also attend meetings for discussion as and when required. Apart from launching a series of public education initiatives in promoting the use of sign language, the Working Group is also studying the issue of training and accreditation of sign language interpreters in consultation with stakeholders.

Post-secondary education institutions in Hong Kong enjoy institutional autonomy in planning for their programmes taking into account, among other things, the community needs. Sign language courses provided by these institutions may be recognised under the Qualifications Framework and registered in the Qualifications Register (QR) if they are quality assured by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or the self-accrediting institutions. At present, a number of sign language-related courses are registered in the QR.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB402

Question Serial No.

5319

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:

1. What was the annual number of young people/children who needed to change school due to domestic violence from 2007 to 2012? What was the male-to-female ratio?
2. What was their learning progress after they changed school? (For instance, did they need to repeat class or take supplementary classes?)
3. Are there any measures to support these students? If so, please provide the information in a table. If not, what are the reasons?
4. How much resources are needed every year? Please provide the information in a table.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) to (3)

The Regional Education Offices of the Education Bureau (EDB) provide placement assistance to school-aged children upon requests. If there is information indicating that the school transfer is due to special reasons of the students such as poor adjustment in their original schools, special educational needs or changes in family status that warrant schools' particular attention, we will contact the schools concerned for appropriate arrangement to meet the specific needs of the students. Though we do not have readily available statistics about the school-age children who needed to change school due to domestic violence and other information such as the learning progress of students concerned, if any, schools are providing support to students in need.

Schools adopt the Whole School Approach to guidance and discipline to cultivate a safe, caring and healthy environment conducive to the healthy development of all students, including children affected by domestic violence. Schools may provide a variety of remedial, preventive and developmental programmes, such as induction/ adjustment programmes, remedial teaching, pull-out programmes, peer support scheme, individual counselling and therapeutic group work, etc. to help these students adapt to the new learning environment and integrate into the new school life.

For known student cases suffering from domestic violence, we understand that the family social workers of the Integrated Family Service Centres of the Social Welfare Department provide follow-up support for these students and their families. Professional staff of the schools (including school social workers, student guidance personnel and school-based educational psychologists) will work in collaboration with them to help these students solve their family problems. Schools may also join the support programmes organised by the EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for Secondary Two to Secondary Five students to

enhance the students' resilience. On the prevention of domestic violence, we encourage schools to make use of teaching resources, such as lesson plans on "Prevention and support to students affected by domestic violence" and "Self-protection" provided by the EDB in delivering their guidance service.

- (4) The EDB has provided schools with various resources to meet students' adjustment needs in both learning and personal/ social development. It would not be possible to apportion the expenditure involved for the students requiring school transfer because of domestic violence.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

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

EDB403

Question Serial No.

4021

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

Programme: (4) Special Education
(7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the 2013-14 Budget, the Financial Secretary proposes “to make two separate injections of \$20 million each, bringing the total to \$40 million, into the GSF and Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving tertiary students with SEN”. Regarding this, will the Administration inform this Committee of –

1. whether self-financed tertiary students with SEN can apply for these scholarships?
2. the criteria for granting these scholarships, apart from the criterion of students having special educational need?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish scholarships to give recognition to deserving publicly-funded and self-financing post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB404

Question Serial No.

4022

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 expenditure analysis under the Head, it is stated that the major measures to improve primary education include small class teaching, whole-day primary schooling and various new initiatives to strengthen language teaching.

Would the Administration please explain in detail what the so-called new initiatives under the major measures to improve primary education are? What is the provision for the respective major measures to improve primary education?

What items are included as the other measures and their amount of provision involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The major measures and other measures to improve primary education include the following:

Major Measures

a. *Small class teaching*

Small Class Teaching (SCT) has, where circumstances permit, been implemented in public sector primary schools by phases, starting from Primary 1 in the 2009/10 school year and extending progressively to cover Primary 1 to Primary 6 by the 2014/15 school year. It is impossible to segregate the impact of SCT from that of other concurrent developments and measures on the total number of classes and teachers which are the major components of the expenditure in respect of public sector primary schools. The Education Bureau (EDB) is therefore not able to provide the expenditure arising solely from the implementation of SCT.

Nevertheless, to maximize the benefits of SCT, the EDB has 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, the EDB has earmarked an estimated expenditure of \$36 million in each of 2012-13 and 2013-14.

b. *Whole-day primary schooling*

Whole-day schooling is widely recognised as the appropriate mode of operation for primary schools. Besides providing an environment conducive to an all-round education for our students, it facilitates the development of a more flexible and balanced curriculum through formal and informal learning activities. The additional resources that the EDB would provide for schools having turned into whole-day operation include enhancements of grants, teacher-to-class ratio and senior teacher ratio. All these provisions

would be subsumed and reflected in the annual recurrent grant disbursed to each public sector primary school.

c. *Various Language Fund initiatives to strengthen language teaching*

- i. The English Enhancement Grant Scheme for Primary School which facilitates schools to adopt school-based measures to strengthen and enhance the learning and teaching of English will continue in the 2013/14 school year. There is an estimated provision of \$11.84 million for this scheme.
- ii. The Professional Development Incentive Grant Scheme for Language Teachers encourages serving language teachers who joined the teaching profession before the 2004/05 school year to upgrade their professional qualifications in English Language. There is an estimated provision of \$1.22 million for this scheme.
- iii. The English Alliance 2013/14 is to raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities. There is an estimated provision of \$4.75 million for this initiative.
- iv. Networking and Partnership Project is to mobilise the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classroom setting. There is an estimated provision of \$0.02 million for this project.
- v. The Task Force on Language Support is set up to provide school-based support for schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. There is an estimated provision of \$36 million for this initiative.

Other New Measures

d. *Student guidance service*

Top-up Student Guidance Service Grant (top-up grant) has been introduced as from the 2012/13 school year. Primary schools may, having regard to their own needs, strengthen their manpower and/or procure student guidance service from non-governmental organisations to complement and supplement the existing student guidance service. The total expenditure for the top-up grant in the 2012/13 school year is \$56.9 million and the estimate for the 2013/14 school year is \$63.9 million. As such, the provision for the Student Guidance Service Grant, including the top-up grant, has been increased from \$120.4 million in the 2011/12 school year to \$184.2 million in the 2012/13 school year and the estimate for the 2013/14 school year is \$204.2 million.

e. *Support measures on Integrated Education*

- i. To help schools cater for students with special educational needs (SEN), the EDB has been providing public sector primary schools with various additional resources on top of the regular subvention for all mainstream schools, including Learning Support Grant (LSG). To further strengthen the support for schools having admitted larger numbers of students with SEN, the EDB will raise the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. The estimated expenditure of LSG for public sector primary schools in the 2013/14 school year is about \$173 million.
- ii. Besides, the EDB will continue to expand the School-based Educational Psychology Service (SBEPS) progressively with the target of covering all public sector primary and secondary schools by the 2016/17 school year. Under the SBEPS, one Education Psychologist serves six to ten schools, including both primary and secondary schools. Thus, the EDB is unable to separate accurately the expenditure for the provision of SBEPS for primary schools only. The total estimated expenditure for the provision of SBEPS for public sector primary and secondary schools in the 2013/14 school year is about \$77 million.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10 April 2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB405**

Question Serial No.

4023

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 expenditure analysis under the Head, it is stated that the Bureau will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary schools by the 2016/17 school year.

Please provide details on the operation of the School-based Educational Psychology Service (SBEPS) in tabular form as follows:

	2008/09	2009/10	2010/11	2011/12
Number of schools participating in the SBEPS				
The ratio (%) of participating schools to non-participating schools under the SBEPS				
What is the average number of school visits conducted by the qualified educational psychologists (EPs) per school?				
What is the average duration of a school visit conducted by the qualified EPs each time?				
What is the average number of schools each qualified EP has to work with on a regular basis?				
What is the average amount of subsidy provided to each participating school in the SBEPS?				
What is the total amount of subsidies provided to the participating schools in the SBEPS?				
What is the amount of contribution payable by each participating school for the administrative fees incurred?				

Furthermore, has the Education Bureau (EDB) conducted any study to examine the actual effectiveness of the SBEPS? If so, please provide details. If not, please explain.

As it is the target of EDB to expand the SBEPS to cover all public sector primary schools by the 2016/17 school year, please provide the annual forecast for the service from the 2013/14 to 2016/17 school years respectively.

	2013/14	2014/15	2015/16	2016/17
The rate of increase in the number of schools participating in the SBEPS				
The ratio (%) of participating schools to non-participating schools under the SBEPS				
What is the average number of school visits conducted by the qualified educational psychologists (EPs) per school?				
What is the average duration of a school visit conducted by the qualified EPs each time?				
What is the average number of schools each qualified EP has to work with on a regular basis?				
What is the average amount of subsidy provided to each participating school in the SBEPS?				
What is the total amount of subsidies provided to the participating schools in the SBEPS?				
What is the amount of contribution payable by each participating school for the administrative fees incurred?				

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of public sector primary schools receiving School-based Educational Psychology Service (SBEPS) increased from 184 in the 2008/09 school year to 234 in the 2011/12 school year. In the 2012/13 school year, 271 primary schools are receiving SBEPS, covering about 60% of all public sector primary schools. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. Starting from the 2013/14 school year, we anticipate an increase of about 10% coverage on SBEPS each year, reaching ultimately full coverage by the 2016/17 school year. Under the SBEPS, one educational psychologist (EP) serves six to ten schools (including both primary and secondary schools). They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. The number of visit days paid to each school and the duration of each school visit vary, depending on the specific needs of the schools and their students. We do not have the detailed statistics about school visits by EPs as requested in the table.

Under the SBEPS, the participating schools are not provided with subsidy. Instead, the EPs would be employed as non-teaching staff in one of the schools they serve (base school). From the 2008/09 to 2011/12 school years, all participating schools receiving SBEPS from selected school sponsoring bodies (SSBs) were each required to contribute a certain sum for supervision and administrative cost, which ranged from \$5,000-\$13,000 (\$5,000-\$9,000 in 2008/09 and 2009/10, \$7,000-\$13,000 in 2010/11 and 2011/12), depending on the number of schools served by the EPs. Starting from the 2012/13 school year, EDB provides a recurrent grant of \$88,000 to the base schools to cover the expenses of the SBEPS. Hence, the participating schools no longer need to contribute any administrative fees. We have not kept detailed statistics on the contribution made before 2012/13 by participating schools to the SBEPS.

A study to evaluate the effectiveness of the SBEPS was completed in the 2011/12 school year, in which views from different stakeholders were collected. Findings of the study showed that SBEPS has been effective in providing timely assessment and intervention to students, enhancing teachers' professional knowledge and skills in supporting students with special educational needs and close collaboration with parents. In addition to the above study, the EDB has kept SBEPS under on-going review. We conduct visits to schools and hold review meetings with the EPs and SSBs providing the service. We also scrutinise the work plans and progress reports submitted by the EPs and conduct questionnaire surveys to participating schools to gauge feedback from stakeholders.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 9.4.2013

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

EDB406

Question Serial No.

4053

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 year (2012-13),

what was the number of public sector secondary schools receiving the School-based Educational Psychology Service?

what were the total number of cases and counselling sessions of the School-based Educational Psychology Service?

what were other services provided to public sector secondary schools under the School-based Educational Psychology Service?

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2012/13 school year, 259 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS).

The SBEPS aims at providing comprehensive and integrated services to schools at the school system, teacher support and student support levels. Apart from providing assessment and intervention services to students, educational psychologists (EPs) also provide training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases. Thus, reporting the total number of cases handled and counselling sessions provided by EPs does not reflect comprehensively the actual service under the SBEPS and can be misleading.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

Reply Serial No.

EDB407

Question Serial No.

4055

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:

What are the respective average school fees charged by whole-day and half-day kindergartens in the past school year (2012/13)?

What are the respective ratios of the subsidy under the Pre-primary Education Voucher Scheme to the average school fees charged by whole-day and half-day kindergartens?

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2012/13 school year, the respective weighted average school fees charged for whole-day classes and half-day classes in kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) are \$32,800 and \$20,300.

The subsidy under the PEVS for the 2012/13 school year is \$16,800 per student per annum. In the 2012/13 school year, the respective ratios of this subsidy to the weighted average school fees charged for whole-day classes and half-day classes in kindergartens joining the PEVS are 0.51 and 0.83 respectively. It should be noted that needy families may apply for additional financial support under the Kindergarten and Child Care Centre Fee Remission Scheme to cover the school fees in excess of the voucher value.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB408

Question Serial No.

4056

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 Financial Secretary injects an additional \$480 million into the HKSAR Government Scholarship Fund and estimates that it will subsidise 20 outstanding local students each year to take degree courses or teacher training programmes in prestigious overseas universities. However, there are still a number of students now in Hong Kong who are eligible for admission to universities but are unable to be admitted to funded degree programmes due to insufficient number of funded degree places, and have to either enrol on self-financing programmes or discontinue studies as a result. Please advise on:

1. Whether the Government will increase the number of places in funded degree programmes so that more eligible students can be admitted which will nurture more talents for Hong Kong and reduce the financial burden and debts of the students.
2. Currently, the percentage of secondary students pursuing further studies in funded universities in Hong Kong is maintained at about 20%. In view of the large number of talents in different aspects required for the future development of the society, will the Government increase resources to raise the percentage of secondary students pursuing further studies in funded universities? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Government strives to provide young people with quality and diversified study pathways with multiple entry and exit points.

From the 2012/13 academic year, the number of University Grants Committee (UGC)-funded first-year-first-degree (FYFD) places has been increased to 15 000 per annum (i.e. the total number of publicly-funded FYFD places including those offered by the Hong Kong Academy for Performing Arts is 15 150 per annum). The senior year undergraduate intake places are also being progressively doubled to 4 000 per annum by the 2014/15 academic year, so that meritorious sub-degree graduates will have more opportunities for articulation to the last two years of an undergraduate programme. In parallel, we have introduced a series of measures to support the development of the self-financing post-secondary sector. Some 7 700 places in full-time locally-accredited self-financing undergraduate programmes have been offered in the 2012/13 academic year. The number of self-financing senior year undergraduate places has also been doubled to 6 500 per annum in the same year. Students in full-time locally-accredited self-financing post secondary programmes are eligible for student financial assistance in the form of means-tested grant and loan as well as non-means-tested loan to support their studies.

Apart from various undergraduate programmes, post-secondary institutions also provide a variety of full-time locally-accredited sub-degree (Associate Degree and Higher Diploma) programmes covering different professional and academic disciplines, Yi Jin Diploma and continuing education and vocational

training programmes that best suit the abilities and aspirations of the secondary school graduates.

Through promoting the parallel development of publicly-funded and self-financing post-secondary sectors, we estimate that in the coming two years, over one-third of our young people in the relevant cohort will have access to degree-level education. Including sub-degree education, nearly some 70% of them will have access to post-secondary education, which will help nurture talents for the future development of Hong Kong.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB409

Question Serial No.

4070

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

Programme: (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:

In the 2011/12 academic year, nearly 500 students with special education needs (SEN) enrolled in local full-time accredited associate degree and degree programmes. The Administration understands that as compared with their peers, students with SEN encounter more difficulties in learning, so it will “make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund to establish scholarships.” In this connection, will the Administration inform this Council of :

1. the types of local full-time accredited associate degree and degree programmes in which students with SEN enrolled, the respective numbers of students with SEN who enrolled in these types of programmes and the respective numbers of students with SEN in various tertiary institutions in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years? Please provide, in tabular form, the types and respective numbers of students with SEN,
 - 1a. the number of students with SEN who enrolled in local full-time accredited associate degree programmes;
 - 1b. the number of students with SEN who enrolled in local full-time accredited degree programmes;
 - 1c. the tertiary institutions in which students with SEN study;
2. The Administration will inject a total of \$40 million into 2 Funds to establish scholarships. Is it expected that about 100 students will be awarded scholarships every year? What are the expected annual amount of scholarship awarded by each Fund and the expected amount of scholarship awarded to each student? Is there a limit to the number of years for which the scholarships will be established? If so, what are the details? If not, what are the reasons?
3. There were 500 students with SEN in the 2011/12 school year. Given the quota, about 20% of students with SEN would have been awarded with the scholarships. In this connection,
 - 3a. does the Administration deliberately ignore the needs of 80% students with learning difficulties? Does it really understand that as compared with their peers, students with SEN encounter more difficulties in learning?
 - 3b. Has the Administration considered providing a living subsidy to students with SEN so as to help them pursue studies? If so, what are the details? If not, what are the reasons?
4. Did the Administration in the past conduct a study on the learning difficulties encountered by students with SEN in different learning stages? If so, what are the details? If not, what are the reasons? Will the Administration consider conducting a study?
5. Does the Administration understand the learning difficulties encountered by tertiary students with SEN? If so, what are the details? If not, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

1. According to the information provided by institutions, the number of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes respectively from the 2007/08 to 2011/12 academic years, with breakdown by type of SEN, are detailed at Annex.
2. The Financial Secretary has proposed in the 2013-14 Budget to make two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund. The additional injections will serve as seed funding to generate recurrent income in support of scholarships to give recognition to deserving post-secondary students with special education needs (SEN) in the pursuit of academic and other excellence. Assuming an annual return of 5%, the additional injections of \$40 million will generate around \$2 million of investment income a year to provide scholarships on an on-going basis. It is expected that about 100 SEN students pursuing full-time locally-accredited undergraduate and sub-degree programmes will be awarded scholarships every year. We will work out the implementation details in consultation with the relevant steering committees of the two funds.
- 3, 4 & 5. The Education Bureau (EDB) is fully aware of the learning needs of students with SEN in schools and has been providing schools with additional resources (on top of the regular subvention for all mainstream schools), professional support and teacher training to help them cater for students with SEN. We encourage schools to adopt a Whole School Approach to cater for student diversity through home-school co-operation and implementation of a 3-tier support model according to the needs of the students. Schools are provided with tools and training to help teachers identify students suspected of having learning difficulties and to make arrangement for early support and intervention. Our professional staff also conducts visits to schools to provide consultation on support measures for students with SEN. In addition, we keep close liaison with schools and collect information on the support rendered by schools for students with learning difficulties with a view to further enhancing our support for schools and the students concerned. All along, EDB has been in close contact with international academics and practitioners to keep in pace with the international development and practices in catering for the needs of students with various types of SEN. Furthermore, we have been working closely with various sectors (such as health, welfare and tertiary) to study the needs of students with SEN and develop various tools, resource materials and programmes to enhance the support to schools.

Post-secondary institutions in Hong Kong are committed to offering equal opportunities to all eligible applicants for admission. The admission decisions of post-secondary institutions are based on holistic assessment of the merit of the applicants. To assist students with SEN to study in University Grants Committee-funded institutions, a sub-system under the Joint University Programmes Admissions System has been created for the admission of these students. Students with SEN do not need to compete with other applicants, but must meet the minimum entry requirements of the corresponding courses. The Vocational Training Council (VTC) also has a special admission process for students with SEN. If an applicant with SEN meets the entrance requirements of the programme and satisfies the interview assessment that the student has the ability to complete the programme, an offer will be provided.

Overall speaking, many post-secondary education institutions provide special arrangement and support services according to the needs of SEN students, including assigning academic advisors, providing tutorial services, providing special examination and assessment arrangements, arranging for programme applications flexibly, providing special measures for learning support (e.g. extra tutorials and early dissemination of handouts), providing appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, providing career advisory and

support services, etc. It is worthy to note that the Financial Secretary has also proposed in the 2013-14 Budget to allocate \$12 million to the 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.

All eligible students (including SEN students) in full-time locally-accredited post-secondary education in Hong Kong may apply for means-tested grants to cover tuition fees and academic expenses and loans to meet living expenses under the relevant Financial Assistance Schemes.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

**Number of SEN ^(Note 1) Students Pursuing Full-time Locally-accredited
Sub-degree and Undergraduate Programmes from 2007/08 to 2011/12 Academic Years**

2007/08 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	N.A.	0	0	N.A.	0
Intellectual Disabilities ^(Note 2)	0	N.A.	0	0	N.A.	0
Autism Spectrum Disorders	0	N.A.	0	0	N.A.	0
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	N.A.	0	0	N.A.	0
Physical Disability	3	N.A.	3	25	N.A.	25
Visual Impairment	0	N.A.	0	42	N.A.	42
Hearing Impairment	0	N.A.	0	55	N.A.	55
Speech and Language Impairment	0	N.A.	0	1	N.A.	1
Others ^(Note 3)	1	N.A.	1	40	N.A.	40
Total	4	N.A.	4	163	N.A.	163

2008/09 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	13	13	0	0	0
Intellectual Disabilities ^(Note 2)	0	11	11	0	0	0
Autism Spectrum Disorders	0	8	8	2	0	2
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	2	2	0	0	0
Physical Disability	5	27	32	41	7	48
Visual Impairment	0	22	22	42	9	51
Hearing Impairment	1	37	38	56	9	65
Speech and Language Impairment	0	9	9	0	0	0
Others ^(Note 3)	1	55	56	62	11	73
Total	7	184	191	203	36	239

2009/10 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	11	11	0	0	0
Intellectual Disabilities ^(Note 2)	0	13	13	0	0	0
Autism Spectrum Disorders	0	12	12	3	0	3
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	1	1	0	0	0
Physical Disability	3	14	17	29	9	38
Visual Impairment	0	38	38	37	14	51
Hearing Impairment	3	15	18	55	11	66
Speech and Language Impairment	0	3	3	0	0	0
Others ^(Note 3)	1	74	75	63	7	70
Total	7	181	188	187	41	228

2010/11 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities ^(Note 2)	0	27	27	0	2	2
Intellectual Disabilities ^(Note 2)	0	0	0	0	0	0
Autism Spectrum Disorders	2	13	15	5	0	5
Attention Deficit / Hyperactivity Disorder ^(Note 2)	0	3	3	0	1	1
Physical Disability	3	40	43	36	12	48
Visual Impairment	0	19	19	33	10	43
Hearing Impairment	3	61	64	47	10	57
Speech and Language Impairment	1	5	6	3	0	3
Others ^(Note 3)	2	34	36	73	30	103
Total	11	202	213	197	65	262

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities	1	36	37	8	3	11
Intellectual Disabilities ^(Note 2)	0	0	0	0	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others ^(Note 3)	3	44	47	55	41	96
Total	13	258	271	181	80	261

Notes:

- (1) The information is based on information as declared by individual students.
- (2) The University Grants Committee (UGC) does not have the relevant data as students with these SEN types might have been included under the type of “Others”.
- (3) Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
- (4) N.A. – Data not available

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

EDB410

Question Serial No.

4072

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. The Administration proposes to allocate \$12 million to the Vocational Training Council (VTC) each year to purchase equipment and learning aids for students with special education needs (SEN), providing them with psychological and student counselling services, and enhancing the support for teaching and learning. What are the details such as the manpower and the equipment and learning aids to be purchased? What is the amount of provision to be allocated to each of the 13 member institutions under the VTC?
2. What were the numbers of SEN students admitted to the 13 member institutions under the VTC and their percentage shares in the total numbers of students in the 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12 academic years?
3. Statistics on SEN students were collected based on self-reporting by students. Has the Administration considered doing away with the self-reporting method and introducing a change by including statistical information on SEN in the collection of student information? If so, what are the details? If not, what are the reasons?
4. The Administration stated in 2012 that services for SEN students in the Youth College would include technical learning aids, special in-class arrangements, professional consultation and assessment services. What are the details of these services? What are the services for SEN students provided in other member institutions under the VTC respectively?
5. Will the Administration consider providing a non-means-tested special maintenance stipend to enable VTC students with SEN to pursue their studies? If so, what are the details? If not, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

1. The Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to the Vocational Training Council (VTC) each year to purchase equipment and learning aids for students with special education needs (SEN), provide them with psychological and student counselling services, and enhance the support for teaching and learning. A breakdown of the estimated expenditure is as follows –

	<u>Estimated Expenditure</u>
	\$ million
(i) Purchase equipment and learning aids	0.5
(ii) Provide psychological and student counselling services	4.4
(iii) Enhance the support for teaching and learning	7.1
	<u>12.0</u>

It is planned that five additional staff with expertise in educational psychology and counselling will be required while clinical psychological services will be hired from outside professional bodies. The usage of the grant will be coordinated centrally. The allocation to individual member institutions varies from year to year depending on, among other things, the distribution of SEN students on site. Some of the support measures may also be coordinated by the VTC centrally.

2. The number of SEN students and their percentage among the total student number from the 2007/08 to 2011/12 academic years are given below –

	Academic year				
	2007/08	2008/09	2009/10	2010/11	2011/12
Number of SEN students	277	372	447	515	402
Percentage of SEN students among total student number	0.6%	0.8%	0.9%	1.1%	1.0%

3. Applicants with SEN are requested to provide details of their SEN to the VTC during application for the programmes. However, it is up to the applicants to decide whether and how much information is provided.
4. The new Youth College (Youth College (Yeo Chei Man)) has been set up under the VTC in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for non-Chinese speaking students and SEN students. Services for SEN students include:
- (a) provision of technical learning aids and equipment (such as powerbrailles, desktop computers, special notebook for the physical handicap, Chinese Jaws software, hearing aids, powered wheelchair, etc);
 - (b) special in-class arrangements (such as remedial classes, tutoring and mentorship, special teaching packages or assessment arrangement, etc);
 - (c) professional consultation and assessment services, covering clinical psychological services to provide timely diagnosis, case consultation and crisis intervention, and educational psychologist to provide educational support services (including formulation of learning strategies for students' continuous development); and
 - (d) career advisory and support services (including dedicated career clinic / counseling services and student activities).

SEN students in other member institutions of the VTC are provided with similar services.

5. All eligible students (including SEN students) in locally-accredited post-secondary education in Hong Kong may apply for means-tested grants to cover tuition fees and academic expenses and loans to meet living expenses under the relevant Financial Assistance Schemes. VTC students (including SEN students) may also apply for fee remissions from the VTC.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB411

Question Serial No.

4073

Head: 156 Government Secretariat: Subhead (No. & title):
Education Bureau 700 General non-recurrent

Programme: (6) Vocational Education
(7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

1. The Administration has earmarked \$102 million to develop the Qualifications Framework (QF) in 2012-13. "The provision is for providing secretariat support to the Industry Training Advisory Committees, further development of the infrastructure of QF and providing financial assistance to relevant stakeholders under the enhanced Qualifications Framework Support Schemes." In this connection, will the Administration inform this Committee:

a. of the actual expenditure on the development of QF in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13 respectively;

b. of the QF infrastructure developed, the stakeholders to which financial assistance was granted, the amounts and details of the assistance granted in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13;

c. of the details of how the \$102 million earmarked in 2012-13 was used;

d. how the Administration allocates the earmarked provision mentioned above and the \$10 million it has proposed to allocate per year to support the Industry Training Advisory Committees (ITACs); and given that the existing 19 ITACs will get some \$520,000 each if the provision is to be shared equally, whether there will be overlapping of resources and wastage of public funds;

2. of the annual expenditure of the Qualifications Framework Support Schemes (QFSS) in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13; and the details of the amounts granted under various QFSS schemes in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13;

3. of the number of applications for Recognition of Prior Learning assessment under QFSS at each QF level and the number of successful applications in 2008-09, 2009-10, 2010-11, 2011-12 and 2012-13;

4. in view of the acute shortage of frontline care staff in residential care homes for the elderly, how the Elderly Care Service Industry Training Advisory Committee established in February 2012 plays its role;

5. given that the information of ITACs are disseminated only through exhibitions, seminars, talks and websites and there is low recognition of ITACs, whether the Administration has examined the reasons for the low recognition of ITACs; if so, of the details; if not, the reasons for that?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- 1.a, To support the development of the Qualifications Framework (QF), the Government injected \$208
 1.b, million to launch the Qualifications Framework Support Schemes (QFSS) in 2008. Since 2011,
 1.c, further improvements have been made to relax the operating parameters of the QFSS for the benefit
 &2. of more learners, training providers and industries. Details of the actual expenditure of the subsidy
 schemes under the QFSS from 2008-09 to 2012-13 are as follows –

Subsidy Scheme under the QFSS	Financial year				
	2008-09 \$ million	2009-10 \$ million	2010-11 \$ million	2011-12 \$ million	2012-13 \$ million
(a) Accreditation Grant for Self-financing Programmes	0.3	2.0	3.0	5.5	12.6
(b) Accreditation Grant for Courses under Education Bureau (the then Education and Manpower Bureau) Subsidised Schemes	4.5	1.6	0.8	0	11.5
(c) Grant for Programme Area Accreditation	0.7	0.2	0.1	1.2	0.9
(d) Subsidy for Qualifications Register Registration Fees	1.8	2.0	1.1	1.8	2.6
(e) Accreditation Grant to Recognition of Prior Learning (RPL) Assessment Agencies	0	0	0	0.5	0.4
(f) Start-up Grant to RPL Assessment Agencies	0	0	0	0	0.3
(g) Reimbursement of RPL Assessment Fees	0*	0*	0*	0.4	0.9
(h) Development Grant for Specification of Competency Standards (SCS)-based Courses	NA	NA	NA	0.1	0.2
Total	7.3	5.8	5.0	9.5	29.4

* The total amount of reimbursement of RPL assessment fees made to practitioners from 2008-09 to 2010-11 was \$85,360, which cannot be shown in table above due to the rounding.

In addition to the QFSS, we have set up the QF Secretariat to provide dedicated support for the development of QF. We also have on-going publicity and promotion activities. The actual expenditure from 2008-09 to 2012-13 is as follows–

Financial year				
2008-09 \$ million	2009-10 \$ million	2010-11 \$ million	2011-12 \$ million	2012-13 \$ million
30.3	28.8	28.0	32.5	52.4

A provision of \$102 million was originally earmarked for 2012-13. It comprises \$23 million for providing secretariat support to the ITACs and further developing the infrastructure of QF, and \$79 million for providing financial assistance to relevant stakeholders under the QFSS. The actual expenditure under the QFSS in 2012-13 turns out to be lower than the estimated expenditure.

- 1.d So far, we have assisted 19 industries to set up Industry Training Advisory Committees (ITACs) under the QF, covering 46% of the workforce in Hong Kong. Twelve of these ITACs have drawn up their SCSs which facilitate the development of education and training courses and mapping out of progression pathways. Work by other ITACs on drawing up their SCSs is in progress. SCSs are gaining wider acceptance by employers as useful guides for the development of in-house training and human resources management, such as staff recruitment and performance assessment. Separately, the RPL mechanism, which enables employees of various backgrounds to receive formal recognition of the knowledge, skills and experience already acquired, has been implemented in eight industries.

In the 2013-14 Budget, the Financial Secretary has proposed to allocate \$10 million per year to support the ITACs to launch new initiatives to further enhance the knowledge and skills of workers in the industries, and their competitiveness in the labour market. We are now discussing with the ITACs on the implementation details including the allocation of funding among three major initiatives, including (i) introducing award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) designing SCS-based training programmes and packages that meet the needs of the industries; and (iii) stepping up promotion and publicity of the QF for its wider acceptance among all sectors. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year and for those ITACs with SCS completed, to develop up to three SCS-based training packages every year. All ITACs will also be invited to suggest joint publicity efforts or promotion strategies for the respective industry to further publicise and promote the QF.

ITACs are our important partners in the implementation of the QF. The proposed funding is to support them to launch the aforementioned initiatives. There will not be overlapping with existing resources or wastage of public funds.

3. The number of applications for RPL assessments at each QF level and the number of successful applications from 2008-09 to 2012-13 are as follows –

Financial Year	Number of RPL applications and [successful applications] by QF Level									
	QF Level 1		QF Level 2		QF Level 3		QF Level 4		Total	
2008-09	10	[10]	68	[68]	1 185	[1 185]	793	[776]	2 056	[2 039]
2009-10	27	[27]	50	[50]	2 585	[2 585]	103	[96]	2 765	[2 758]
2010-11	7	[7]	12	[12]	692	[692]	59	[52]	770	[763]
2011-12	99	[99]	692	[692]	1 342	[1 342]	485	[470]	2 618	[2 603]
2012-13*	84	[52]	2 097	[1 529]	1 287	[1 002]	429	[262]	3 897	[2 845]
Total	227	[195] 32#	2 919	[2 351] 568#	7 091	[6 806] 284#	1 869	[1 656] 141#	12 106	[11 008] 1 025#

Note

* as at end February 2013

numbers of applications still under processing as at end February 2013.

4. We assisted the elderly care service sector in setting up an ITAC in February 2012 to implement the QF in the sector. Specifically, the ITAC will draw up SCS for the elderly care service sector, setting out the skills, knowledge and outcome standards required of employees in different functional areas, and providing a basis for course providers to design training courses to meet the needs of the sector.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB412**

Question Serial No.

4074

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. What are the numbers of non-Chinese speaking (NCS) students studying at kindergartens, primary schools, secondary schools and tertiary programmes respectively?

b. The Education Bureau will strengthen the coordination of school-based support services for schools admitting NCS students. Please give an account of the mainstream schools (non-designated schools) which are admitting NCS students. Please list out these mainstream schools, the number of NCS students and their percentage share; the number of teachers in these mainstream schools who have received training on cultural sensitivity and their percentage share in the total number of teachers; the number of Chinese Language teachers who are professionally qualified to teach Chinese Language to NCS students and their percentage share in the total number of teachers; and also, have these mainstream schools employed ethnic minority teachers, teaching assistants or executives to enhance communication between schools and students as well as their parents? If yes, what are the details? If no, what are the reasons;

Name of mainstream schools admitting NCS students	Number of NCS students	Percentage share of NCS students	Number of teachers who have received training on cultural sensitivity	Percentage share of teachers who have received training on cultural sensitivity in the total number of teachers	Number of Chinese Language teachers who are professionally qualified to teach Chinese Language to NCS students	Percentage share of Chinese Language teachers who are professionally qualified to teach Chinese Language to NCS students in the total number of teachers	Number of ethnic minority teachers, teaching assistants or executives

c. What were the actual expenditures of the Language Fund in each of the past five years? What was the number of projects receiving funds and their respective amounts of government funding in each year?

d. An additional \$5 billion will be injected into the Language Fund. In what ways will this additional injection be used to support NCS students in learning Chinese Language?

e. Will the bureau implement the following programmes? If yes, please list out the implementation years, amounts allocated, number of schools benefited, number of students benefited and number of teachers benefited. If no, what are the reasons?

Programme	Implementation Year	Amount Allocated	Number of Schools Benefited	Number of Students Benefited	Number of Teachers Benefited
To arrange after-school support programmes for NCS students in non-designated schools					
To enhance Chinese Language teachers' competencies in teaching Chinese Language to NCS students					
To establish international-accepted assessment criteria and arrange public examinations of Chinese Language					
To review topics related to learning of Chinese Language by NCS students					
Other programmes (please specify)					

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level in the 2012/13 school year is tabulated at Annex A.
- (b) Given that over 500 schools other than those schools with school-based support programmes specifically arranged for NCS students (i.e. the so-called “designated schools”) are involved, we have provided the number of these 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 among all students of these schools in the 2012/13 school year as tabulated at Annex B for reference.

It is common for public sector schools to appoint teachers outside the approved teaching establishment by deployment of various grants and other funding including the funding under the Project of After-school Extended Chinese Learning for NCS students to address the needs of students including NCS students. The total number of teachers in public sector schools falling under this category is about 2 030. The Education Bureau does not have readily available information about the breakdown of these teachers by the required category and by ethnicity. Besides, such kind of categorisation of teachers is not applicable to schools under the Direct Subsidy Scheme.

Elements of cultural sensitivity are embedded in various professional development programmes for teachers. We are therefore not able to provide the number of teachers who have received training on cultural sensitivity with percentage share in the total number of teachers. All teachers including Chinese teachers teaching NCS students in public sector schools and schools under the Direct Subsidy Scheme are qualified teachers. To support the teaching and learning of the Chinese Language of NCS students, various modes of professional training programmes / activities for Chinese teachers are in place including, among others, in-service teacher training courses, workshops on after-school extended learning in Chinese to complement learning in lessons, seminars cum workshops on adaptation of the Chinese Language curriculum under the Supplementary Guide to the Chinese Language Curriculum for NCS Students, etc.

- (c) The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The expenditure of the Language Fund since 2008-09 financial year is as follows:

Financial Year	Expenditure \$ million
2008-09	295.2
2009-10	251.4
2010-11	322.3
2011-12	493.7
2012-2013 (up to January 2013)	370.3

The number of projects conducted under the Language Fund and the total amount of allocation from 2008-09 to 2012-13 is tabulated below:

Financial Year	No. of projects	Allocation \$ million
2008-09	14	29.5
2009-10	10	287.7
2010-11	24	513.9
2011-12	21	44.2
2012-2013 (up to January 2013)	21	18.0

- (d) The proposed \$5 billion injection into the Language Fund is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning.

There is no intention to change the remit of the Language Fund. The Government will seek advice of the Standing Committee on Language Education and Research which comprises experienced principals and teachers, renowned language academics and private sector personalities on the use of the fund to support worthwhile initiatives and programmes. Activities supported by the fund in the past include researches and development projects on language education; school-based support to raise students' interests and confidence in language learning and cater for learners' diversity; enhancement of the professionalism of language teachers; and creation of a facilitating language learning environment, including building a closer partnership among relevant sectors.

With the Language Fund, we have, in collaboration with non-governmental organisations, organised district-based programmes for NCS children aged 3 – 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative art, etc. In addition, the Project of After-school Extended Chinese Learning for NCS Students has also been implemented, benefiting 2 300, 4 000 and 4 300 NCS students in the 2010/11, 2011/12 and 2012/13 school years respectively. We have been actively reviewing the support measures for NCS students in the learning of Chinese Language in light of stakeholders' views. We would seek funding from the Language Fund to try out new/enhanced support measures as and when appropriate.

- (e) The educational support measures for NCS students, the implementation years, resource input, number of schools, students and teachers benefited are tabulated at [Annex C](#). 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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**Number of non-Chinese speaking (NCS) students
by level in the 2012/13 school year**

Level	No. of NCS students (Notes 1 and 2)
Pre-primary (K1 to K3) (Note 3)	12 324
Primary (Primary 1 - 6) (Note 4)	7 945
Secondary (Secondary 1 - 6) (Note 4)	6 919

Notes:

1. Figures refer to the position as at September of 2012.
2. The above data cover 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 undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. Not all institutions require course applicants to indicate their ethnic origin or first language. Hence, statistics on the number of NCS students receiving tertiary education are not available.

The number of schools other than those with school-based support programmes specifically arranged for non-Chinese speaking (NCS) students with NCS students ranging from less than 10, 10 to 19, 20 to 29 and 30 or above, and the percentage of NCS students among all students of such schools in the 2012/13 school year

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2012/13	Number of schools	247	22	12	19
	Percentage of NCS students among all students of the schools	0.1% - 5.7%	0.9% - 17.8%	3.5% - 17.6%	3.7% - 91.3%
Secondary schools					
2012/13	Number of schools	214	13	5	18
	Percentage of NCS students among all students of the schools	0.1% - 2.9%	0.9% - 5.3%	2.3% - 3.1%	2.5% - 66.7%

Notes:

1. Figures refer to the position as at September of 2012.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude 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.

Educational support measures for non-Chinese speaking (NCS) students

Programme	Implementation year	Resource input up to the 2012/13 school year (\$ million)	Number of students / schools / teachers benefited (Note 1)
To arrange after-school support programmes for NCS students in schools other than those with school-based support programmes specifically arranged for NCS students (the so-called “designated schools”)	<ul style="list-style-type: none"> - Chinese Language Learning Support Centre since the 2006/07 school year 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 - Project of After-school Extended Chinese Learning for NCS Students since the 2010/11 school year 	<p>A total of \$17.7 million since the 2006/07 school year</p> <p>\$77.0 million has been earmarked under the Language Fund</p>	<p>503 NCS students in the 2012/13 school year</p> <p>About 4 300 NCS students in 92 schools have participated in the 2012/13 school year</p>
To enhance Chinese Language teachers’ competencies in teaching Chinese Language to NCS students	Various modes of professional training programmes since the 2006/07 school year	Note 2	In addition to participating teachers, all teachers teaching NCS students benefit from sharing through the network formed
To establish international-accepted assessment criteria and arrange public examinations of Chinese Language	<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the</p>	A total of \$1.6 million since the 2009/10 school year	About 1 119 NCS students are subsidised in the 2012/13 school year

	International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level		
To review topics related to learning of Chinese Language by NCS students	Note 3	Note 2	Note 3
Other programmes: (Please specify)			
Focused support to schools with school-based support programmes specifically arranged for NCS students	Since the 2006/07 school year	Note 2	8 788 NCS students in 31 schools in the 2012/13 school year, all teachers teaching NCS students benefit from sharing through the network formed
Provision of grant to schools with school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration	Since the 2006/07 school year	A total of \$86.9 million since the 2006/07 school year	8 788 NCS students in 31 schools in the 2012/13 school year
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	Since the 2006/07 school year	Note 2 A total of about \$16.8 million since the 2006/07 school year to conduct two studies to support the development of the Supplementary Guide and for development of teaching reference materials and assessment tools	All NCS students and teachers teaching NCS students
Summer Bridging Programmes for NCS students in primary schools Starting from 2013, the programmes will be refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children	Since the 2006/07 school year	A total of \$7.4 million since the 2006/07 school year	About 1 700 NCS students in the 2012/13 school year

District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	Since the 2012/13 school year	\$1.2 million in the 2012/13 school year	About 900 NCS students in the 2012/13 school year
University-School Support Programme project to support kindergartens in the learning and teaching of Chinese for NCS students A total funding of \$10 million has been earmarked for the project under the Education Development Fund	Since the 2012/13 school year	\$10.0 million for 3 years	About 1 300 NCS children in 28 kindergartens in the 2012/13 school year, all teachers teaching NCS children benefit from sharing and resources developed

Notes:

1. Reference has been drawn to the 2012/13 school year.
2. These measures are provided by different sections of the Education Bureau (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.
3. We have been actively reviewing the support measures which have been implemented since 2006 for NCS students in the learning of the Chinese Language in light of stakeholders' views. We report progress and make proposals to the Legislative Council Panel on Education from time to time, the latest being in November 2012, when we proposed expanding the subsidy coverage for NCS students sitting non-local Chinese Language examinations. We intend to submit a further progress report within this legislative year and make necessary funding arrangements to enhance the support for NCS students if necessary and as appropriate.

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

Reply Serial No.

EDB413

Question Serial No.

4081

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:

1. In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please provide in the following table the statistics on the number of students in Hong Kong:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
a. Secondary, primary and pre-primary students in Hong Kong						
b. Secondary students with registered residential address in the Mainland						
c. Primary students with registered residential address in the Mainland						
d. Kindergarten (including kindergarten-cum-child care centres) students with registered residential address in the Mainland						
e. Primary students both of whose parents are residents of the Mainland						
f. Kindergarten students both of whose parents are residents of the Mainland						

2. Does the Administration have any special support measures for cross-boundary students living in the Mainland? If yes, please list the respective measures, resource input, effectiveness indicators and number of services targets.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(1) The figures from the 2007/08 to 2012/13 school years are set out below:

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
(a) Secondary, primary and pre-primary students in Hong Kong (Note 1)	1 014 590	988 828	962 791	937 604	955 451	909 014
(b) Number of cross-boundary students (CBS) in secondary schools (Note 2)	937	1 078	1 267	1 538	1 881	2 153
(c) Number of CBS in primary schools (Note 2)	3 466	3 910	4 090	4 575	5 276	6 749
(d) Number of CBS in kindergartens (Note 2)	1 456	1 780	2 681	3 786	5 708	7 454
(e) Primary students both of whose parents are residents of the Mainland (Note 3)	Not available					
(f) Kindergarten students both of whose parents are residents of the Mainland (Note 3)						

Note 1 Figures include kindergartens, ordinary primary, secondary day schools and special schools, but not secondary day courses operated by private schools offering tutorial, vocational and adult education courses. The figures refer to the position as at September of the respective school years.

Note 2 In the annual survey we conduct, the cross-boundary students (CBS) we refer to are those students travelling daily across the boundary to schools. No information on the Mainland residential address of the CBS is collected. In the 2007/08 school year, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung.

Note 3 We do not collect information on the residency status of the parents of students and are unable to compile the numbers of students whose parents are residents of the Mainland.

(2) By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they may choose to attend the six-month full-time "Initiation Programme", or the "Induction Programme" run by non-government organisations alongside various school-based programmes run by their respective schools using the "School-based Support Scheme Grant", which aim at helping them integrate into the local community and overcome their learning difficulties.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB414**

Question Serial No.

4082

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:

At present, a lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong everyday. Please provide the numbers of cross-boundary students (with registered residential address in the Mainland) studying in North District, Tai Po, Yuen Long, Tuen Mun and other districts by school category.

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/2013
North District						
a. secondary school						
b. primary school						
c. kindergarten (including child care centre)						
Tai Po						
d. secondary school						
e. primary school						
f. kindergarten (including child care centre)						
Yuen Long						
g. secondary school						
h. primary school						
i. kindergarten (including child care centre)						
Tuen Mun						
j. secondary school						
k. primary school						
l. kindergarten (including child care centre)						
Shatin						
m. secondary school						
n. primary school						
o. kindergarten (including child care centre)						
Tsuen Wan						
p. secondary school						
q. primary school						
r. kindergarten (including child care centre)						
Kwai Tsing						

s. secondary school						
t. primary school						
u. kindergarten (including child care centre)						
Other Districts						
v. secondary school						
w. primary school						
x. kindergarten (including child care centre)						

Asked by: Hon. CHEUNG Kwok-che

Reply:

Figures on the number of students crossing the boundary daily to commute to schools in North District, Tai Po, Yuen Long, Tuen Mun and other districts from the 2007/08 to 2012/13 school years are as below:

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
North:						
a. secondary school	791	876	1002	1205	1432	1569
b. primary school	2969	3276	3393	3619	3928	4379
c. kindergarten (including child care centre)	1435	1629	2225	2787	3677	4281
Tai Po:						
d. secondary school	101	92	122	139	182	255
e. primary school	168	195	199	248	351	669
f. kindergarten (including child care centre)	1	1	19	29	67	190
Yuen Long:						
g. secondary school	45	100	111	141	196	246
h. primary school	319	390	396	513	625	1012
i. kindergarten (including child care centre)	3	56	210	514	1070	1653
Tuen Mun:						
j. secondary school	0	10	22	32	43	53
k. primary school	10	49	82	158	305	578
l. kindergarten (including child care centre)	17	94	225	454	892	1265
Shatin						
m. secondary school	NA	NA	10	21	26	25
n. primary school	NA	NA	18	37	64	109
o. kindergarten (including child care centre)	NA	NA	2	2	1	2

Tsuen Wan						
p. secondary school	NA	NA	0	0	2	3
q. primary school	NA	NA	0	0	0	0
r. kindergarten (including child care centre)	NA	NA	0	0	0	0
Kwai Tsing						
s. secondary school	NA	NA	0	0	0	2
t. primary school	NA	NA	2	0	3	2
u. kindergarten (including child care centre)	NA	NA	0	0	1	34
Tung Chung						
v. secondary school	NA	NA	NA	NA	NA	0
w. primary school	NA	NA	NA	NA	NA	0
x. kindergarten (including child care centre)	NA	NA	NA	NA	NA	29

Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools is conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung.

(2) In the 2007/08 school year, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung.

(3) "NA" indicates that no data were collected from schools in the respective districts and school years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28 March 2013

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

EDB415

Question Serial No.

4111

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:

Please inform this Committee on the educational status of non-Chinese speaking (NCS) students as follows:

(a) Please provide a breakdown by District Council district the number of primary and secondary schools with NCS students in the 2010/11, 2011/12 and 2012/13 school years respectively:

By District Council district	Number of schools with NCS students			
	Secondary Schools		Primary Schools	
(Districts)	Mainstream schools with NCS students	Designated schools with NCS students	Mainstream schools with NCS students	Designated schools with NCS students

(b) Please provide a breakdown by District Council district and grade level the number of NCS students in 2010/11, 2011/12 and 2012/13 school years respectively.

By District Council district		Number of NCS students in schools with NCS students	
(Districts)		Mainstream schools with NCS students	Designated schools with NCS students
	Secondary levels		
	S1		
	S2		
	S3		
	S4		
	S5		
	S6		
	Primary levels		
	P1		
	P2		
	P3		
	P4		
	P5		
	P6		

(c) The total number of students and number of NCS students in each secondary and primary school with NCS students.

Secondary and primary schools with NCS students (School names)	Total number of students	Number of NCS students

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of primary and secondary schools with non-Chinese speaking (NCS) students by district in the 2010/11, 2011/12 and 2012/13 school years is tabulated at Annex A and Annex B respectively.
- (b) The number of NCS students in primary and secondary schools by district and by grade in the 2010/11, 2011/12 and 2012/13 school years is tabulated at Annex C and Annex D respectively.
- (c) Given that over 500 schools are involved, we have provided the number of these 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 among all students of these schools in the 2012/13 school year as tabulated at Annex E for reference.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

Number of primary schools with non-Chinese speaking (NCS) students
by district in the 2010/11, 2011/12 and 2012/13 school years

District	2010/11		2011/12		2012/13	
	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Central & Western	1	14	1	15	1	15
Wan Chai	3	14	3	14	3	14
Eastern	-	19	-	19	-	20
Southern	-	6	-	5	-	8
Yau Tsim Mong	2	16	2	14	2	15
Sham Shui Po	1	13	1	15	1	15
Kowloon City	-	26	-	26	1	23
Wong Tai Sin	1	10	1	11	1	12
Kwun Tong	2	17	2	17	2	14
Sai Kung	1	11	1	15	1	13
Sha Tin	-	17	-	18	-	23
Tai Po	-	10	-	11	-	11
North	-	10	-	9	-	7
Yuen Long	2	33	2	35	2	34
Tuen Mun	1	21	1	25	1	28
Tsuen Wan	-	16	-	17	-	17
Kwai Tsing	2	22	2	20	2	20
Islands	3	12	4	11	4	11
All Districts	19	287	20	297	21	300

Notes:

1. The "so-called designated schools" refer to schools with school-based support programmes specifically arranged for NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
5. 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.

Number of secondary schools with non-Chinese speaking (NCS) students
by district in the 2010/11, 2011/12 and 2012/13 school years

District	2010/11		2011/12		2012/13	
	So-called “designated schools”	Other schools	So-called “designated schools”	Other schools	So-called “designated schools”	Other schools
Central & Western	1	9	1	9	1	10
Wan Chai	-	12	-	12	-	14
Eastern	1	14	1	13	1	15
Southern	-	11	-	11	-	11
Yau Tsim Mong	1	10	1	13	1	14
Sham Shui Po	1	17	1	18	1	20
Kowloon City	-	24	-	21	-	16
Wong Tai Sin	-	10	-	9	-	10
Kwun Tong	1	13	1	12	1	12
Sai Kung	-	12	-	12	-	11
Sha Tin	-	22	-	21	-	21
Tai Po	-	6	-	6	-	8
North	-	9	-	6	-	7
Yuen Long	2	25	2	27	2	28
Tuen Mun	1	17	1	19	1	22
Tsuen Wan	-	8	-	9	-	9
Kwai Tsing	-	21	1	17	1	15
Islands	1	7	1	8	1	7
All Districts	9	247	10	243	10	250

Notes:

1. The “so-called designated schools” refer to schools with school-based support programmes specifically arranged for NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

Number of non-Chinese speaking (NCS) students
by district and by grade in the 2010/11, 2011/12 and 2012/13 schools years

Primary schools

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Central & Western	P1	45	20	48	43	44	30
	P2	44	28	48	27	52	43
	P3	40	15	43	28	49	27
	P4	28	20	41	14	44	29
	P5	19	16	31	19	43	13
	P6	1	15	18	17	28	18
Wan Chai	P1	128	14	126	14	122	13
	P2	158	7	132	12	133	16
	P3	159	9	163	8	130	11
	P4	142	12	161	10	163	7
	P5	177	11	144	11	162	11
	P6	192	10	166	11	141	11
Eastern	P1	-	6	-	17	-	26
	P2	-	15	-	9	-	17
	P3	-	8	-	16	-	11
	P4	-	7	-	8	-	16
	P5	-	11	-	7	-	10
	P6	-	11	-	12	-	7
Southern	P1	-	2	-	-	-	2
	P2	-	2	-	2	-	-
	P3	-	1	-	3	-	2
	P4	-	3	-	1	-	4
	P5	-	4	-	3	-	4
	P6	-	4	-	4	-	3
Yau Tsim Mong	P1	83	59	105	57	102	65
	P2	92	61	92	55	106	57
	P3	95	48	94	60	98	54
	P4	75	51	95	47	108	58
	P5	110	54	82	48	99	43
	P6	93	41	118	48	80	47

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Sham Shui Po	P1	89	27	71	14	97	23
	P2	117	12	105	28	83	18
	P3	113	9	116	14	113	26
	P4	122	23	118	11	135	12
	P5	153	27	128	26	117	12
	P6	122	26	156	29	124	25
Kowloon City	P1	-	81	-	76	60	40
	P2	-	56	-	84	54	18
	P3	-	62	-	60	47	28
	P4	-	45	-	67	32	33
	P5	-	20	-	41	44	23
	P6	-	17	-	22	26	13
Wong Tai Sin	P1	48	2	47	7	26	8
	P2	45	6	47	3	42	8
	P3	71	11	42	7	48	6
	P4	38	8	70	12	40	7
	P5	34	19	38	6	62	12
	P6	20	7	33	19	37	8
Kwun Tong	P1	133	3	121	8	139	3
	P2	131	6	140	3	130	8
	P3	154	3	142	5	137	4
	P4	156	5	168	3	147	5
	P5	151	3	172	5	174	3
	P6	203	3	159	3	164	4
Sai Kung	P1	15	19	18	12	20	15
	P2	16	4	18	22	18	9
	P3	8	9	15	6	19	21
	P4	6	6	9	9	16	7
	P5	1	8	5	8	10	5
	P6	4	4	1	11	7	6

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Sha Tin	P1	-	4	-	11	-	24
	P2	-	20	-	7	-	12
	P3	-	6	-	19	-	6
	P4	-	16	-	8	-	18
	P5	-	10	-	17	-	7
	P6	-	14	-	10	-	17
Tai Po	P1	-	4	-	5	-	4
	P2	-	3	-	6	-	6
	P3	-	6	-	3	-	5
	P4	-	7	-	5	-	4
	P5	-	3	-	7	-	4
	P6	-	4	-	3	-	7
North	P1	-	2	-	4	-	2
	P2	-	2	-	3	-	5
	P3	-	4	-	2	-	2
	P4	-	5	-	5	-	1
	P5	-	3	-	4	-	4
	P6	-	3	-	2	-	2
Yuen Long	P1	89	52	69	58	72	49
	P2	58	45	91	60	74	64
	P3	66	41	69	51	92	62
	P4	63	37	71	51	76	52
	P5	63	35	64	40	75	49
	P6	56	41	65	34	62	38
Tuen Mun	P1	24	32	49	55	45	62
	P2	54	32	24	34	52	60
	P3	62	13	53	39	26	34
	P4	65	25	61	21	54	43
	P5	70	24	66	29	72	22
	P6	70	16	65	22	69	33

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Tsuen Wan	P1	-	6	-	5	-	8
	P2	-	6	-	6	-	7
	P3	-	8	-	8	-	8
	P4	-	14	-	6	-	8
	P5	-	8	-	13	-	6
	P6	-	9	-	10	-	13
Kwai Tsing	P1	20	116	35	120	40	130
	P2	20	117	24	116	37	121
	P3	14	125	27	114	24	110
	P4	21	84	19	129	27	114
	P5	15	132	26	86	20	130
	P6	19	21	18	128	24	82
Islands	P1	38	68	36	60	56	67
	P2	25	70	50	62	36	73
	P3	27	72	37	53	47	57
	P4	36	53	46	55	37	60
	P5	32	41	47	49	49	54
	P6	23	21	42	36	48	48

Notes:

1. The "so-called designated schools" refer to schools with school-based support programmes specifically arranged for NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

Number of non-Chinese speaking (NCS) students
by district and by grade in the 2010/11, 2011/12 and 2012/13 school years

Secondary schools

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Central & Western	S1	58	7	67	6	77	18
	S2	53	9	67	8	70	9
	S3	43	3	55	9	67	8
	S4	35	6	40	4	51	8
	S5	13	1	28	4	37	6
	S6	-	3	13	1	27	3
	S7	2	-	-	3	-	-
Wan Chai	S1	-	54	-	75	-	86
	S2	-	62	-	61	-	75
	S3	-	29	-	58	-	59
	S4	-	31	-	31	-	50
	S5	-	17	-	28	-	21
	S6	-	13	-	16	-	26
	S7	-	2	-	9	-	-
Eastern	S1	80	12	80	6	65	8
	S2	95	12	80	9	74	9
	S3	78	13	87	6	75	8
	S4	62	9	75	15	74	4
	S5	46	3	58	7	65	13
	S6	2	1	42	2	50	9
	S7	1	1	2	1	-	-
Southern	S1	-	13	-	6	-	8
	S2	-	11	-	9	-	6
	S3	-	4	-	11	-	8
	S4	-	9	-	3	-	8
	S5	-	5	-	9	-	3
	S6	-	2	-	3	-	6
	S7	-	2	-	2	-	-
Yau Tsim Mong	S1	144	40	122	40	96	42
	S2	115	35	136	42	120	35
	S3	119	38	107	35	123	41
	S4	75	29	109	38	113	34
	S5	59	7	74	28	97	37
	S6	-	8	52	7	66	26
	S7	-	3	-	6	-	-

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Sham Shui Po	S1	170	32	177	74	162	93
	S2	166	16	153	31	164	72
	S3	161	24	165	16	149	34
	S4	145	22	146	23	163	11
	S5	109	21	116	13	119	21
	S6	26	12	98	19	107	10
	S7	19	7	27	10	-	-
Kowloon City	S1	-	37	-	20	-	46
	S2	-	26	-	40	-	27
	S3	-	13	-	27	-	38
	S4	-	19	-	13	-	19
	S5	-	23	-	20	-	11
	S6	-	3	-	18	-	16
	S7	-	4	-	4	-	-
Wong Tai Sin	S1	-	1	-	4	-	8
	S2	-	3	-	1	-	4
	S3	-	2	-	3	-	-
	S4	-	6	-	2	-	3
	S5	-	3	-	6	-	2
	S6	-	1	-	2	-	4
	S7	-	2	-	-	-	-
Kwun Tong	S1	158	81	161	83	153	58
	S2	178	73	156	93	152	80
	S3	145	61	162	70	151	87
	S4	106	42	136	61	155	85
	S5	101	49	88	41	129	57
	S6	8	1	92	44	84	37
	S7	6	2	7	-	-	-
Sai Kung	S1	-	20	-	44	-	49
	S2	-	10	-	19	-	45
	S3	-	12	-	13	-	27
	S4	-	12	-	17	-	17
	S5	-	10	-	10	-	15
	S6	-	2	-	9	-	9
	S7	-	-	-	2	-	-

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Sha Tin	S1	-	4	-	13	-	9
	S2	-	12	-	6	-	13
	S3	-	9	-	14	-	6
	S4	-	15	-	13	-	17
	S5	-	29	-	12	-	80
	S6	-	90	-	101	-	85
	S7	-	80	-	82	-	-
Tai Po	S1	-	4	-	5	-	6
	S2	-	4	-	4	-	7
	S3	-	2	-	4	-	4
	S4	-	8	-	4	-	7
	S5	-	5	-	8	-	1
	S6	-	2	-	4	-	7
	S7	-	-	-	-	-	-
North	S1	-	2	-	1	-	2
	S2	-	3	-	2	-	1
	S3	-	3	-	5	-	1
	S4	-	6	-	3	-	4
	S5	-	2	-	4	-	3
	S6	-	2	-	1	-	3
	S7	-	-	-	-	-	-
Yuen Long	S1	41	31	20	26	16	31
	S2	17	20	44	27	25	26
	S3	36	10	21	16	38	26
	S4	2	8	38	8	29	16
	S5	39	4	2	7	34	8
	S6	-	2	29	4	1	6
	S7	-	-	-	2	-	-
Tuen Mun	S1	79	77	42	128	45	155
	S2	68	21	72	97	33	131
	S3	63	17	60	29	69	103
	S4	44	10	75	21	64	36
	S5	-	4	46	8	66	15
	S6	-	-	-	3	35	6
	S7	-	1	-	-	-	-

District	Grade	2010/11		2011/12		2012/13	
		Number of NCS students		Number of NCS students		Number of NCS students	
		So-called "designated schools"	Other schools	So-called "designated schools"	Other schools	So-called "designated schools"	Other schools
Tsuen Wan	S1	-	11	-	6	-	5
	S2	-	3	-	12	-	5
	S3	-	3	-	3	-	11
	S4	-	4	-	4	-	4
	S5	-	-	-	4	-	2
	S6	-	1	-	-	-	4
	S7	-	-	-	-	-	-
Kwai Tsing	S1	-	22	10	3	23	9
	S2	-	9	26	3	14	3
	S3	-	4	4	5	25	3
	S4	-	14	1	5	2	4
	S5	-	4	1	12	1	4
	S6	-	3	1	2	1	11
	S7	-	1	-	2	-	-
Islands	S1	20	106	19	135	41	137
	S2	16	108	22	119	28	135
	S3	17	86	19	110	23	124
	S4	11	85	20	94	26	114
	S5	1	90	11	89	18	92
	S6	-	7	2	83	10	76
	S7	-	10	-	7	-	-

Notes:

1. The "so-called designated schools" refer to schools with school-based support programmes specifically arranged for NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**The number of 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 2012/13 school year**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2012/13	Number of schools	247	22	12	40
	Percentage of NCS students among all students of the schools	0.1% - 5.7%	0.9% - 17.8%	3.5% - 17.6%	3.7% - 99.1%
Secondary schools					
2012/13	Number of schools	214	13	6	27
	Percentage of NCS students among all students of the schools	0.1% - 2.9%	0.9% - 5.3%	2.3% - 3.2%	2.5% - 97.0%

Notes:

- Figures refer to the position as at September of the school year.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
- 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.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB416**

Question Serial No.

4113

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 recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please provide in the table below the statistics on the number of cross-boundary students by class level in the following school years:

	Number of Cross-boundary Students in the School Years					
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
<u>Kindergarten</u>						
K1						
K2						
K3						
<u>Primary School</u>						
P1						
P2						
P3						
P4						
P5						
P6						
<u>Secondary School</u>						
S1						
S2						
S3						
S4						
S5						
S6						
S7						

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of cross-boundary students (CBS) living in the Mainland but attending local kindergartens, primary and secondary schools and their distribution by class level for the school years from 2007/08 to 2012/13 are provided at the Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10 April 2013

Number of CBS living in the Mainland but attending local kindergartens, primary and secondary schools by class level in the 2007/08 to 2012/13 school years

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Kindergarten						
K1	470	641	1 000	1 400	2 098	2 551
K2	436	586	876	1 297	1 887	2 654
K3	550	553	805	1 089	1 723	2 249
Primary School						
P1	836	906	895	1 095	1 481	2 370
P2	766	821	821	852	989	1 418
P3	598	745	696	800	799	946
P4	503	594	684	688	786	738
P5	410	478	537	648	627	678
P6	353	366	457	492	594	599
Secondary School						
S1	306	314	348	453	465	578
S2	231	256	304	314	437	439
S3	180	240	236	293	328	427
S4	120	136	221	218	267	321
S5	75	103	124	210	182	226
S6	11	20	17	30	178	162
S7	14	9	17	20	24	N.A.

- Notes: (1) The annual survey on the number of CBS travelling daily across the boundary to schools is conducted in schools in the districts of the New Territories region only, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan & Kwai Tsing and Tung Chung.
- (2) In 2007/08 school year, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung.
- (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB417**

Question Serial No.

3479

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:

What were the provisions for the Native-speaking English Teacher (NET) Schemes in each of the past three school years (i.e. 2010/11, 2011/12 and 2012/13)? 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 2013/14 school year? And what were the numbers of NETs who did not renew their contracts in the past two school years (i.e. 2010/11 and 2011/12)?

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. 2010/11, 2011/12 and 2012/13) are as follows:

School Year	Primary Schools		Secondary Schools	
	Provisions (\$ million)	Number of NETs	Provisions (\$ million)	Number of NETs
2010/11	299.0	477	345.5	409
2011/12	294.7	457	351.6	415
2012/13	326.7	457	356.3	405

- (b) The estimated numbers of primary NETs and secondary NETs under the Schemes in the 2013/14 school year would be more or less the same as those of the 2012/13 school year.
- (c) The numbers of NETs who did not renew their contracts in the past two school years (i.e. 2010/11 and 2011/12) are as follows:

School Year	Primary Schools	Secondary Schools
2010/11	63	54
2011/12	50	62

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB418

Question Serial No.

4975

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:

It was proposed in the Budget Speech that a scholarship fund be established for outstanding students to pursue further study in overseas universities. What is the fund's estimated life span in years?

Will the salaries of the awarded students who have returned to Hong Kong to teach in aided schools be paid by the Education Bureau or charged to the fund?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The proposed \$480 million is a one-off injection of seed funding into the HKSAR Government Scholarship Fund. With an estimated annual yield of 5%, it will make available \$24 million to meet the expenditure of the proposed scholarship each year.

Awardees of the proposed scholarship will be required to undertake to teach in Hong Kong upon graduation. They should teach in public sector, or Direct Subsidy Scheme primary/secondary schools or kindergartens joining the Pre-primary Education Voucher Scheme in Hong Kong. The salaries of these awardees will be paid by their respective school employers which, depending on the school type, may receive grants from the Education Bureau. In all circumstances, the salaries will not be charged to the scholarship fund.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB419**

Question Serial No.

4435

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:

In "Matters Requiring Special Attention in 2013-14", it is stated that the Education Bureau will "continue to provide direct fee subsidies to parents of eligible children enrolled in eligible kindergartens under PEVS and enhanced fee remission for children of needy families". Will the Administration inform this Committee of the expenditure on the PEVS and the number of students receiving the subsidies each year since 2009-10 as well as the estimated provision and expected number of students receiving the subsidies each year in the next 3 years (starting from 2013-14)?

Asked by: Hon. FUNG Kin-kee, Frederick

Reply:

The expenditures on the Pre-primary Education Voucher Scheme (PEVS) from 2009-10 to 2013-14 are tabulated below. The estimated expenditures on the PEVS for 2014-15 and 2015-16 are not available at this stage.

2009-10	2010-11	2011-12	2012-13	2013-14
(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
(Actual)	(Actual)	(Actual)	(Revised Estimate)	(Estimate)
1,628.9	1,854.3	1,998.8	2,169.6	2,341.9

The numbers of students receiving the PEVS subsidy from the 2009/10 to 2012/13 school years as well as the estimate for 2013/14 are tabulated below. The estimated numbers of students receiving the subsidy for the 2014/15 and 2015/16 school years are not available at this stage.

2009/10	2010/11	2011/12	2012/13	2013/14
school year	school year	school year	school year	school year
(Actual)	(Actual)	(Actual)	(Note)	(Estimate)
119 100	122 900	129 100	129 372	135 800

Note: Provisional figure as at mid-September 2012.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB420**

Question Serial No.

3672

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 2010-11 Policy Address announced that the Government would provide opportunities for students to join at least one sponsored Mainland exchange programme during their primary or secondary schooling. Pursuant to this, the Bureau said that it had started to provide 4500 additional exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. In this connection, please advise on the following:

- (a) the number of Mainland exchange programme places provided for secondary and primary school students, the ratio of places taken up by secondary and primary school students and the amounts of subsidies involved in each of the past three financial years (2010-11, 2011-12, 2012-13);
- (b) the expected number of Mainland exchange programme places provided for secondary and primary school students and the subsidies involved in each of the school years from 2012/13 to 2015/16;
- (c) the list of organisations commissioned to run Mainland exchange programmes sponsored by the Bureau and the amount of government subsidies they involved in 2011/12 and 2012/13 school years;
- (d) the criteria and mechanism adopted by the Government and schools in selecting the service organisations.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) Over the past three financial years (2010-11, 2011-12 and 2012-13), the ratio of places taken up by secondary and primary school students in the Mainland exchange programmes and the amounts of subsidies involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)					Expenditure (\$million)
	Secondary Students	Primary Students	Total	Ratio of Secondary Students (%)	Ratio of Primary Students (%)	
2010-11	22 000	16 500	38 500	57.1	42.9	48.4
2011-12	19 700	19 900	39 600	49.7	50.3	46.7
2012-13	13 300	7 100	20 400	65.2	34.8	32.6

(b) The estimated number of places and expenditures for Mainland exchange programmes from the 2012/13 to the 2015/16 school year are shown below:

School year	Estimated number of places	Estimated expenditure (\$million)
2012/13	30 000	32.9
2013/14	50 500	56.6
2014/15	55 000	66.9
2015/16	59 500	73.4

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol the “Mainland Exchange Programme 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) in late November 2012.

(c) The amount of Government expenditure on the Mainland exchange programmes implemented by the EDB in the 2011/12 and 2012/13 school years are shown as follows:

School Year	Expenditure (\$ million)		Total (\$ million)
	Programme for primary school students	Programme for secondary school students	
2011/12	14.4	37.9	52.3
2012/13	7.8	25.1	32.9

Non-governmental organisations commissioned by the EDB to provide services for Mainland exchange programmes in the 2011/12 and the 2012/13 school years include Hong Kong Federation of Education Workers Limited (香港教育工作者聯會有限公司), Wofoo Social Enterprises Ltd (和富社會企業有限公司). Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議), National Education Centre Limited (國民教育中心有限公司), National Education Services Centre Limited (國民教育服務中心有限公司), QualiEd Professional and Continuing Education College (匯知專業持續教育書院) and The Warehouse Teenage Club Limited (蒲窩青少年中心).

(d) Procurement of services for the Education Bureau commissioned programmes is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. The service provider had to be an incorporated body or a registered society in Hong Kong. It or its partner had to fulfill relevant licensing requirements and both of them had to possess relevant experience in organising or implementing Hong Kong-Mainland student exchange study trips. The proposals submitted were assessed on the basis of the terms and specifications listed in the tender document and the lowest conforming offer was accepted. Other than the EDB commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 10.4.2013

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

EDB421

Question Serial No.

3676

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 Voucher Scheme (PEVS), the number of participating non-profit-making kindergartens has been decreasing while the number of participating students increasing over the past two years (the 2011/12 and 2012/13 school years). Please provide:

- (a) a list of the non-profit-making kindergartens not joining the PEVS over the past three years (from the 2010/11 to 2012/13 school years) by District Council district, their reasons for not joining the PEVS and whether there are "through-train" kindergartens;
- (b) the number of participating kindergartens and participating students of the PEVS over the past three years (from the 2010/11 to 2012/13 school years) by District Council district.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

(a) and (b)

The list of local non-profit-making (NPM) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) (by District Council district) from the 2010/11 to 2012/13 school years are tabulated at Appendix I. The Education Bureau does not collect information on the reasons behind their decision of not joining PEVS. The respective numbers of participating local NPM KGs and participating students of the PEVS (by District Council district) in the same period are tabulated at Appendix II. The existing "through-train" policy does not cover KGs.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**List of local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme
(by District Council district) from the 2010/11 to 2012/13 school years**

2010/11 school year

District	School Name
Central & Western	The Harbour School
Wan Chai	St Paul's Day Nursery
	St. Joseph's College Kindergarten
Eastern	Causeway Bay Victoria International Kindergarten
	Causeway Bay Victoria Kindergarten
Kowloon City	Christ Church Kindergarten
	Hong Kong Baptist University - Kindergarten
	Yew Chung Children's House (Somerset Road)
Wong Tai Sin	Good Hope School
Sai Kung	Busy Bees Kindergarten
	Sai Kung Pre-School Group
Kwai Tsing	Rhoda International Kindergarten

2011/12 school year

District	School Name
Central & Western	The Harbour School
Wan Chai	St Paul's Day Nursery
	St. Joseph's College Kindergarten
Eastern	Causeway Bay Victoria International Kindergarten
	Causeway Bay Victoria Kindergarten
Kowloon City	Christ Church Kindergarten
	Hong Kong Baptist University – Kindergarten
	Yew Chung Children's House (Somerset Road)
Wong Tai Sin	Good Hope School
Sai Kung	Busy Bees Kindergarten
	Sai Kung Pre-School Group
Kwai Tsing	Rhoda International Kindergarten

2012/13 school year

District	School Name
Central & Western	The Harbour School
Wan Chai	Hong Kong Ling Liang Church Kindergarten
	Sheng Kung Hui Kindergarten
	Sheng Kung Hui Kindergarten (Mount Butler)
	St Paul's Day Nursery
	St. Paul's Kindergarten
Eastern	Causeway Bay Victoria International Kindergarten
	Causeway Bay Victoria Kindergarten
	Raimondi College Kindergarten Section
Sham Shui Po	Baptist Oasis English Kindergarten
	Kowloon Rhenish School
Kowloon City	Christ Church Kindergarten
	Creative Kindergarten
	Hong Kong Baptist University - Kindergarten
	Munsang College Kindergarten
	The Alliance Kindergarten
	Yew Chung Children's House (Somerset Road)
Wong Tai Sin	Diamond Hill Ling Liang Kindergarten
	Good Hope Primary School Cum Kindergarten
Yuen Long	Sagarmatha Kindergarten
	St. Lorraine Kindergarten (Yuen Long)
Sai Kung	Sai Kung Pre-School Group

Numbers of participating local non-profit-making (NPM) kindergartens (KGs) and participating students of the Pre-primary Education Voucher Scheme (PEVS) (by District Council district) from the 2010/11 to 2012/13 school years

District	2010/11 school year		2011/12 school year		2012/13 school year	
	No. of local NPM KGs joining the PEVS	No. of students under the PEVS	No. of local NPM KGs joining the PEVS	No. of students under the PEVS	No. of local NPM KGs joining the PEVS	No. of students under the PEVS (Note)
Central & Western	26	4 427	26	4 677	23	4 289
Wan Chai	21	4 558	20	4 729	15	3 302
Eastern	59	7 516	58	7 929	59	8 967
Southern	19	2 498	18	2 478	18	2 563
Sham Shui Po	40	7 206	40	7 475	39	7 371
Yau Tsim Mong	29	4 087	29	4 252	29	4 377
Kowloon City	47	10 390	47	10 976	44	9 883
Wong Tai Sin	46	6 095	46	6 310	44	5 945
Kwun Tong	68	10 878	68	11 211	67	11 355
Tsuen Wan	30	5 051	30	5 215	30	5 385
Tuen Mun	58	9 272	57	9 980	57	10 626
Yuen Long	66	12 359	66	13 321	65	13 758
North	40	9 016	41	9 819	41	10 270
Tai Po	26	3 820	26	4 267	26	4 484
Sha Tin	57	8 650	56	9 230	56	9 487
Sai Kung	42	5 674	42	5 931	42	5 986
Islands	24	2 564	23	2 479	22	2 501
Kwai Tsing	59	8 797	58	8 841	58	8 823

Note: Provisional figures as at mid-September 2012.

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

Reply Serial No.

EDB422

Question Serial No.

3677

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 analysis of provision under Programme (7), please inform us of –

1. the details of the non-recurrent items in relation to the great increase in the revised estimate in 2012-13, and
2. the scope of work of the 30 posts to be increased in 2013-14, as well as the policies and the resources involved.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The breakdown for the estimates of 2012-13 for Programme 7 Policy and Support is as follows:

	2012-13 Original Estimate \$ million	2012-13 Revised Estimate \$ million
One-off injections to various funds		
- Research Endowment Fund	-	5,000.0
- HKSAR Government Scholarship Fund	-	1,000.0
- Self-financing Post-secondary Education Fund	-	1,000.0
Cash flow for various support schemes / programmes such as Qualifications Framework Support Schemes and Project Yi Jin / Yi Jin Diploma programme	307.1	237.2
Operational expenses for formulation of policies and provision of support to the education sector	1,529.0	1,507.1
Total	1,836.1	8,744.3 (+376.2%)

The revised estimate for 2012-13 under Programme 7 Policy and Support is \$6,908.2 million or 376.2% higher than its original estimate. This is mainly due to the charging of a total of \$7 billion in-year injections that were approved by the Finance Committee during the year. In accordance with the established mechanism, provisions for initiatives under planning will not be included in the original estimate of Head 156 Government Secretariat: Education Bureau. After the approval of the Finance Committee, the related expenditure will then be included in the revised estimate of Head 156.

The net increase of 30 posts are for enhancing the provision of services in various areas, including support for school maintenance projects and supervision of works consultants, enhancement of computer system, and tackling drug abuse among students, and for replacing non-civil service contract positions with long-term service needs. The estimated salary expenditure involved is around \$16.95 million per annum in terms of notional annual mid-point salary value.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 28.3.2013

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

EDB423

Question Serial No.

3691

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 the 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 in the past 2 financial years (2011-2012 and 2012-2013):

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 what channels? If no, why?
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(b) Are there any projects for which funds have been reserved for conducting consultancy studies this year (2013-2014)? 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)	Follow-ups taken by the Administration on the study reports and their progress (if any)	For projects that are expected to be completed this year, 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 in the past 2 financial years (2011-2012 and 2012-2013) 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 what 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.	428,000	August 2009	Completed	The findings would be used as reference in curriculum and other reviews.	The report is placed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.
The Nielsen (Hong Kong Company)	Others (Open tender by Census and Statistics Department (C&SD))	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 C&SD's Thematic Household Survey.	700,000	January 2010	Completed	The findings would be used as reference in curriculum and other reviews.	Major findings have been reported in the Thematic Household Survey Report No. 47 published by the C&SD.
The Hong Kong Institute of Education	Others (By quotation)	Review Survey(s) on the Third Strategy on Information Technology in Education 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 Information Technology (IT) in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.	1,090,200	September 2009	Completed	The findings were used as reference in formulating support measures for IT in education.	The study report has been uploaded onto the website of the Education Bureau.
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in	1,299,375	September 2011	In progress	Not applicable as the study is scheduled for completion by around end of 2014.	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 what channels? If no, why?
		Schools. To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-Learning as the major learning model for our students in future.					
East China Normal University	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.	850,000	June 2010	Completed	The findings have been used as reference in enhancing the second cycle of the Quality Review.	The executive summary will be uploaded onto the website of the Education Bureau as soon as the final report is finalised.
Learning Files Ltd.	Others (By quotation)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (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 project is scheduled for completion by mid of 2014.
Curriculum, Evaluation and Management Centre, University of Durham	Others (By quotation)	Study on 'Through-train' Mode To stock take the empirical experience in realising the through-train objectives in different existing modes of school operation, i.e. the through-train mode as well as the feeder/ nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination.	1,410,000	September 2010	Completed	The major findings will be used as reference for proposing way forward for through-train and feeder/ nominated schools.	The executive summary will be uploaded on the website of the Education Bureau in early 2013.
Consumer Search Hong Kong Ltd	Others (By quotation)	Survey on opinion of employers on major aspects of performance of first degree and	1,080,000	July 2011	In progress	Not applicable as the study has not been completed.	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 what channels? If no, why?
		sub-degree graduates in year 2010 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.					
Policy 21 Limited	Others (by quotation)	Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong To stocktake the provision of international school places and project future demand and supply for Government's review on the support measures for the international school sector.	799,000	June 2011	Completed	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	Major findings will be reported to the Legislative Council Panel on Education.
MOV Field Service Specialist	Others (Open tender by C&SD)	To stock take the current demand for international school places among households in Hong Kong.	620,000	February 2011	Completed	The findings will be used as reference in the projection of future demand of international school places.	The Thematic Household Survey Report No. 49 was published by C&SD and released to the public on 23 February 2012. Users can download this publication free of charge from the website of C&SD.

(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?
Sir Colin Lucas	Others (by quotation)	To give professional advice for the UGC's Higher Education Review 2010 (HER 2010)	629,405 (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 announced the Government's response to and decision on the report in November 2011. Follow up on the recommendations are monitored by various UGC	The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version is also available on the UGC's website.

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 John Paul Randall	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2012-15 Academic Development Proposals (ADP), and in the actual scrutiny of institutions' ADPs	367,000 (GBP 32,420.5)	May 2010	Completed	groups. The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP exercise and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	Results of the 2012-15 ADP exercise have been made known to institutions.
Higher Aims Limited	Others (By quotation)	To help review the performances of the eight UGC-funded institutions on knowledge transfer and to map out a possible framework for its future development.	304,850 (GBP 25,000)	October 2011	Completed	The Consultant's recommendations will form the basis of the funding allocation and reporting requirements on knowledge transfer activities of the eight institutions in the 2012-15 triennium.	Details of the funding mechanism will be conveyed to the institutions and uploaded to the UGC website.
The Quality Assurance Agency for Higher Education in the UK	Others (by quotation)	To conduct a review of the Quality Assurance Council quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits.	793,878 (GBP 63,846)	November 2011	Completed	The Consultant's proposed revised Audit Manual for the second round of quality audits will be considered by the UGC.	The revised Audit Manual will be made known to the institutions and published on the UGC's website.
Mr Bahram Bekhradnia	Others (By quotation)	In response to the Government's in-principle acceptance of the recommendations in the " <i>Aspirations for the Higher Education System in Hong Kong</i> " issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system.	450,000	January 2012	Completed	The UGC has duly considered the report before formulating suggestions on how Credit Accumulation and Transfer System (CATS) should be developed in Hong Kong's higher education sector.	Subject to the government's views on how to proceed with CATS, results of the report would be made known to institutions.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2011-12 and 2012-13 to conduct consultancy study on public policy and strategic public policy.

(b) The consultancy studies for which provisions will be reserved in 2013-2014 are as follows –

(i) Studies commissioned/ 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)	Follow-ups taken by the Administration on the study reports and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what 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 is scheduled for completion by mid of 2014. On completion, the findings will be released. Means to be confirmed.
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools. To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-Learning as the major learning model for our students in future.	1,299,375	September 2011	In progress	The findings will be used as reference to map the way forward on the implementation of e-Learning in the local school community.	Not applicable as the study is scheduled for completion by around end of 2014. On completion, the study report will be released and uploaded onto the website of the Education Bureau.
Policy 21 Limited	Others (by quotation)	Analytical Study on “Free” Kindergarten Education To review and consolidate stakeholders’ views and analyse issues relating to the provision of free kindergarten education.	496,000	March 2013	In progress	The findings will be used as a reference for further discussion by a committee to be set up to study and make proposals on how to practically implement free kindergarten education.	Not applicable as the study has not been completed.
Not yet confirmed (Tender proposals under evaluation)	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 2) To conduct in-depth case studies with qualitative analysis.	Not yet confirmed	Not yet confirmed	Under planning	The findings will be used as reference to map the way forward on the implementation of e-Learning in the local school	Not applicable as the study project is scheduled for completion by around end of 2014.

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)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
		To collect good school practices, sound e-Learning solutions, e-pedagogies, etc of the pilot school projects.				community.	On completion, the study report will be released and uploaded onto the website of the Education Bureau.

Separately, the University Grant Committee and Student Financial Assistance Agency are not planning to conduct any consultancy studies on public policy and strategic public policy in 2013-14.

(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 include technical aspects (such as project design as well as methodology for sampling and data correlation / analysis which could impact the validity and reliability of the research), 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, and the fee proposal.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB424**

Question Serial No.

3707Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):
000 Operational expensesProgramme:Controlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

In regard to the 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 is or has been involved.

- (a) For Hong Kong/Mainland cross-boundary projects or programmes over the past 2 years (2011-12 and 2012-13), please provide information in the following format:

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme

- (b) For Hong Kong/Mainland cross-boundary projects or programmes of this year (2013-14), please provide information in the following format:

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what	Details of the legislative amendments or policy changes involved in the project/programme

				will be the manpower and expenditure involved? If not, what are the reasons	
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- (c) Apart from the projects or programmes listed above, are there any other modes of Hong Kong/Mainland cross-boundary cooperation? If so, what are they? What were the manpower and expenditure involved over the past 3 years (from 2010-11 to 2012-13)? How much financial and manpower resources have been earmarked in this year's 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 levels in which the Education Bureau (EDB) was involved in **2011-12 and 2012-13** are at Annex A.
- (b) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student levels that have been planned and in which EDB will be involved in **2013-14** are at Annex B.
- (c) Apart from the above projects/programmes, there is no other mode of cross-boundary co-operation under Programme (7) of Head 156.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Hong Kong/Mainland cross-boundary projects or programmes in which EDB was involved
from 2011-12 to 2012-13****- 2011-12**

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
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 the Framework Agreement (FA).	<ul style="list-style-type: none"> - Department of Education, Guangdong Province - Guangzhou Municipal Education Bureau - Shenzhen Municipal Education Bureau - various Mainland primary and secondary schools 	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for HK 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.	<ul style="list-style-type: none"> - Department of Education, Guangdong Province 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – In-service	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching	<ul style="list-style-type: none"> - Department of Education, Guangdong Province 	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Programme for English Language Teachers from Guangdong	methodologies in English Language through a 3-week course in Hong Kong. It is related to FA.				
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen It is not related to FA.	-Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA
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.	-Ministry of Education -Department of Education, Guangdong Province	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 whose operation are reported to the Education Panel of Legislative Council annually.	NA
Pilot Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland	The Programme aims at enhancing teachers’ professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong. It is related to FA.	-Ministry of Education - Department of Education, Guangdong Province - Shenzhen Municipal Education Bureau - The Education	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 will be reported to the Education Panel of Legislative Council.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
		Bureau of Foshan			
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives, and to understand the relationship between Hong Kong and Guangdong. It is related to FA.	- Ministry of Education -The People's Government of the Guangdong Province	Completed	Schools were invited to apply for the Programme via school circular.	NA
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland. It is not related to FA.	-People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places. It is not related to FA.	-Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the	-Ministry of Education	Completed	Schools were invited to apply for the Exchange Programme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	Mainland. It is not related to FA.				
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour. It is not related to FA.	-Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national developments and support for students to align curriculum objectives and experiences. It is not related to FA.	-Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA
"Understanding Our Motherland" Programme 2011	The Programme aims at enhancing students' understanding of national development and commitment towards the betterment of the country. It is not related to FA.	-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.	NA
Exchange	The Programme	-The	Completed	-Applications to the	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Programmes Sponsored by the Quality Education Fund	aims at enriching participants' understanding of the Mainland. It is not related to FA.	Programmes were organised by grantees of QEF projects (including schools and tertiary institutions)		Quality Education Fund were open to the public. -These programmes were bottom up initiatives proposed by grantees through open applications.	
Sponsored programmes organised by the National Education Centre (up to June 2012)	The Programme aims at enhancing students' understanding of the Mainland. It is not related to FA.	-Ministry of Education	Completed	Letters were issued by the Centre to invite schools to join the Programme.	NA
Sponsored programmes organised by the National Education Services Centre (up to June 2012)	The Programme aim at enhancing students' understanding of the Mainland. It is not related to FA.	-Ministry of Education	Completed	Letters were issued to invite schools to join the Programme.	NA
National Day Delegation from the Educational Sector of Hong Kong 2011	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow. It is not related to FA.	-Ministry of Education	Completed	A letter was issued to invite schools to join the Programme.	NA
Pilot Mainland Experience Scheme for Post-secondary Students	The Programme aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis. It is not related to	-Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The Programme started from 1 July 2011 and will end on 30 June 2016.	The programme was approved by the Finance Committee in June 2011.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	FA.				
Professional Study Courses for Student Teachers	<p>The Programme aims at enhancing student teachers' understanding of national development and gaining first-hand 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>	-Ministry of Education and normal universities in the Mainland	Completed	A letter with the objectives and details of the study courses was issued to invite local teacher education institutions to participate.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
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>	<p>-Department of Education, Guangdong Province</p> <p>-Guangzhou Municipal Education Bureau</p> <p>-Shenzhen Municipal Education Bureau</p> <p>- various primary and secondary schools</p>	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA
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>	-Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which 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.	- Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing. It is not related to FA.	-Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai. It is not related to FA.	-East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen It is not related to FA.	- Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA
Pilot Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou. It is not related to FA.	-The People's Government of Zhejiang Province	Completed	Under the pilot programme, letters were sent to large school sponsoring bodies inviting them to make nominations.	NA
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.	-Ministry of Education	The Programme commenced in August 2012 and will be completed in August 2013.	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	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
				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	<p>The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.</p> <p>It is related to FA.</p>	<p>-Department of Education, Guangdong Province</p> <p>-Shenzhen Municipal Education Bureau</p> <p>- The Education Bureau of Foshan</p>	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 will be reported to the Education Panel of Legislative Council.	NA
Mainland Exchange Programme for Junior Secondary and Upper	The Programme aims at providing opportunities for	-Ministry of Education	The Programme will be conducted	Schools were invited to apply for the	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Primary Students	students to explore national development from multiple perspectives and to understand the relationship between Hong Kong and Guangdong. It is related to FA.	-The People's Government of the Guangdong Province -Department of Education, Guangdong Province	throughout 2012/13.	programme via school circular.	
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland. It is not related to FA.	-Ministry of Education	Completed	Schools were invited to apply for the programme via school circular and training calendar	NA
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland. It is not related to FA.	-People's Governments at the local level	The Programmes will be conducted throughout 2012/13.	NGOs and schools were invited to apply for the scheme via web notice.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	-Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	It is not related to FA				
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland. It is not related to FA.	-Ministry of Education	The Programmes will be conducted throughout 2012/13.	Schools were invited to nominate students and teachers participants via school circular.	NA
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour. It is not related to FA.	-Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA
"Understanding Our Motherland" Programme 2012	The Programme aims at enhancing students' understanding of national development and commitment towards the betterment of the country.	-These Programmes will be organised by schools with different	The Programmes will be conducted throughout 2012/13.	Schools were invited to apply for the programme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	It is not related to FA.	local contacts in the Mainland.			
Exchange Programmes Sponsored by the Quality Education Fund	The Programme aims at enriching participants' understanding of the Mainland. It is not related to FA.	-The Programmes will be organised by grantees of QEF projects (including schools and tertiary institutions)	The Programmes will be completed in the 2012-13 financial year	-Applications to the Quality Education Fund were open to the public. -These programmes were bottom up initiatives proposed by grantees through open applications	NA
Sponsored programmes organised by the National Education Services Centre (up to the end of June 2012)	The Programmes aim at enhancing students' understanding of the Mainland. It is not related to FA.	-These Programmes were arranged by NESC with different organisations in the Mainland.	Completed	Schools were invited to apply for the programme via letters from NESC.	NA
National Day Delegation from the Educational Sector of Hong Kong 2012	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	-Ministry of Education	Completed.	A letter was issued to invite schools to join the programme.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	It is not related to FA.				
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national development and support for students to align curriculum with experiences. It is not related to FA.	-Ministry of Education	The Programme will be conducted throughout 2012/13.	Schools were invited to apply for the programme via school circular.	NA
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2012	The Scheme aims at providing opportunities to explore national development from multiple perspectives. It is not related to FA.	-These programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2012/13.	Schools were invited to apply for the scheme via school circular.	NA
Pilot Mainland Experience Scheme for Post-secondary Students	The Programme aims at subsidising post-secondary students to participate in short-term internship or learning programmes in the Mainland on a matching basis. It is not related to FA.	-Programmes will be organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The Programme started from 1 July 2011 and will end on 30 June 2016.	Matching grants of a total of \$22.4 million have been granted to 16 institutions in 2012/13. It is expected that over 7 000 students would benefit from the approved matching	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
				grants for 2012/13.	

Annex B

Hong Kong/Mainland cross-boundary projects or programmes in which EDB will be involved in 2013-14

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister	-Department of Education, Guangdong Province -Guangzhou Municipal Education Bureau -Shenzhen Municipal	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	<p>school pair formulates and carries out its own activities.</p> <p>It is not related to FA.</p>	Education Bureau			
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>	-Department of Education, Guangdong Province	The Programme will commence in July 2013 and complete in March 2014.	The Programme will be announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a	-Department of Education, Guangdong Province	The Programme will be held in July 2013.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	3-week course in Hong Kong. It is related to FA				
Leadership Enhancement Programme for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing. It is not related to FA.	-Beijing Normal University	The Programme will be held in May 2013.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Leadership Enhancement Programme for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai. It is not related to FA.	-East China Normal University	The Programme will be held in April 2013.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen	-Shenzhen Municipal Education Bureau	The Forum is scheduled for Dec 2013.	Letters will be sent to invite school principals to participate in the Forum.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	It is not related to FA.				
Professional Study Tours to the Mainland for School Curriculum Leaders	<p>The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/ Xian.</p> <p>It is not related to FA.</p>	<p>-The People's Government of Zhejiang Province</p> <p>-The People's Government of Shanxi Province</p>	The Programme will be held in April/May 2013.	Letters were sent to all school sponsoring bodies inviting them to make nominations.	NA
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	<p>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.</p> <p>It is related to FA.</p>	-Ministry of Education	The Programme will commence in August 2013 and will be completed in August 2014.	The content and purpose of the Programme will be 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.	NA
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional	<p>- Department of Education, Guangdong Province</p> <p>- Shenzhen</p>	The Programme commenced in March 2013 and will be completed in	The content and purpose of the Programme were announced to schools via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen, Zhongshan and Guangdong. It is related to FA.	Municipal Education Bureau - The Education Bureau of Foshan - The Education Bureau of Zhongshan	June 2013.	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.	
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives and understand the relationship between Hong Kong and Guangdong. It is related to FA.	-Ministry of Education -The People's Government of the Guangdong Province -Department of Education, Guangdong Province	The exchange Programme will be conducted throughout 2013/14.	Schools will be invited to apply for the programme via school circular.	NA
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong	-Ministry of Education	The Programme will be conducted in Shanghai in April 2013.	Schools will be invited to apply for the programme via training calendar.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	and in the Mainland. It is not related to FA.				
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland. It is not related to FA.	-People's Governments at the local level	The Programmes will be conducted throughout 2013/14.	NGOs and schools will be invited to apply for the scheme via web notice.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places. It is not related to FA.	-Beijing Municipal Commission of Education	The Programme will be conducted in July 2013.	Schools will be invited to nominate students and teachers participants via school circular.	NA
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development	-Ministry of Education	The Programmes will be conducted throughout 2013/14.	Schools will be invited to nominate students and teachers participants via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	and providing opportunities for exchanges with students in the Mainland. It is not related to FA.				
“Understanding Our Motherland” Programme 2013	The Programme aims at enhancing students’ understanding of national development and commitment towards the betterment of the country. It is not related to FA.	-These Programmes will be organised by schools with different local contacts in the Mainland.	The Programmes will be conducted throughout 2013/14.	Schools will be invited to apply for the programme via school circular.	NA
Exchange Programmes Sponsored by the Quality Education Fund.	The Programme aims at enriching participants’ understanding of the Mainland. It is not related to FA.	-The Programmes will be organised by grantees of QEF projects (includes schools and tertiary institutions)	The Programmes will be completed in the 2013-14 financial year	-Applications to the QEF was open to the public. -These programmes were bottom up initiatives proposed by grantees through open applications.	NA
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers’ understanding	-Ministry of Education	The Programme will be conducted between September and October 2013.	A letter will be issued to invite schools to join the programme.	

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
	of the Mainland and promoting professional interflow. It is not related to FA.				
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims to provide opportunities for senior secondary school students to participate in Mainland exchange programmes organized by their schools, so as to facilitate their understanding of Chinese history and culture, as well as national development. It is not related to FA.	-Ministry of Education	The Programme will be conducted throughout 2013/14.	Schools will be invited to apply for the programme via school circular.	NA
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2013	The Scheme aims at providing opportunities to explore national development from multiple perspectives. It is not related to FA.	-These Programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2013/14.	Schools will be invited to apply for the scheme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the expenditure involved in the Framework Agreement	Mainland department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons	Details of the legislative amendments or policy changes involved in the project/programme
Pilot Mainland Experience Scheme for Post-secondary Students	<p>The Programme aims at subsidising post-secondary students to participate in short-term internship or learning programmes in the Mainland on a matching basis.</p> <p>It is not related to FA.</p>	-Programmes will be organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The Programme started from 1 July 2011 and will end on 30 June 2016.	We will invite programme proposals and applications for matching grants for 2013/14 from post-secondary institutions in mid-2013.	NA
Professional Study Courses for Student Teachers	<p>The Programme aims at enhancing student teachers' understanding of national development and gaining first-hand 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>	-Ministry of Education and normal universities in the Mainland	The Programme will be held in 2013/14.	We will sort out with the normal universities in the Mainland and local institutions on the details of implementation of the Programme in 2013/14.	NA

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

EDB425

Question Serial No.

3716

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:

1. Please provide a breakdown of number of enquiries and requests for assistance from people of different sexual orientations or gender identities received by the Administration and its Education Bureau in the past 5 years (from 2008 to 2012).
2. Has the Administration assessed the need of people of different sexual orientations or gender identities for various types of existing education services? If yes, what are the details? If not, what are the reasons?
3. Has the Administration issued guidelines to frontline staff on provision of services to people of different sexual orientations or gender identities? If yes, what are the details? If not, what are the reasons and whether the Administration will consider drawing up such guidelines?
4. Has the Administration provided training for frontline staff on provision of services to people of different sexual orientations or gender identities? If yes, what are the details of the training in the past 3 years (from 2010 to 2012)? If not, what are the reasons and whether the Administration will consider providing such training?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

1. Services of the Education Bureau are provided on an equal basis to clients irrespective of their sexual orientations or gender identities. In this regard, we have not captured information about the sexual orientations or gender identities of those who made enquiries or requests for assistance in our collection of statistics.
2. This Bureau provides services to our clients on an equal basis irrespective of their sexual orientations or gender identities. The two aforesaid factors have not been included in our assessment of the needs of clients for various types of existing education services.
3. The Government is committed to promoting the principle of equal opportunities. Sexual orientations or gender identities are not factors to be considered in our provision of existing education services. Our frontline staff are fully aware of the importance of fair treatment to all members of the public and we do not consider there is a need to draw up guidelines in this respect for our frontline staff.
4. The concept of equal opportunity has been well integrated into EDB's day-to-day work as staff are all aware that sexual orientations or gender identities are not factors of consideration for provision of our existing education services. Therefore, we do not see any specific training needs in this regard.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB426

Question Serial No.

3730

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 Administrative estimates that under Direct Subsidy Scheme (DSS), there are in total 21 primary schools and 62 secondary schools. In this regard, please advise:

1. the numbers of students in the DSS secondary and DSS primary sectors respectively;
2. a breakdown, in tabular form, of the school fees of all DSS secondary and primary schools, as well as the amount of provisions that the DSS schools are required to make for fee remission/ scholarship scheme in accordance with their Service Agreements;
3. what is the amount of manpower assigned to oversee the financial management of all DSS secondary and primary schools for ensuring compliance with Service Agreements? Are the required provisions of the schools fully utilised in their fee remission/ scholarship schemes? If not, what are the surpluses of the fee remission/ scholarship scheme provisions in each school? Please tabulate whether the Administration has followed up to ascertain the causes of under-utilised provisions.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

1. In the 2012/13 school year, there are in total 61 secondary schools and 21 primary schools under the Direct Subsidy Scheme (DSS). As at 28 September 2012 there were 49 045 and 14 282 students studying in the DSS secondary and primary schools respectively.
2. The school fees charged by DSS secondary and primary schools at various levels in the 2012/13 school year are tabulated in Appendices 1 and 2 respectively. The required amount of fee remission/ scholarship reserve of each DSS school by making reference to the latest 2010/11 audited accounts is tabulated in Appendix 3.
3. There is no EDB Division that is responsible for DSS administration alone. As such, it is difficult to segregate with precision the resources assigned to oversee the financial management of DSS schools. The amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations. The same applies to staff in the Regional Education Offices for whom support and monitoring of DSS schools constitute only part of their responsibilities. A rough ballpark assessment is that in the 2012/13 school year, there are around 4.5 staff deployed for undertaking duties relating to school audit of DSS schools and the related follow-up work.

As for the utilisation of the fee remission/ scholarship scheme provisions, 41 DSS schools fully utilised 100% or even over 600% of their required fee remission/ scholarship scheme provisions in the 2010/11 school year. The situation of those DSS schools with surplus of the required fee remission/ scholarship

scheme provisions as reflected in their latest 2010/11 audited accounts is shown in Appendix 4. Schools concerned are reminded to devise school-based arrangements to better utilise their fee remission/ scholarship reserve and to provide additional financial assistance for needy students. Acceptable options are relaxing the criteria for awarding fee remission/ scholarship; reducing the school fees; subsidising eligible students in their purchase of textbooks/ reference books/ stationery; and sponsoring eligible students for joining extra-curricular activities, such as overseas educational visits and exchange study programmes, etc. For one school with the reserve for the fee remission/ scholarship scheme reaching a cumulative amount that exceeds the school's half-year total fee income due to low utilisation of the scheme, it has submitted to EDB a plan on how the specific reserve can be effectively deployed. EDB will continue to closely monitor the situation.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10 April 2013

School Fees of DSS Secondary Schools in the 2012/13 School Year

No.	Name of School	School Fee					
		S1	S2	S3	S4	S5	S6
1	Buddhist Fat Ho Memorial College	3,000				N/A	
2	Caritas Charles Vath College	N/A			8,400		
3	CCC Kung Lee College	N/A			11,000	11,000 – 14,000	10,000 – 14,000
4	Chan Shu Kui Memorial School	700	600	400	6,000		
5	China Holiness College	2,650			5,800		9,520
6	Chinese Y.M.C.A. Secondary School	10,000					N/A
7	Confucius Hall Secondary School	2,000	1,200	N/A			
8	Creative Secondary School	58,500		61,700		66,400	
9	Delia Memorial School (Broadway)	Free			3,000		
10	Delia Memorial School (Glee Path)	Free			3,000		
11	Delia Memorial School (Hip Wo)	Free			3,000		
12	Delia Memorial School (Matteo Ricci)	Free			3,000		
13	Delia Memorial School (Yuet Wah)	Free			3,000		
14	Diocesan Boys' School*	35,300					
15	Diocesan Girls' School	38,000					
16	ECF Saint Too Canaan College	12,600			9,450		7,350
17	ELCHK Lutheran Academy*	45,860	40,950		N/A		
18	Evangel College*	19,970					
19	Fanling Lutheran Secondary School	5,500		3,500	4,500		
20	Fukien Secondary School	11,200			13,720		
21	G. T. (Ellen Yeung) College*	32,780	34,980		37,180		
22	Good Hope School	35,000			45,000		
23	Heep Yuun School	30,000	N/A				
24	Heung To Middle School	3,000			6,600		
25	Heung To Middle School (Tin Shui Wai)	1,500			4,200		
26	Heung To Secondary School (Tseung Kwan O)	4,000			6,650		
27	HKBU Affiliated School Wong Kam Fai Secondary and Primary School*	35,000					
28	HKCCC Union Logos Academy*	26,000					
29	HKFYG Lee Shau Kee College	19,200			28,800		
30	HKICC Lee Shau Kee School of Creativity	N/A			26,000	24,500	27,000
31	HKMA David Li Kwok Po College	29,239	27,205	25,520	24,272		21,238
32	HKUGA College	35,000	36,000	37,000	38,000	39,000	40,000
33	Hon Wah College*	15,120					
34	Kiangsu-Chekiang College	4,836					
35	Kowloon Sam Yuk Secondary School	1,900	1,800	1,700	1,600	1,500	
36	Lam Tai Fai College	20,000			15,694	16,874	19,470
37	Law Ting Pong Secondary School	10,000			13,000		N/A
38	Li Po Chun United World College of Hong Kong	N/A				98,000	

No.	Name of School	School Fee					
		S1	S2	S3	S4	S5	S6
39	Pak Kau College	1,800			3,800		
40	PLK Laws Foundation College	18,000			22,000		
41	PLK Ngan Po Ling College	24,000			23,000		
42	Pui Kiu College*	23,000			29,000		
43	Pui Kiu Middle School	5,800	4,100		8,900		8,890
44	QualiEd College	6,000			8,000		
45	St. Margaret's Co-educational English Secondary and Primary School*	26,950	23,400	20,950	17,650		15,729
46	St. Margaret's Girls' College, Hong Kong	7,000			12,000		
47	St. Paul's Co-educational College	52,000					
48	St. Paul's College	38,000					
49	St. Paul's Convent School	25,000			27,500		
50	St. Stephen's College	50,000					N/A
51	Stewards Pooi Kei College	18,000	17,500	17,000		16,000	15,000
52	Tai Po Sam Yuk Secondary School	5,500	4,500				
53	Tak Sun Secondary School	22,000					8,500
54	The Chinese Foundation Secondary School	9,050			13,300		
55	Tsung Tsin Christian Academy	28,000			26,500		
56	United Christian College (Kowloon East)	22,000			21,000	20,000	19,000
57	Wai Kiu College	3,000			3,200		
58	Workers' Children Secondary School	2,500			6,160		
59	Yeo Chei Man Senior Secondary School	N/A				6,300	
60	Ying Wa College	16,500					N/A
61	YMCA of Hong Kong Christian College	28,000	25,500	22,000	20,000		

* Schools operate classes at both secondary and primary levels

School Fees of DSS Primary Schools in the 2012/13 School Year

No.	Name of School	School Fee					
		P1	P2	P3	P4	P5	P6
1	Delia (Man Kiu) English Primary School	7,370					
2	Diocesan Boy’s School*	40,000					
3	ELCHK Lutheran Academy*	41,160	36,750			N/A	
4	Evangel College*	16,300					
5	Fukien Secondary School Affiliated School	30,000		18,000 – 30,000			
6	G. T. (Ellen Yeung) College*	28,600		30,800		32,780	
7	HKBU Affiliated School Wong Kam Fai Secondary and Primary School*	35,000					
8	HKCCC Union Logos Academy*	23,000					N/A
9	HKUGA Primary School	21,000					
10	Hon Wah College*	14,000					
11	Lingnan University Alumni Association (Hong Kong) Primary School	13,200					
12	PLK Camoes Tan Siu Lin Primary School	14,800					
13	PLK HKTA Yuen Yuen Primary School	9,900					
14	PLK Lam Man Chan English Primary School	12,800					
15	PLK Luk Hing Too Primary School	13,000					11,000
16	Pui Kiu College*	21,000					
17	St. Margaret’s Co-educational English Secondary and Primary School*	31,000			29,950		29,200
18	St. Paul’s Co-educational College Primary School	60,000					
19	St. Paul’s College Primary School	30,000					
20	WF Joseph Lee Primary School	12,000					
21	Ying Wa Primary School	15,000					N/A

* Schools operate classes at both secondary and primary levels

**Required Provision of Fee Remission/ Scholarship Reserve in DSS Schools
(based on the 2010/11 Audited Accounts)**

Name of School	Level	Required Provision of Fee Remission/ Scholarship Reserve
School 1	Pri	300,000
School 2	Pri	350,645
School 3	Pri	388,854
School 4	Pri	674,750
School 5	Pri	708,650
School 6	Pri	715,671
School 7	Pri	1,003,680
School 8	Pri	1,487,696
School 9	Pri	1,530,060
School 10	Pri	1,642,800
School 11	Pri	14,485,707
School 12	Pri/Sec	1,217,248
School 13	Pri/Sec	1,309,642
School 14	Pri/Sec	1,544,206
School 15	Pri/Sec	2,426,969
School 16	Pri/Sec	2,675,212
School 17	Pri/Sec	3,497,370
School 18	Pri/Sec	4,225,150
School 19	Pri/Sec	4,713,213
School 20	Pri/Sec	8,600,266
School 21	Pri/Sec	13,214,824
School 22	Sec	13,680
School 23	Sec	90,660
School 24	Sec	94,410
School 25	Sec	94,749
School 26	Sec	103,230
School 27	Sec	108,577
School 28	Sec	114,700
School 29	Sec	174,630
School 30	Sec	205,620
School 31	Sec	225,414

Name of School	Level	Required Provision of Fee Remission/ Scholarship Reserve
School 32	Sec	231,712
School 33	Sec	241,740
School 34	Sec	244,370
School 35	Sec	283,779
School 36	Sec	289,485
School 37	Sec	366,397
School 38	Sec	367,189
School 39	Sec	393,135
School 40	Sec	419,744
School 41	Sec	443,625
School 42	Sec	445,400
School 43	Sec	492,422
School 44	Sec	495,433
School 45	Sec	514,147
School 46	Sec	528,450
School 47	Sec	589,316
School 48	Sec	635,718
School 49	Sec	664,160
School 50	Sec	757,896
School 51	Sec	1,027,718
School 52	Sec	1,123,407
School 53	Sec	1,252,530
School 54	Sec	1,349,440
School 55	Sec	1,352,518
School 56	Sec	1,370,406
School 57	Sec	1,453,010
School 58	Sec	1,509,430
School 59	Sec	1,636,384
School 60	Sec	1,661,254
School 61	Sec	1,885,530
School 62	Sec	1,935,180
School 63	Sec	2,162,423
School 64	Sec	2,810,946
School 65	Sec	3,260,038
School 66	Sec	4,520,434

Name of School	Level	Required Provision of Fee Remission/ Scholarship Reserve
School 67	Sec	5,735,240
School 68	Sec	5,993,585
School 69	Sec	6,516,441
School 70	Sec	7,304,704
School 71	Sec	8,665,698
School 72	Sec	9,258,750
School 73	Sec	14,543,950

Note: There were 73 (11 primary + 10 primary-cum-secondary + 52 secondary) DSS schools in the 2010/11 school year.

**Surplus of Required Fee Remission/ Scholarship Scheme Provisions
(as reflected in the 2010/11 Audited Accounts)**

No	Name of School	Level	Surplus of Required Fee Remission/ Scholarship Scheme Provisions
1	School A	Pri	61,720
2	School B	Pri	70,352
3	School C	Pri	109,379
4	School D	Pri	199,100
5	School E	Pri	231,850
6	School F	Pri	333,091
7	School G	Pri	525,300
8	School H	Pri	615,842
9	School I	Pri	927,380
10	School J	Pri	8,205,788
11	School K	Pri/Sec	260,886
12	School L	Pri/Sec	487,828
13	School M	Pri/Sec	990,392
14	School N	Pri/Sec	1,603,985
15	School O	Pri/Sec	1,739,765
16	School P	Pri/Sec	1,964,612
17	School Q	Pri/Sec	3,015,605
18	School R	Pri/Sec	4,283,507
19	School S	Sec	34,620
20	School T	Sec	59,700
21	School U	Sec	104,027
22	School V	Sec	134,489
23	School W	Sec	202,645
24	School X	Sec	431,886
25	School Y	Sec	563,475
26	School Z	Sec	631,975
27	School AA	Sec	1,390,115
28	School AB	Sec	1,661,981
29	School AC	Sec	1,854,542
30	School AD	Sec	3,048,117
31	School AE	Sec	4,526,752
32	School AF	Sec	4,596,441

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

EDB427

Question Serial No.

4341

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 supporting schools to help students with special educational needs (SEN), please tell us:

- Whether funding has been set aside for meeting expenses and manpower costs involved in supporting students with learning difficulties in the 2010-11, 2011-12, 2012-13 and 2013-14 Estimates? If yes, what are the amounts? If no, what are the reasons?
- What was the number of applications for funding in the past three years (i.e. 2010-11, 2011-12, and 2012-13)? For schools which were granted funding, how did they use such funding? Please list out the items on which such funding was used by each school.
- Has the Administration collected statistics on the utilisation of funding by schools? If yes, please list out the items on which such funding was used by each school and the categories of students with learning difficulties supported. If no, what are the reasons?
- Has the Administration monitored the utilisation of funding by schools? If yes, what are the monitoring measures? What are the details on the manpower involved?
- Has the Administration assessed the effectiveness of the utilisation of funding by schools? If yes, what are the assessment measures and assessment results?

Asked by: Hon. KWOK Ka-ki

Reply:

(a) - (e)

Under the Disability Discrimination Ordinance, all schools have the legal obligation to admit students with special educational needs (SEN) and provide them with appropriate support through the Whole School Approach (WSA) to integrated education (IE). To support schools to cater for their students with SEN, the Education Bureau (EDB) has been providing public sector 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 based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy services), etc. 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. to help the schools cater for their students with SEN. Hence, all students with SEN in these schools will benefit. The expenditures for the 2010/11 and 2011/12 school years were \$900 million and \$964 million respectively, whereas the estimated expenditures for the 2012/13 and 2013/14 school years are \$1,021 million and \$1,076 million respectively.

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. The EDB also requires schools to submit a self-evaluation report on the implementation of the WSA to IE at the end of each school year. To further enhance transparency, schools are required to set out in their reports how resources are deployed to provide support services for students with SEN. While EDB does not collect detailed statistics on all the related expenditure items, it will make arrangement for its professional staff to conduct regular school visits and annual reviews, and organise training and sharing sessions for schools to ensure proper deployment of resources for supporting students with SEN. In short, there is an established accountability and monitoring mechanism on the use of resources by schools to support students with SEN.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 9.4.2013

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

EDB428

Question Serial No.

4343

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 inform us whether it knows or has assessed the number of students with various types of learning difficulties in Hong Kong? If so, please give a breakdown of the numbers of students by their age groups and types of learning difficulties in the past three years (i.e. from 2010-11 to 2012-13), as well as the existing figures; what is the percentage share of such figures in the population of the respective age groups?

Asked by: Hon. KWOK Ka-ki

Reply:

The Education Bureau maintains data of students with special educational needs (SEN) by grade levels and their major SEN types. The numbers of students with SEN in public sector mainstream schools by grade levels and by their major SEN types in the 2010/11, 2011/12 and 2012/13 school years are tabulated at the Appendix. As we do not keep the above student data by age groups, we are unable to provide the percentage share of students with SEN in the population of the respective age groups.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Number of Students with SEN in Public Sector Mainstream Schools
by Grade Levels by Major SEN Types in the 2010/11, 2011/12 and 2012/13 School Years ^(Note)**

2010/11

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	40	60	368	62	17	3	39	21
P2	665	135	382	188	25	5	43	623
P3	1 786	155	353	333	31	7	50	383
P4	2 080	151	366	444	45	12	59	220
P5	2 168	128	288	477	44	8	71	137
P6	1 809	143	227	492	46	15	65	94
S1	1 863	166	186	373	37	8	72	71
S2	1 516	169	185	364	53	20	76	60
S3	1 385	208	170	286	55	17	81	36
S4	1 004	131	126	152	45	17	91	33
S5	630	133	91	69	29	16	87	24
S6	21	0	15	2	5	4	21	1
S7	15	1	9	2	3	4	21	3

2011/12

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	68	431	53	21	0	33	47
P2	428	94	422	143	21	6	45	910
P3	1 612	166	417	293	18	6	49	450
P4	2 039	166	386	449	19	6	52	281
P5	2 131	154	378	503	29	12	60	174
P6	2 197	127	290	513	32	8	72	110
S1	1 891	164	225	488	35	15	63	60
S2	1 803	184	210	468	47	11	71	29
S3	1 494	181	206	379	39	26	78	42
S4	1 248	178	177	265	50	19	82	35
S5	834	108	129	124	38	16	87	20
S6	557	125	94	62	31	17	88	22
S7	19	0	11	4	7	4	23	2

2012/13

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	67	496	57	13	2	35	30
P2	533	88	542	186	23	3	34	890
P3	1 645	113	487	414	22	5	42	445
P4	1 943	181	469	535	15	7	48	268
P5	2 084	161	425	634	22	4	49	189
P6	2 163	154	417	628	31	11	57	117
S1	2 267	149	294	577	33	8	66	73
S2	1 822	168	258	567	42	18	58	39
S3	1 792	195	245	486	45	19	72	22
S4	1 344	153	208	362	41	21	63	22
S5	1 041	164	179	228	47	19	80	21
S6	779	103	123	113	38	13	79	13

Note:

- Figures refer to the position as at September of the respective school years.
- With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN in the 2011/12 school year has increased.

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

EDB429

Question Serial No.

4346

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:

With regard to teacher training, will the Administration please advise on:

- the respective numbers of primary and secondary school teachers who had completed the basic course on special education in the past three years (i.e. 2009/2010, 2010/2011 and 2011/2012)? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- the respective numbers of primary and secondary school teachers who had completed the advanced course on special education in the past three years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- the respective numbers of primary and secondary school teachers who had completed the thematic course on special education in the past three years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?

Asked by: Hon. KWOK Ka-ki

Reply:

(a) - (c)

The Education Bureau (EDB) is committed to enhancing the professional capacity of teachers in catering for students with special educational needs (SEN). We launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers. The numbers of public sector mainstream school teachers having successfully completed the BAT Courses in the 2009/10, 2010/11 and 2011/12 school years are as follows:

Course	2009/10		2010/11		2011/12	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	499	541	97	264	147	211
Advanced	141	166	118	169	160	213
Thematic	250	366	531	484	592	386

Public sector mainstream school teachers who have completed the BAT Courses amounting to a total of 30 hours or more or equivalent will be recognised as having special education training. As at the 2011/12 school year, the total numbers of teachers in public sector primary schools and secondary schools with special education training are 6,995 and 4,012 respectively, representing about 39.1% and 15.6% of the total numbers of public sector primary and secondary school teachers in Hong Kong. The percentage of secondary school teachers having received special education training as at the 2011/12 school year is lower than that of their primary counterpart. This is mainly attributed to secondary school teachers' preoccupation with the implementation of the New Senior Secondary curriculum. To further enhance the capacity of mainstream school teachers in catering for students with SEN, EDB has launched a new round of the BAT Courses starting from the 2012/13 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB430

Question Serial No.

4667

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:

It is stated in the Estimates that the Education Bureau will continue to implement the Qualifications Framework. Please provide this Committee with the following information in the past three years (2010-11, 2011-12 and 2012-13):

1. Regarding application for reimbursement of qualifications assessment fee, what kind of publicity work has been carried out by the Education Bureau? What is the amount of expenses involved? Please list out by year.
2. What is the number of applicants who have been reimbursed the Recognition of Prior Learning assessment fees under the Qualifications Framework Support Scheme? Please list out by industry.

Asked by: Hon. KWOK Wai-keung

Reply:

1. To support the implementation of the Qualifications Framework (QF), we have launched a number of financial assistance schemes, collectively known as the QF Support Schemes (QFSS), which cover, among other things, the reimbursement of Recognition of Prior Learning (RPL) assessment fees to practitioners. From 2010-11 to 2012-13, we have publicised the reimbursement of RPL assessment fees as part of our on-going publicity and promotion of the RPL mechanism and QF, such as –
 - (a) briefing sessions and major promotional events (e.g. QF Commendation Ceremony);
 - (b) visits to trade associations / labour unions / individual companies;
 - (c) promotion at events of trade associations / labour unions / professional organisations (e.g. exhibitions, competitions);
 - (d) promotion in partnership with trade associations / labour unions / professional organisations (e.g. collecting RPL applications through these associations / unions / organisations);
 - (e) advertisements in newspapers and newsletters of trade associations / labour unions; and
 - (f) distribution of promotional leaflets / souvenirs.

We do not have a separate breakdown for the expenses on publicising the reimbursement of RPL assessment fees.

2. As at March 2013, RPL mechanism has been implemented in eight industries. The numbers of applicants who have been reimbursed the RPL assessment fees under the QFSS from 2010-11 to 2012-13 are as follows –

Industry ¹	Number of applicants with reimbursement of RPL assessment fees		
	2010-11	2011-12	2012-13 ²
Watch & Clock	0	37	9
Hairdressing	60	127	36
Printing & Publishing	6	192	26
Property Management	0	374	2 048
Automotive	RPL not yet implemented	29	56
Jewellery		0	61
Logistics		0	24
Chinese Catering		RPL not yet implemented	0
Total	66	759	2 260

Notes:

1. The implementation dates of RPL mechanism in the eight industries are set out below:

Industry	Implementation dates of RPL mechanism
Watch & Clock	1 June 2008
Hairdressing	1 June 2008
Printing & Publishing	1 June 2008
Property Management	15 March 2011
Automotive	15 November 2011
Jewellery	15 November 2011
Logistics	15 March 2012
Chinese Catering	7 January 2013

2. Up to 28 February 2013.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB431

Question Serial No.

4673

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 Bureau states that it “continues to implement the cross-sectoral Qualifications Framework which aims to provide clear and diverse progression pathways and specify the outcome standards required for the award of qualifications at different levels.” In this connection, will the Government inform this Committee whether, in providing “clear and diverse progression pathways,” it has studied how the existing Qualifications Framework levels can interconnect with nationally or internationally recognised vocational qualifications (e.g. National Occupational Qualification Certificates and LCC) with a view to mutual recognition? If so, how much funding has been allocated for such studies and what are their results? If not, will such studies be conducted this year? If not, what are the reasons?

Asked by: Hon. KWOK Wai-keung

Reply:

The Government launched the Qualifications Framework (QF) in May 2008 to establish an accessible articulation pathway to promote lifelong learning with a view to continuously enhancing the quality, professional and diversification of our local workforce. QF is a seven-level hierarchy covering qualifications in the academic, vocational and continuing education sectors. All qualifications recognized under QF are quality assured.

We have been actively exploring referencing or aligning our QF with QFs of other areas so as to facilitate the mobility and articulation of people. A Letter of Intent with the Guangdong Occupational Skill Testing Authority was signed in May 2011 to explore the feasibility of cooperation and the possibility of benchmarking competency standards developed under the Hong Kong QF with the relevant National Occupational Standards of the Mainland China. Also, in March 2012, we signed a Memorandum of Understanding with the Scottish Credit and Qualifications Framework Partnership to strength the development and co-operation between Hong Kong and Scotland on the development of QF.

Furthermore, we engaged a consultant to conduct a feasibility study on benchmarking or referencing the Hong Kong QF to the European QF, the QF adopted by the European Union, in early 2012 at a cost of \$330,000. The study was completed in April 2012. The study is positive on the feasibility of the benchmarking or referencing. At the 6th Structured Dialogue Meeting between European Union and Hong Kong Special Administrative Region held in December 2012, both sides agreed to explore the feasibility of co-operation on QF. We would continue to liaise with the European Union on this front.

In addition, we have invited the Vocational Training Council to launch a pilot project, the Vocational English Enhancement Programme (VEEP), on the development of vocational English courses based on the Specification of Generic (Foundation) Competencies of QF. A total of 21 courses in Transport Logistics, Import/Export & Wholesale, Hotel, Catering & Tourism, Retail, Banking & Finance and Generic Skills were rolled out from April 2011 to August 2012. In the light of the positive feedback from the industries on the pilot project, the Standing Committee on Language Education and Research has approved the use of the

Language Fund to continue providing VEEP to the industries for another three years starting from November 2012. The VEEP courses are benchmarked with the London Chamber of Commerce and Industry International Qualifications (LCCI).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

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

EDB432

Question Serial No.

4676

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 “continue to develop and implement the Qualifications Framework in various industries”, and the development and implementation of the Qualifications Framework include developing the Specifications of Competency Standards (SCSs) by the 19 Industry Training Advisory Committees (ITACs) for their respective industries and launching SCSs-based training courses by training institutions. In this connection, will the Government inform this Committee of:

1. the number of available courses that are SCSs-based. Please list them by name of institution;
2. the number of available courses that are not SCSs-based while the SCSs of their respective industries have been published. Please list them by name of institution;
3. the number of available courses with no ITACs and SCSs in their respective industries. Please list them by name of institution.

Asked by: Hon. KWOK Wai-keung

Reply:

So far, we have assisted 19 industries in setting up their Industry Training Advisory Committees (ITACs) under the Qualifications Framework (QF). Twelve of these ITACs have drawn up their Specification of Competency Standards (SCS) which facilitate the development of education and training courses and mapping out of progression pathways. Work by other ITACs on drawing up their SCSs is in progress.

We encourage the development of courses based on SCSs. At the same time, we also encourage all training providers to have their academic, vocational and continuing education courses and qualifications quality assured under the QF and then uploaded to web-based Qualifications Register (QR) for public information. As at 15 March 2013, there were 7 639 valid qualifications and courses listed on the QR. Among them, 213 were SCS-based courses. The breakdown of these SCS-based courses by the names of the course providers is at Annex. SCS-based courses are specifically so indicated on the QR. The remaining courses on the QR were not SCS-based. These courses are not specifically related to an industry. Detailed information can be found in the web-based QR (<http://www.hkqr.gov.hk>).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Breakdown of SCS-based Courses
(Position as at 15 March 2013)**

Course Provider	Number of SCS-based Courses
1) Advanced Printing Technology Centre Limited	11
2) Beauty Tech Institute Limited	2
3) Caritas Bianchi College of Careers	2
4) Caritas Community & Higher Education Service	5
5) Factorplus International Academy	2
6) Farida Hair & Beauty Education Centre	7
7) French Institutes Beauty School	1
8) FTU Employment Development Service Ltd.	16
9) HKBHA Academy	1
10) HKCT Group Limited	2
11) HKU School of Professional and Continuing Education	2
12) Hong Kong & Kowloon Restaurant and Cafe Workers General Union Vocational (Day) School	2
13) Hong Kong Association For Democracy & People's Livelihood	1
14) Hong Kong College of Technology	3
15) Hong Kong Confederation of Trade Unions Training Centre	9
16) Hong Kong Employment Development Service Limited	13
17) Hong Kong Federation of Restaurants and Related Trades Charitable Foundation Limited	4
18) Hong Kong Institute of Vocational Education, Vocational Training Council	9
19) Hong Kong Jewellery & Jade Manufacturers Association	1
20) Hong Kong Property Management HR Training Centre Limited	1
21) Hong Kong Young Women's Christian Association Continuing Education Department	1
22) Human Resources and Administration Department of Hong Yip Service Company Limited	6
23) Human Resources Department of Sino Land Company Limited	2
24) Human Resources Section (Learning & Development) of Hong Kong Housing Society	1
25) Institute for Entrepreneurship, The Hong Kong Polytechnic University	4
26) Inter-Pro Beauty Architect School Limited	4
27) ISS EastPoint Property Management Limited	2
28) Jenny Beauty College	2
29) KCRA Community Education Enhancement Center Limited	1
30) Learning and Development Department of Chow Sang Sang Holdings International Limited	3
31) Learning and Development Team of Synergis Management Services Limited	1
32) Leo Hair & Beauty Training Center	5
33) Marketing and Management Department of Lai Sun Development Company Limited	1
34) Ming Salon Limited	1
35) Monita Academy	7
36) Occupational Safety and Health Council	1
37) Pivot Point College Hong Kong	13
38) Royal International College	3
39) Technical Department of Dah Chong Hong (Motor Service Centre) Limited	1
40) The Association of Electrical and Mechanical Engineering (Hong Kong) Limited	3

Course Provider	Number of SCS-based Courses
41) The Beauty School Limited	2
42) The Federation of Hong Kong & Kowloon Labour Unions	2
43) The Hong Kong Association of Hair Design	19
44) The Hong Kong Confederation of Trade Unions	9
45) The Hong Kong Federation of Trade Unions	7
46) The Scout Association of Hong Kong-Friends of Scouting	1
47) T-Nail Academy	1
48) Touch Up Production Limited	1
49) Training and Development Division of Tao Heung Group Limited	2
50) Training Department of Hop On Management Company Limited	1
51) Training Division of Human Resources Department of Well Born Real Estate Management Limited	2
52) Training Division of Tsui Wah Efford Management Limited	5
53) Vocational Training Council	5
Total	213

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB433**

Question Serial No.

4685

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 following information:

1. a breakdown of the number of students enrolled in courses of the youth colleges in 2012-13 by type of course and mode of study; of these, the number of non-Chinese speaking students and students with special educational needs, and their respective percentages in the total number of students; as well as further support to be provided for these students; and
2. the anticipated number of applicants and intakes as well as the amount of provision involved for 2013-14.

Asked by: Hon. KWOK Wai-keung

Reply:

1. The provisional number of students of the eight campuses of the Youth College for the 2012/13 academic year is shown as follows –

	Full-time	Part-time	Total
Diploma in Vocational Education	6 737	306	7 043
Foundation Diploma (Level 3)	51	0	51
Craft Certificate	0	1 922	1 922
Total	6 788	2 228	9 016

Among the 9 016 students, 358 are students with special educational needs (SEN) and 27 are non-Chinese speaking (NCS) students, which represent 4.0% and 0.3% respectively.

In order to help SEN and NCS students better cope with their study, adapt to the campus life and wider community, dedicated support services are provided. Services for the NCS students include alternative vocational Chinese modules, additional tutorial classes, counselling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community. Services for SEN students include provision of technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services are also provided to both NCS and SEN students. In fact, the new Youth College (Yeo Chei Man) has been set up in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for SEN and NCS students.

2. The total planned intake number for the 2013/14 academic year of the eight campuses of the Youth College will be some 5 300. The anticipated number of applicants is not available.

VTC offers its full-time subvented vocational education programmes through its member institutes. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the amount of subvention for the eight campuses of the Youth College is not available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB434

Question Serial No.

4686

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:

For the past 3 school years (i.e. 2010/11, 2011/12 and 2012/13), what are the respective numbers of cases received that involved seeking help, lodging complaints and reporting from teachers (list by category of seeking help/lodging complaints/reporting, length of teaching experience and type of serving schools) in each year? How much time was needed to handle each case on average? In the 2013-14 school year, does the Administration formulate any specific support measures for teachers? If yes, what are the details and expenditures involved? If no, what are the reasons?

Asked by: Hon. KWOK Wai-keung

Reply:

The frontline officers of the Education Bureau (EDB) receive numerous day-to-day enquiries, views and opinions or requests for help from the public, including teachers. We do not keep statistics in this respect. The information available is the statistics of formal complaint cases of which files have been opened for follow-up action. Since the length of teaching experience of the complainant may not be a key area of concern in handling a complaint, statistics on such information are not available. The statistics on complaints lodged by teachers by types of serving schools in the past three school years are provided at the Appendix.

The handling time of different complaint cases varies depending on the complexity of the case concerned. Normally a substantive reply will be provided to the complainant within two months. For more complicated cases, a longer period of handling time may be needed.

The Government always attaches great importance to teachers' professional development. General support is provided by the Regional Education Offices which, based on needs of the districts concerned, organise different types of training programmes and activities for teachers. Depending on the nature of the programmes and activities, they may be conducted by EDB under different project votes, organised by education organisations using various government funds, or commissioned to teacher education institutions and non-governmental organisations, etc. As the sources of funding are diverse and some programmes and activities are integrated with existing training programmes, we are unable to isolate and quantify amount of expenditures solely on support measures for teacher.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

**Statistics on Complaints Lodged by Teachers
(as at 15 March 2013)**

School Year	Number of formal complaints lodged by teachers	Finance Type of School			
		Government	Aided	Schools under the Direct Subsidy Scheme	Private
2010/11	74	3	63	3	5
2011/12	86	2	78	2	4
2012/13	22	0	18	2	2

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

EDB435

Question Serial No.

4638

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 Administration explains that the decrease in the number of teachers in public sector secondary schools from 25 700 in the 2011/12 school year to 24 100 in the 2012/13 school year was due to the double cohorts of students resulting in changes in teacher demand. However, it is estimated that the number will further decrease to 23 400 in the 2013/14 school year. What are the reasons for the estimated decrease? What is the amount of expenditure on salaries involved?

Asked by: Hon. KWOK, Dennis

Reply:

With regard to the decrease in the number of teachers by 1 600 from the 2011/12 to 2012/13 school year, it is largely due to the lapse of the one-year time-limited posts created to cope with the one-off surge in demand for secondary school teachers in the double-cohort school year of 2011/12. From 2012/13 to 2013/14 school year, the number of teachers in public sector secondary schools is estimated to decrease by 700. It is mainly due to class reduction arising from the decline in student population. During these few years, the government has been implementing a basket of relief measures to reduce the impact of the temporary decline in S1 student population on schools and teachers.

The actual number of teachers to be reduced in the 2013/14 school year would depend on various factors such as the actual number of classes to be operated and the actual number of teachers to be temporarily retained under the basket of relief measures to stabilize the teaching force arising from the transient decline in secondary school student population. Moreover, we do not have the information on the substantive ranks and the actual salaries of individual teachers who will leave or who will join the profession in the 2013/14 school year. Furthermore, for those teachers who leave the sector, their reason may be due to personal reasons and not class reduction. Beside, the estimated number of teachers to be reduced in the 2013/14 school year includes also teachers employed under various cash grants being provided to schools. The salaries of these teachers are also not known to us. For these reasons, it is difficult to estimate the expenditure on the salaries of the teachers to be reduced in the 2013/14 school year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB436

Question Serial No.

4639

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:

An upturn in birth rate in recent years will give rise to higher expenditure in kindergarten education. What is the expected number of students receiving kindergarten education in the next two years (2013-14 and 2014-15)? What will be the respective amounts of expenditure involved in the Pre-primary Education Voucher Scheme?

Asked by: Hon. KWOK, Dennis

Reply:

The estimated number of students in kindergartens in the 2013/14 school year is 164 600. The estimated amount of expenditure involved in the Pre-primary Education Voucher Scheme in 2013-14 is \$2,341.9 million. Estimates for 2014-15 are not available at the moment.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB437

Question Serial No.

4640

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:

Data show that the wastage rates of kindergarten teachers in the past two years (2011-12 and 2012-13) are 7.1% and 8.3% respectively, higher than those of primary and secondary school teachers. It is said that this is due to a lower salary of kindergarten teachers.

- (a) What is the number of kindergarten teachers with Certificate in Early Childhood Education or above? What is the average rank of the teachers in each kindergarten?
- (b) At present, the minimum salary point of kindergarten teachers is point 7 (about \$14,000) while the minimum salary points of primary and secondary school teachers are point 12 and point 14 (about \$20,000 and \$22,000) respectively. The salary of senior staff of kindergartens is only one-third of that of primary and secondary school teachers. What are the reasons for the big difference?
- (c) Does the Administration have any plan to adjust upward the minimum salary point of kindergarten teachers? If so, when will it be implemented? What will be the new minimum salary point? If not, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

(a) and (b)

The number of KG teachers with Certificate in Early Childhood Education or above in the 2012/13 school year is 9 395. There is no prescribed rank and related pay scale for KG teachers. Since KGs are privately-run, they have the full discretion in determining teachers' remuneration and exercising flexibility in offering competitive pay and awarding increments to teachers. As the mode of operation, conditions of work and requirements (including qualification and training) of teachers in the KG sector are different from those of the primary and secondary school sectors, it is not appropriate to draw direct comparison of the teachers' pay.

(c)

Providing practicable 15-year free education and better quality KG education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, including teacher qualifications and salary-related issues, consider various options and make recommendations to EDB on the way forward.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB438**

Question Serial No.

4641

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 will offer opportunities for students and teachers to join Mainland exchange programmes as a measure to promote national education. Please tell us:

(a) How many exchange trips will be organised in the coming year? Which organisations will be mainly responsible for the exchange programmes and which collaborating units are involved? What are the details of the programmes? What is the total number of places offered by these programmes?

(b) What is the total amount of expenditure involved? What is the respective amount of expenditure of the above exchange trips? Will the Administration bear the total costs or just sponsor students to participate? What are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

It is Government's policy to offer subsidy to every primary and secondary school student to join at least one Mainland exchange programme. The number of Mainland exchange places and the expenditure required to achieve the policy target in the current and coming years are shown below.

School year	Estimated number of places	Estimated expenditure (\$million)
2012/13	30 000	32.9
2013/14	50 500	56.6
2014/15	55 000	66.9
2015/16	59 500	73.4

Note : The original number of subsidised Mainland exchange places for students planned for the 2012/13 school year was 46 000. It was however revised downwards to 30 000 since schools were only invited to enrol the "Mainland Exchange Programme 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) in late November 2012.

The number of organised Mainland exchange tours for school students, including those organised by individual schools with government subsidies, varies annually. As to date, the Mainland exchange places for students are mainly provided through the "Mainland Exchange Programme 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), the "National Education Exchange Programme in Mainland for Senior Secondary Students" (「同行萬里」高中學生內地交流計劃) and the "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃). Procurement of services for the Education Bureau (EDB) commissioned programmes is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to all government procurement. Other than the EDB commissioned programmes, schools will also be invited to apply to the "Understanding Our Motherland Programme" (「赤子情 中國心」資助計劃) and the "Senior Secondary

School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃) for subsidies to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise Mainland exchange programmes. Generally speaking, the participants will be subsidised 70% of the specified rate and full subsidies would be offered to needy students.

As for post-secondary students, EDB has launched a five-year Pilot Mainland Experience Scheme in the academic year of 2011/12 for qualified publicly-funded and self-financing post-secondary institutions to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services. EDB has also launched the Professional Study Courses for Student Teachers in the academic year of 2011/12 to subsidise student teachers to participate in study courses provided by normal universities in the Mainland. In the academic year of 2013/14, the amount of estimated expenditure by the government on these programmes is \$22.2 million and the estimated number of participants is 7300.

The Mainland exchange programmes for primary and secondary school teachers in 2013-14 are mainly provided through the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團) and “Hong Kong Teachers Mainland Exchange Programme” (根脈相連—香港教師內地交流計劃). The estimated expenditure in 2013-14 is \$1.7 million and the estimated number of teacher participants is 350.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 12.4.2013

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

EDB439

Question Serial No.

4642

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

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Administration has been collaborating with different organisations in organising Mainland exchange trips in order to enhance students' understanding of the development of our country. Please tell us:

- (a) When did the Administration start organising Mainland exchange trips? What was the respective expenditure involved in the past three years (2010-11, 2011-12 and 2012-13)?
- (b) Organising Mainland exchange trips seems to be the only measure adopted by the Administration to promote national education. What are the reasons? Some people are concerned about that this kind of Mainland exchange trips will not give a full picture of the actual situation of our country. How does the Administration ensure the quality of these exchange trips?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) The interflow activities between Hong Kong and the Mainland have been more frequent since the return of Hong Kong's sovereignty back to China. To increase opportunities for students to participate in Mainland learning and exchange activities, the Government in its Policy Address 2010 announced its target to subsidise every primary and secondary school student to join at least one Mainland exchange programme. The expenditure involved in the Mainland exchange programmes for primary, secondary and post-secondary students over the past three years (2010-11, 2011-12 and 2012-13) are shown below:

Financial Year	Expenditure (\$million)
2010-11	48.4
2011-12	50.4
2012-13	50.4

- (b) Curriculum elements of the moral, civic and national education, straddling many aspects of values education (e.g. sex education, moral education, life education), are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Mainland exchange programmes for students and teachers aim to broaden students' horizons and facilitate professional interflow among teachers. For student programmes, teachers of the schools are required to serve as group tutors at a 1:10 teacher-pupil ratio. Group tutors are expected to act as impartial learning facilitators helping students to think and investigate from multiple perspectives, and develop their collaboration, communication and project learning skills. On-site observations by Bureau staff may be conducted to ensure that the objectives of the EDB commissioned programmes are met. Feedback of the participants will be collected through questionnaires and focus groups for programme improvements.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 26.3.2013

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

EDB440

Question Serial No.

4648

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:

Primary education has implemented small class teaching (SCT) progressively. But there is no SCT in secondary education yet. Will the Administration advise on:

- (a) whether the Administration has any plan to implement small class teaching in secondary schools? If yes, what are the details of the commencement time, the number of participating schools, the mode and expenditure required? If no, what are the reasons? What is the desirable class size for SCT in the Administration's consideration?
- (b) The education sector has been striving for a class size of 25 per class for SCT in secondary schools. If such standard is to be applied in implementing SCT, how many additional classes will be required? What are the numbers of additional manpower (teaching and non-teaching staff) to be employed? What are the additional resources to be involved?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) Conceptually speaking, small class teaching (SCT) is a kind of teaching setting or grouping driven by teaching considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs.

International studies have suggested that SCT is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. We should not commit to implementing SCT in secondary schools simply for the sake of meeting the desire for SCT, without giving due consideration to the justifications from the educational perspective.

- (b) In light of the temporary decline of Secondary One (S1) student population, we will implement a basket of targeted relief measures from the 2013/14 school year with a view to preserving the stability and strength of the schools as well as the teaching force. These measures aim to stabilise the overall situation in public sector secondary schools during the transient period.

It is noted that schools in general wish to reduce the number of students to be allocated per S1 class with a view to minimising the possible number of S1 classes to be packed amidst the temporary decline of S1

student population while some parents are concerned about the dampening of their children's chance of admission to schools of their choice upon reduction of S1 school places. We have, after balancing the needs and interests of different stakeholders, further adopted a district-based and school-based approach to reducing progressively the number of students allocated to each S1 class from the 2013/14 to 2015/16 school years. The number of S1 classes of individual schools is not solely determined by the class size but will depend on the number of students in the September Headcount. Upon this situation, we do not have any estimation on the additional number of classes and teachers as well as expenditure to be required for implementation of SCT in secondary schools on the basis of 25 students per class.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 12.4.2013

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

Reply Serial No.

EDB441

Question Serial No.

3510

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:

Since the harmonisation of pre-primary services in September 2005, the Government has provided fee subsidy to parents of students in kindergartens operating with a co-located child care centre. Please provide the number of students benefiting from the subsidy in the past three years (i.e. 2010/11 to 2012/13).

Asked by: Hon. LEE Wai-king, Starry

Reply:

Upon harmonisation of pre-primary services from September 2005, eligible children in kindergartens operating with a co-located child care centre, like other children attending pre-primary institutions, may receive fee subsidy under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). With the introduction of the Pre-primary Education Voucher Scheme (PEVS) since the 2007/08 school year, children attending kindergarten classes in these institutions and who are eligible for the PEVS may receive fee subsidy through the Voucher like their counterparts in other eligible kindergartens. In addition, the Government continues to implement KCFRS to provide additional financial support to the needy families.

The total numbers of children in kindergartens operating with a co-located child care centre benefitted from the two schemes in the past three school years are as follows:

	2010/11 school year	2011/12 school year	2012/13 school year (Up to December 2012)
Through KCFRS	14 080	16 010	15 020
Through PEVS	36 629	39 080	40 960

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB442

Question Serial No.

3512

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:

Career life planning is an ongoing process through which young people could have more understanding about their interests, personalities, families, schools, communities and work world in making their career and lifestyle choices.

- (a) What is the expenditure on commencing the related work in secondary schools by the Education Bureau and the nature of such work in 2013-14?
- (b) What is the comparison of the above-mentioned expenditure to those in 2012-13?
- (c) Has the Education Bureau invited the business sector to collaborate on promoting the related work? What are the details?

Asked by: Hon. LEE Wai-king, Starry

Reply:

(a) & (b)

The Education Bureau (EDB) attaches great importance to facilitating students to plan their career for the benefit of the students as well as the community at large. Students should be educated in understanding their personal strengths and career orientation, exploring various opportunities of further studies, vocational education / training and occupations and, finally, managing their career planning. In this respect, the EDB provides training and support for the career guidance teachers to equip them to play the role of career information provider, career counselor and educator. In 2012-13, two certificate courses and 20 seminars and workshops have been organized for teachers. The EDB also provides students directly with career information and support through conducting career information expos, career talks, seminars, summer work experience scheme, updating career information at EDB webpage and publishing career guidance handbook for secondary school leavers. In 2012-13, two career information expos and 66 career talks and seminars have been organized for students. A career exploration tool "e-Navigator" has also been developed to assist S6 students to access programme information offered by local tertiary institutions. The importance of career mapping has also been underlined in Applied Learning courses in senior secondary curriculum. In particular, different vocational education and career pathways as alternatives to traditional academic pursuits have been introduced to secondary schools.

The total expenditures related to the above activities in 2012-13 are \$3.4 million. The expenditure for 2013-14 is estimated to be similar to the 2012-13's.

(c)

Since the 2005/06 school year, the EDB has been collaborating with the business sector to promote career life planning through the Business-School Partnership Programme (BSPP). The BSPP arranges activities in the form of talks, learning groups, workshops, workplace visits and mentoring for students. In 2012-13, about 60 related programmes with more than 300 activities were conducted.

Name in block letters:

Mrs CHERRY TSE

Post Title:

Permanent Secretary for Education

Date:

8 April 2013

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

Reply Serial No.

EDB443

Question Serial No.

3515

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 indicates that it will “continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary schools by the 2016/17 school year”. What are the details and the progress of the current School-based Educational Psychology Service? What are the details of the expansion plan and the estimated expenditure?

Asked by: Hon. LEE Wai-king, Starry

Reply:

It is our target to extend the School-based Educational Psychology Service (SBEPS) progressively to cover all public sector primary and secondary schools by the 2016/17 school year. In the 2012/13 school year, 530 public sector schools (271 primary and 259 secondary) are receiving the SBEPS, covering about 60% of all public sector schools. Starting from the 2013/14 school year, we anticipate an increase of about 10% coverage on SBEPS each year, reaching ultimately full coverage by the 2016/17 school year. To achieve the target, a total of 41 additional educational psychologist posts will be created by phases between the 2012/13 and 2016/17 school years. The total estimated expenditure upon full implementation in public sector primary and secondary schools is about \$121 million per year.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB444

Question Serial No.

3516

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:

What are the estimated total number of secondary school students and the estimated number of Secondary 1 students in each of the coming 5 years (i.e. 2013/14 to 2017/18)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The estimated total number of secondary school students and the estimated number of Secondary 1 students in each of the coming 5 years (i.e.2013/14 to 2017/18) is given at Appendix.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Projected Number of Students in Secondary Day Schools,
2013/14 – 2017/18 School Years**

	2013/14	2014/15	2015/16	2016/17	2017/18
Secondary 1	59 700	56 900	54 600	54 000	55 900
All Secondary	400 800	380 600	361 300	347 000	338 700

- Notes: (1) Figures refer to the position as at mid-September of the respective years.
- (2) 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.
- (3) The projections of S1 and secondary level students have been compiled by making reference to the school-age population projections released by the Census and Statistics Department (C&SD) in July 2012 and taking into account the number of students already in schools system (including cross-boundary students) and the latest demographic changes, including the number of newly arrived students from the Mainland. The population projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year.

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

EDB445

Question Serial No.

3517

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 estimated total number of primary school students and the estimated number of Primary 1 students in each of the coming 5 years (i.e. 2013/14 to 2017/18 school years)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In estimating future demand for public sector primary school places and related resources requirement, we take into account –

- (a) the number of students (including cross-boundary students (CBS)) already in the public sector schools system; and
- (b) projected school age populations, which are compiled based on population projections, and the latest demographic changes, including the number of newly-arrived children from the Mainland, as updated by the Census and Statistics Department from time to time.

The projected numbers of school-age population aged 6 and aged 6-11 (considered appropriate for Primary 1 and primary education respectively) who are residing in Hong Kong in each of the coming five school years (i.e. 2013/14 to 2017/18) are detailed at Appendix. Since the population projections refer to the projected number of children at aged 6-11, irrespective of whether they are enrolled in schools or not, the figures provided above should not be taken as the projected number of primary students. Besides, given that students under the age of 6 or over the age of 11 can enroll at the primary level, the actual number of students could be different from the projected school-age population.

The population projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is therefore applied to all birth cohorts for the purpose of long-term projections only.

The figures in the Appendix also do not include the number of CBS for which it is difficult to make an accurate projection because their number is subject to year-on-year changes depending on family factors, distribution of their places of residence in Shenzhen, and adjustment of relevant policies, etc. For 2012, there were about 6 800 cross-boundary students¹ in the public sector primary schools. We will take into account the year-on-year progression of cross-boundary students already attending schools in Hong Kong and the prevalent number of Primary One Allocation applicants when estimating the number and planning school places.

¹ Based on the Education Bureau's research on schools in the New Territories (including Tung Chung) and therefore not reflecting the situation of other districts.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**Projected School-age Population Aged 6 and Aged 6-11 who are residing in Hong Kong,
2013/14 – 2017/18 School Years**

	2013/14	2014/15	2015/16	2016/17	2017/18
Aged 6	52 300	57 500	59 000	62 300	66 400
Aged 6-11	299 900	309 200	320 800	339 000	359 800

- Notes :
- (1) In terms of education planning, apart from the school-age population residing in Hong Kong, the Education Bureau will also take into account the number of students already in public sector schools (including cross-boundary students (CBS)) system and the latest demographic changes.
 - (2) School-age population aged 6 and aged 6-11 are considered appropriate for Primary 1 and primary education (Primary 1 to Primary 6) respectively.
 - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 and aged 6-11 residing in Hong Kong. The projected figures should not be taken as the projected number of primary students as projected students at primary level could be under the age of 6 or over the aged of 11. Also the above figures do not include CBS.
 - (4) The projections of school-age population residing in Hong Kong are compiled based on the 2011-based population projections released by the Census and Statistics Department (C&SD) in July 2012.
 - (5) Figures refer to the position as at September of the respective school years. Figures are rounded to the nearest hundred.

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

EDB446

Question Serial No.

3518

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 number of subsidised places in Secondary 4 to Secondary 6 was reduced from 255 900 in the 2011/12 school year to 247 100 in the 2012/13 school year, and it is estimated to be further reduced to 236 400 in the 2013/14 school year. What are the reasons for reducing the number of places? How many staff and teachers are affected?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The estimated decline in subsidised secondary school places is due primarily to a temporary decline in Secondary 1 student population. The decline will, in time, lead to a corresponding decrease in Secondary 4 to Secondary 6 places including during the 2012/13 and 2013/14 school years. To help stabilise the school sector and the teaching force, the Education Bureau has put in force a basket of target measures including, among others, the reduction of the number of students per Secondary 1 class in public sector secondary schools by 2 in 2009 and another 2 in 2010, implementation of the Optimisation of Class Structure on a voluntary basis through reduction of Secondary 1 classes with the first batch taking place in 2010, etc.

Basically, the number of teachers in public sector schools can be calculated from the number of approved classes. However, due to parental choices as well as the wide margin between the allocation and threshold class sizes (currently at 34 and 25 respectively), the number of classes reduced cannot be worked out directly from the reduction of school places. Furthermore, the teacher-to-class ratio for Secondary 4 to Secondary 6 in public sector schools has increased from 1.9 teachers per class to 2.0 teachers per class since the 2012/13 school year. This has relieved the impact on teacher redundancy due to class reduction. In view of the above factors, we are not able to calculate the number of teachers affected by the reduction of subsidised places at Secondary 4 to Secondary 6. Likewise, the numbers of other types of staff employed by these schools are not known to us because most of them are employed by schools using government subsidies over whose use schools enjoy great discretion.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11 April 2013

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

EDB447

Question Serial No.

3519

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 revised estimated number of teachers in public sector secondary schools for the 2012/13 school year is 24 100 and the estimate for the 2013/14 school year will decrease to 23 400. What are the reasons?

Asked by: Hon. LEE Wai-king, Starry

Reply:

From 2012/13 to 2013/14 school year, the number of teachers in public sector secondary schools is estimated to decrease by 700. It is mainly due to class reduction arising from the decline in student population. During these few years, the government has been implementing a basket of relief measures to reduce the impact of the temporary decline in S1 student population on schools and teachers.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB448

Question Serial No.

3520

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
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:

As at February 2013, how many schools have established incorporated management committees (IMCs)? Please provide the names, number and percentages of schools which have yet to apply for the establishment of IMCs, with a breakdown by school type and school sponsoring body.

Asked by: Hon. LEE Wai-king, Starry

Reply:

As at 28 February 2013, 535 aided schools have set up their incorporated management committees (IMCs). All of the remaining 307 aided schools have applied for the establishment of IMCs as required by the Education Ordinance.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10 April 2013

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

EDB449

Question Serial No.

4140

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:

At present, what are the percentages of the Vocational Training Council's (VTC) self-financed places and VTC-funded places? Given that the admission of self-financed places falls short of the estimate by 2 000 students last year, will the Government consider changing the original self-financed courses to VTC-funded courses to increase its attraction to students?

Asked by: Hon. LEUNG Kwok-hung

Reply:

The ratio of the Vocational Training Council (VTC)'s subvented and self-financed places of full-time sub-degree programmes is around 60% to 40%. There is no plan at present to change the self-financed places to subvented places.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB450

Question Serial No.

5452

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:

Will the Secretary for Education provide details on “school culling”, the effects on expenditure and the number of laid-off staff concerned in the past 3 years (up to 2012/13)? Will he inform us of the estimated situation of school culling, the estimated effects on expenditure and the estimated number of staff laid off as a result in the coming 3 years (from 2013/14 onwards)? Will he also provide a breakdown of secondary school-age population in the past 10 years and estimated secondary school-age population in the coming 15 years?

Asked by: Hon. LEUNG Kwok-hung

Reply:

The Education Bureau (EDB) does not have any policy on “school culling” for secondary schools. As such, the required data on the expenditure and the laid-off staff are not available. In fact, to minimize the impact of the decline in Secondary 1 student population, the EDB has implemented a series of relief measures and options to facilitate the stable development of secondary schools and maintain the stability of the teaching force.

Children aged 12 are commonly considered appropriate for Secondary 1 education. The actual number of children aged 12 who are residing in Hong Kong in the past 10 years (i.e. from 2003 to 2012) as compiled by the Census and Statistics Department is shown at Appendix 1 and the projected numbers of population aged 12 who are residing in Hong Kong in each of the coming 15 school years (i.e. 2013/14 to 2027/28) are detailed at Appendix 2. In this regard, it is worth noting that students under or over the age of 12 can also enroll at Secondary 1. Besides, the population projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year. The planning of public sector school places has taken into account the number of students already in the public sector schools system and the population projections, which include children mentioned above as well as cross-boundary students, and the latest demographic changes such as newly-arrived children from the Mainland, new housing development projects, etc., as updated by the Census and Statistics Department from time to time.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10 April 2013

Children aged 12 who are residing in Hong Kong, 2003 – 2012

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Aged 12	84 500	83 600	83 400	81 900	82 600	81 800	78 300	69 900	62 600	60 400

- Notes :
- (1) Children aged 12 are commonly considered appropriate for Secondary 1 education.
 - (2) Figures refer to the number of local children (i.e. Hong Kong usual residents) aged 12 residing in Hong Kong. The above figures do not include cross-boundary students.
 - (3) Figures refer to the mid-year population estimates compiled by the Census and Statistics Department. Figures are rounded to the nearest hundred.

Projected School-age Population Aged 12 who are residing in Hong Kong, 2013/14 – 2027/28 School Years

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Aged 12	57 800	51 200	50 900	48 400	50 800	55 200	56 700	62 700	65 200	69 900	75 000	75 800	65 500	59 300	60 000

- Notes :
- (1) School-age population aged 12 are commonly considered appropriate for Secondary 1 education.
 - (2) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 12 residing in Hong Kong. The above figures do not include cross-boundary students.
 - (3) The projections of school-age population residing in Hong Kong are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012.
 - (4) Figures refer to the position as at September of the respective school years. Figures are rounded to the nearest hundred.

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

EDB451

Question Serial No.

3864

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 Government will provide \$480 million to set up scholarships for 20 outstanding students to study overseas who will have to teach in Hong Kong upon graduation.

What will be done in respect of the scholarships awarded to outstanding students who do not/cannot come back to teach in Hong Kong upon graduation?

Asked by: Hon. LEUNG Yiu-chung

Reply:

Awardees of the proposed scholarship will be required to sign an undertaking to commit 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. In the event of failure to comply with this requirement, the awardees concerned will have to repay the government the total amount of scholarship monies they have received.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

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

EDB452

Question Serial No.

4572

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

- (a) Please give a breakdown of the respective numbers of government, aided, English Schools Foundation (ESF), Direct Subsidy Scheme (DSS), private, and private international primary and secondary schools for each school type, of the average numbers of classes in each grade and the average numbers of students per class in each of the 18 districts from 2010/11 to 2012/13 school years.
- (b) Please give a breakdown of the respective average numbers of teaching staff per class in each grade and the actual average teacher-to-student ratios per class in government, aided, ESF, DSS, private, and private international primary and secondary schools in each of the 18 districts from 2010/11 to 2012/13 school years.

Asked by: Hon. MO, Claudia

Reply:

- (a) The number of primary and secondary day schools, the average number of operating classes and average class sizes by grade in these schools under different types of schools broken down by district in the school years from 2010/11 to 2012/13 are detailed at Appendices 1 to 3.
- (b) The deployment of teachers to teach classes at different levels is a professional decision normally taken at the school level. The Education Bureau (EDB) does not compute the average numbers of teachers per class and the student-to-teacher ratios at individual levels of different types of secondary and primary schools. EDB does not have further breakdown of the average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools by district as our planning of initiatives and provision of resources are in general made with reference to territory-wide parameters. In this respect, the territory-wide average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools are provided at Appendix 4.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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: Average Number of Operating Classes and Average Class Size 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	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	22.3	2.9	25.0	3.0	32.0	2.4	25.7	1.6	22.8	2.5	25.0
	P2	2.0	24.3	2.9	25.8	3.0	32.0	2.4	25.2	1.4	26.1	2.5	25.9
	P3	2.0	25.3	2.7	27.5	3.0	30.0	2.4	27.3	2.4	22.0	2.6	26.5
	P4	2.0	28.8	2.8	29.8	3.0	29.0	2.6	23.8	2.2	23.4	2.6	27.6
	P5	2.0	31.8	2.9	31.2	3.0	30.0	2.6	23.9	2.2	22.5	2.7	28.6
	P6	2.0	30.8	2.9	32.3	3.0	29.3	2.4	26.2	2.0	24.7	2.6	29.9
	All Grades	12.0	27.2	17.1	28.6	18.0	30.4	14.8	25.3	11.8	23.4	15.3	27.3
Wan Chai	P1	6.5	23.8	3.2	27.1	-	-	3.0	31.6	5.0	25.1	3.7	27.2
	P2	6.5	24.8	3.1	27.7	-	-	3.0	32.0	5.3	25.1	3.7	27.7
	P3	6.5	29.5	3.0	30.1	-	-	2.5	33.4	5.0	26.2	3.4	29.9
	P4	5.5	32.8	3.2	33.6	-	-	2.7	32.0	5.0	26.0	3.5	31.8
	P5	6.5	32.5	3.2	34.4	-	-	2.7	35.1	4.7	26.6	3.5	32.9
	P6	7.0	32.3	3.3	33.5	-	-	2.7	31.9	4.7	25.9	3.6	31.7
	All Grades	38.5	29.2	18.8	31.1	-	-	16.5	32.6	29.7	25.8	21.3	30.2
Eastern	P1	3.8	24.4	3.4	25.7	3.0	26.3	4.0	33.3	3.1	20.1	3.4	24.9
	P2	3.8	24.1	3.3	26.4	3.0	26.7	4.0	29.8	2.6	21.9	3.2	25.5
	P3	3.8	26.2	3.3	27.8	3.0	28.3	5.0	23.6	2.6	22.7	3.2	26.7
	P4	3.8	30.1	3.3	29.1	3.0	30.0	4.0	28.5	2.6	21.8	3.2	28.2
	P5	3.8	34.0	3.6	30.9	3.0	29.3	5.0	22.2	2.4	22.7	3.4	29.8
	P6	3.5	34.0	3.6	31.1	2.0	31.3	3.0	25.0	2.6	22.8	3.3	30.0
	All Grades	22.3	28.7	20.6	28.6	17.0	28.5	25.0	26.8	15.7	22.1	19.8	27.6

Appendix 1(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.4	2.5	24.1	5.0	30.0	6.3	21.9	6.7	21.3	4.2	22.8
	P2	3.0	23.7	2.7	24.7	5.0	30.6	5.7	22.6	5.2	23.3	3.9	24.1
	P3	3.0	26.3	2.6	27.0	5.0	29.6	6.0	23.6	4.5	23.8	3.7	25.4
	P4	2.5	28.6	2.7	27.8	4.0	31.0	5.0	22.7	4.5	24.3	3.5	25.9
	P5	2.5	31.2	2.9	30.6	4.0	30.3	4.3	24.5	4.7	24.5	3.6	27.6
	P6	3.0	32.0	3.1	31.6	4.0	29.3	4.0	25.0	4.3	24.3	3.6	28.2
	All Grades	16.5	27.7	16.5	27.8	27.0	30.1	31.3	23.2	29.8	23.4	22.4	25.6
Yau Tsim Mong	P1	2.3	19.0	3.4	29.4	4.5	29.2	-	-	-	-	3.4	28.4
	P2	2.3	22.9	3.4	29.3	4.5	29.6	-	-	-	-	3.4	28.7
	P3	2.0	24.3	3.8	29.5	4.0	29.6	-	-	-	-	3.6	29.1
	P4	1.7	28.8	3.8	32.1	2.5	33.6	-	-	-	-	3.4	32.0
	P5	3.7	27.1	4.2	32.8	2.5	34.0	-	-	-	-	4.0	32.2
	P6	3.3	30.9	4.0	33.5	2.5	30.4	-	-	-	-	3.8	33.0
	All Grades	15.3	25.9	22.6	31.2	20.5	30.6	-	-	-	-	21.5	30.6
Sham Shui Po	P1	3.7	22.6	3.7	28.3	3.3	27.3	3.5	29.0	0.0	-	3.5	27.8
	P2	3.7	24.2	3.6	28.2	3.3	28.1	3.3	27.5	0.0	-	3.4	27.6
	P3	4.0	28.3	3.5	29.8	3.0	30.9	3.5	29.2	0.0	-	3.4	29.6
	P4	4.0	30.8	3.5	32.9	3.0	32.0	3.3	29.8	5.0	29.6	3.5	31.7
	P5	4.7	31.5	3.9	33.6	3.0	31.4	3.3	31.7	5.0	30.0	3.8	32.7
	P6	5.0	31.4	3.8	33.5	2.3	33.4	2.6	30.7	5.0	29.6	3.5	32.5
	All Grades	25.0	28.5	22.0	31.1	18.0	30.3	19.4	29.6	15.0	29.7	21.1	30.4

Appendix 1(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.4	3.2	26.6	4.5	30.4	3.4	28.9	2.6	22.1	3.2	26.5
	P2	4.5	26.4	3.3	27.1	4.0	27.3	3.2	29.1	2.1	22.1	3.1	26.7
	P3	4.5	31.1	3.2	28.8	4.0	29.0	3.3	28.9	2.1	23.6	3.1	28.3
	P4	4.5	33.1	3.1	30.5	3.5	30.1	3.3	29.7	1.7	22.2	2.9	29.6
	P5	4.5	33.3	3.3	32.5	2.5	31.6	3.5	30.4	1.6	23.2	3.0	31.0
	P6	4.5	33.7	3.1	32.9	2.5	30.0	3.5	29.4	1.7	22.6	2.9	30.8
	All Grades	27.0	30.7	19.0	29.7	21.0	29.6	20.1	29.4	11.7	22.6	18.3	28.8
Wong Tai Sin	P1	3.0	21.0	3.3	24.0	-	-	4.3	31.2	-	-	3.4	24.8
	P2	2.0	23.0	3.4	25.0	-	-	4.0	31.9	-	-	3.4	25.7
	P3	2.0	28.5	3.3	27.0	-	-	4.0	33.5	-	-	3.3	27.7
	P4	3.0	26.7	3.3	29.5	-	-	4.0	31.1	-	-	3.4	29.6
	P5	4.0	23.3	3.5	31.2	-	-	4.3	33.3	-	-	3.6	31.2
	P6	4.0	31.8	3.6	31.3	-	-	4.0	31.7	-	-	3.6	31.3
	All Grades	18.0	25.9	20.4	28.0	-	-	24.7	32.1	-	-	20.8	28.5
Kwun Tong	P1	4.5	25.4	4.3	25.6	4.0	15.5	3.0	38.7	-	-	4.3	25.6
	P2	4.5	25.4	4.3	26.6	3.0	14.3	3.0	31.7	-	-	4.3	26.4
	P3	4.5	30.2	4.0	28.9	3.0	24.7	3.0	32.0	-	-	3.9	29.0
	P4	4.5	30.8	3.8	32.1	4.0	23.0	3.0	28.3	-	-	3.9	31.6
	P5	4.5	31.8	4.3	32.7	4.0	28.8	3.0	30.3	-	-	4.3	32.5
	P6	3.5	30.6	4.3	32.4	4.0	23.3	3.0	30.3	-	-	4.2	32.0
	All Grades	26.0	29.0	25.1	29.7	22.0	21.8	18.0	31.9	-	-	24.9	29.5

Appendix 1(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	3.0	18.7	3.5	22.1	4.0	27.5	3.0	35.7	4.0	30.0	3.5	23.6
	P2	4.0	23.5	3.6	22.9	4.0	28.9	3.0	36.7	4.0	30.0	3.6	24.5
	P3	3.0	23.0	3.5	26.2	4.0	31.2	3.0	36.3	4.0	29.8	3.5	27.4
	P4	3.0	25.3	3.5	28.5	4.8	30.2	3.0	36.3	4.0	30.0	3.7	29.0
	P5	4.0	27.3	3.8	30.3	4.8	31.6	3.0	37.0	4.0	30.0	3.9	30.6
	P6	5.0	28.2	4.0	29.7	2.0	23.5	3.0	34.3	4.0	30.0	3.7	29.3
	All Grades	22.0	24.8	21.8	26.7	23.5	29.4	18.0	36.1	24.0	30.0	22.0	27.4
Sha Tin	P1	4.0	26.3	3.5	25.3	4.5	30.6	5.0	24.3	5.0	30.0	3.7	25.7
	P2	5.0	25.4	3.4	26.0	4.5	30.8	4.0	26.8	5.0	30.0	3.6	26.5
	P3	5.0	30.8	3.2	28.2	4.5	31.6	4.0	26.6	5.0	30.0	3.4	28.5
	P4	5.0	31.6	3.2	30.8	4.5	30.2	4.5	27.1	5.0	30.0	3.4	30.5
	P5	5.0	32.0	3.5	31.1	5.0	31.2	4.5	28.0	5.0	29.6	3.7	30.9
	P6	5.0	32.2	3.5	31.1	3.5	29.3	4.5	27.9	5.0	30.0	3.6	30.9
	All Grades	29.0	29.8	20.4	28.8	26.5	30.7	26.5	26.7	30.0	29.9	21.3	28.8
Tai Po	P1	2.0	18.5	3.7	24.3	-	-	-	-	2.7	24.4	3.5	24.2
	P2	2.0	20.0	3.7	24.2	-	-	-	-	2.3	23.6	3.4	24.0
	P3	2.0	29.0	3.3	29.0	-	-	-	-	2.3	23.7	3.1	28.4
	P4	2.0	28.5	3.5	28.9	-	-	-	-	2.7	22.9	3.3	28.2
	P5	3.0	30.7	3.6	31.3	-	-	-	-	2.0	20.8	3.3	30.4
	P6	3.0	32.7	3.5	31.2	-	-	-	-	2.3	22.0	3.3	30.3
	All Grades	14.0	27.3	21.3	28.1	-	-	-	-	14.3	23.0	20.0	27.5

Appendix 1(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	4.0	25.3	3.6	28.7	-	-	-	-	-	-	3.6	28.6
	P2	4.0	25.0	3.5	28.2	-	-	-	-	-	-	3.5	28.0
	P3	3.0	29.0	3.4	30.1	-	-	-	-	-	-	3.4	30.1
	P4	2.0	32.0	3.3	32.7	-	-	-	-	-	-	3.3	32.7
	P5	5.0	32.6	3.3	33.1	-	-	-	-	-	-	3.4	33.1
	P6	4.0	32.3	3.3	33.7	-	-	-	-	-	-	3.3	33.6
	All Grades	22.0	29.3	20.3	31.0	-	-	-	-	-	-	20.4	30.9
Yuen Long	P1	5.0	25.5	3.3	24.2	4.0	26.8	2.0	13.0	1.0	11.0	3.4	24.2
	P2	5.0	27.5	3.4	25.1	3.0	28.0	2.0	14.0	1.0	6.0	3.4	25.2
	P3	5.0	29.0	3.6	26.1	2.5	30.0	2.0	17.0	1.0	14.0	3.6	26.2
	P4	4.7	30.6	3.4	30.2	2.5	26.4	2.0	18.5	1.0	7.0	3.4	29.8
	P5	5.0	31.2	3.7	30.7	2.5	30.6	2.0	20.0	1.0	11.0	3.6	30.5
	P6	4.7	29.4	3.8	30.9	2.5	26.2	2.0	17.5	1.0	20.0	3.7	30.5
	All Grades	29.3	28.8	21.2	27.9	17.0	27.9	12.0	16.7	6.0	11.5	21.0	27.8
Tuen Mun	P1	4.0	25.8	3.6	23.8	4.0	29.3	1.0	6.0	-	-	3.6	23.9
	P2	4.0	23.3	3.5	24.8	4.0	29.8	1.0	2.0	-	-	3.5	24.8
	P3	4.0	27.8	3.7	25.8	4.0	30.5	1.0	2.0	-	-	3.6	25.9
	P4	4.0	31.0	3.6	29.6	4.0	31.5	1.0	8.0	-	-	3.5	29.5
	P5	4.0	32.5	4.0	30.3	4.0	30.8	1.0	13.0	-	-	3.9	30.2
	P6	4.0	30.8	3.8	30.1	4.0	28.3	1.0	9.0	-	-	3.7	29.9
	All Grades	24.0	28.5	22.2	27.5	24.0	30.0	6.0	6.7	-	-	21.8	27.4

Appendix 1(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	27.8	3.3	27.1	-	-	1.0	4.5	-	-	3.2	26.6
	P2	5.0	27.5	3.3	27.8	-	-	0.5	6.0	-	-	3.2	27.4
	P3	5.0	29.6	3.3	28.9	-	-	0.5	6.0	-	-	3.2	28.7
	P4	5.0	32.2	3.3	32.4	-	-	0.5	6.0	-	-	3.2	32.0
	P5	5.0	31.2	3.4	33.5	-	-	1.0	7.0	-	-	3.3	32.5
	P6	5.0	32.4	3.3	33.9	-	-	0.5	16.0	-	-	3.2	33.5
	All Grades	30.0	30.1	19.9	30.6	-	-	4.0	7.1	-	-	19.4	30.1
Kwai Tsing	P1	-	-	3.7	25.3	3.0	30.3	-	-	-	-	3.7	25.5
	P2	-	-	3.7	25.8	3.0	33.7	-	-	-	-	3.7	26.1
	P3	-	-	3.7	28.0	3.0	32.7	-	-	-	-	3.6	28.2
	P4	-	-	3.5	30.7	3.0	29.0	-	-	-	-	3.5	30.7
	P5	-	-	3.8	32.3	3.0	34.3	-	-	-	-	3.8	32.3
	P6	-	-	3.7	33.6	0.0	-	-	-	-	-	3.5	33.6
	All Grades	-	-	22.1	29.3	15.0	32.0	-	-	-	-	21.9	29.4
Islands	P1	-	-	2.5	21.3	-	-	3.0	29.7	2.0	23.5	2.5	22.1
	P2	-	-	2.6	23.6	-	-	3.0	30.0	2.0	24.3	2.5	24.1
	P3	-	-	2.5	25.7	-	-	3.0	30.0	2.3	21.9	2.5	25.4
	P4	-	-	2.4	28.9	-	-	3.0	30.0	2.0	21.8	2.4	28.1
	P5	-	-	2.6	29.7	-	-	3.0	29.7	2.0	20.0	2.5	28.5
	P6	-	-	2.6	29.2	-	-	3.0	30.0	1.7	23.8	2.5	28.7
	All Grades	-	-	15.1	26.4	-	-	18.0	29.9	12.0	22.5	14.8	26.1

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	3.8	24.4	3.4	25.4	3.9	28.1	3.4	27.8	3.3	22.5	3.5	25.5
	P2	3.9	25.1	3.4	26.0	3.7	28.6	3.2	27.9	2.8	23.7	3.4	26.1
	P3	3.8	28.5	3.4	27.9	3.6	30.2	3.2	28.4	2.8	24.0	3.4	27.8
	P4	3.7	30.9	3.4	30.6	3.5	30.0	3.1	28.3	2.8	24.0	3.3	30.0
	P5	4.2	31.4	3.6	31.7	3.5	31.2	3.2	29.4	2.7	24.2	3.5	31.1
	P6	4.2	31.8	3.6	31.9	2.5	28.5	3.0	28.9	2.7	24.5	3.4	31.1
	All Grades	23.7	28.7	20.8	29.0	20.8	29.4	19.0	28.4	17.0	23.8	20.5	28.6

- 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 average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

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: Average Number of Operating Classes and Average Class Size 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	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	5.0	35.0	4.5	34.5	-	-	3.8	33.5	0.0	-	4.0	26.6	4.0	32.9
	S2	5.0	37.4	4.6	37.5	-	-	3.8	33.4	0.0	-	4.3	25.3	4.1	34.3
	S3	5.0	37.6	4.6	38.2	-	-	3.8	32.1	0.0	-	4.3	23.9	4.1	34.2
	S4	5.0	38.6	4.9	35.1	-	-	3.8	30.5	0.0	-	4.3	23.9	4.2	32.3
	S5	5.0	36.0	4.9	34.0	-	-	3.5	27.9	0.0	-	4.3	23.2	4.2	31.0
	S6	4.0	30.3	2.6	29.8	-	-	2.0	29.0	1.0	39.0	3.3	25.1	2.6	28.8
	S7	4.0	28.3	2.6	28.6	-	-	2.0	24.6	1.0	33.0	3.3	20.4	2.6	26.1
	All Grades	33.0	35.1	28.8	34.6	-	-	22.5	30.7	2.0	36.0	28.0	24.1	25.8	31.8
Wan Chai	S1	4.3	35.9	4.4	32.5	2.0	11.0	3.0	38.5	0.0	-	5.5	22.5	4.0	31.5
	S2	4.3	37.8	4.6	34.3	2.0	15.5	3.0	38.7	0.0	-	4.5	23.0	3.9	33.4
	S3	4.3	38.1	4.7	34.5	2.0	29.5	3.0	38.5	0.0	-	4.0	24.0	3.9	34.2
	S4	4.3	38.5	4.7	34.8	2.0	36.5	6.0	28.5	0.0	-	4.0	19.6	4.3	32.9
	S5	4.3	35.8	4.7	32.3	2.0	38.0	11.0	24.8	1.0	11.0	2.0	22.5	4.7	30.3
	S6	3.0	30.4	2.7	30.4	2.0	31.0	2.0	33.0	3.0	28.3	2.5	16.2	2.6	29.0
	S7	3.0	26.4	2.7	26.8	2.0	36.5	2.0	20.8	2.0	29.0	2.0	18.8	2.5	26.0
	All Grades	27.7	35.3	28.3	32.7	14.0	28.3	30.0	29.9	6.0	25.7	24.5	21.4	25.9	31.4
Eastern	S1	4.5	35.8	4.1	31.4	-	-	4.0	31.1	-	-	2.9	22.8	3.9	30.8
	S2	4.5	37.9	4.4	33.9	-	-	4.0	36.3	-	-	3.0	19.1	4.1	32.7
	S3	4.5	38.3	4.5	35.1	-	-	4.0	34.3	-	-	2.7	19.1	4.2	33.5
	S4	4.5	38.1	4.5	35.7	-	-	4.3	36.5	-	-	2.1	19.5	4.1	34.5
	S5	4.5	37.1	4.6	32.4	-	-	4.3	34.5	-	-	2.0	18.5	4.1	31.9
	S6	2.5	31.5	1.9	31.5	-	-	2.3	32.1	-	-	1.7	21.9	2.0	30.1
	S7	2.5	29.5	1.9	29.8	-	-	2.3	28.1	-	-	0.9	21.5	1.8	28.8
	All Grades	27.5	36.2	26.0	33.3	-	-	25.0	33.8	-	-	15.3	20.2	24.2	32.2

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	4.1	29.8	-	-	5.5	31.6	3.5	24.6	7.0	26.0	4.7	28.6
	S2	-	-	4.1	31.2	-	-	5.5	32.5	4.0	21.5	7.3	25.5	4.8	29.0
	S3	-	-	4.1	34.7	-	-	6.0	29.8	3.0	24.3	7.3	25.7	4.8	31.1
	S4	-	-	4.5	32.5	-	-	5.5	32.3	3.0	22.2	7.0	26.4	4.9	30.3
	S5	-	-	4.5	31.0	-	-	5.0	26.0	2.5	25.4	6.8	24.9	4.8	28.7
	S6	-	-	1.8	30.6	-	-	1.5	29.7	2.5	17.6	7.0	23.3	2.8	26.1
	S7	-	-	1.8	28.3	-	-	1.5	26.3	0.0	-	7.3	21.4	2.6	24.7
	All Grades	-	-	24.9	31.5	-	-	30.5	30.3	18.5	22.6	49.5	24.7	29.3	28.8
Yau Tsim Mong	S1	4.5	34.3	4.3	33.8	4.0	22.8	2.7	36.9	-	-	-	-	4.1	33.6
	S2	4.5	36.0	4.3	36.2	4.0	31.8	2.7	39.0	-	-	-	-	4.1	36.2
	S3	4.5	37.0	4.3	38.0	4.0	40.0	2.7	36.1	-	-	-	-	4.1	37.8
	S4	4.5	33.4	4.9	36.9	4.0	37.3	2.7	36.8	-	-	-	-	4.4	36.5
	S5	4.5	34.0	4.8	35.4	4.0	37.5	2.7	32.3	-	-	-	-	4.3	35.0
	S6	1.5	32.0	2.9	32.1	2.0	33.5	1.0	32.7	-	-	-	-	2.4	32.2
	S7	1.5	27.0	3.1	29.8	2.0	32.5	1.0	28.3	-	-	-	-	2.5	29.7
	All Grades	25.5	34.3	28.7	35.0	24.0	33.7	15.3	35.5	-	-	-	-	25.8	34.9
Sham Shui Po	S1	6.0	30.2	4.7	34.1	5.0	34.8	4.0	33.1	1.2	23.7	1.0	8.0	3.9	33.0
	S2	6.0	30.5	4.6	35.5	4.0	37.5	4.2	35.1	1.2	22.7	1.0	10.0	3.9	34.4
	S3	6.0	27.2	4.6	37.7	5.0	37.8	4.1	36.1	1.0	24.8	1.0	15.0	3.9	36.1
	S4	6.0	27.7	4.3	37.2	6.0	32.7	4.0	37.8	1.2	20.0	1.0	16.0	3.8	35.8
	S5	6.0	24.2	4.3	36.1	5.0	36.4	3.9	36.0	2.2	20.2	1.0	18.0	3.8	34.0
	S6	2.0	33.0	1.9	31.6	2.0	30.0	1.8	33.1	3.2	20.8	1.0	18.0	2.1	29.3
	S7	2.0	29.0	1.9	29.4	2.0	31.0	1.8	29.2	4.0	27.2	0.0	-	2.1	28.8
	All Grades	34.0	28.3	26.3	35.3	29.0	34.9	23.8	34.9	14.0	23.2	6.0	14.2	23.5	33.6

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	33.6	4.9	32.6	-	-	2.8	35.3	2.0	21.3	3.6	26.9	4.3	32.1
	S2	4.0	36.5	5.0	35.5	-	-	3.0	35.5	3.5	20.4	3.6	25.1	4.5	34.0
	S3	4.0	37.3	5.1	36.6	-	-	3.0	33.4	3.0	24.5	3.6	25.3	4.5	34.9
	S4	4.0	36.8	5.1	36.7	-	-	4.2	34.0	2.5	24.2	3.4	25.9	4.6	35.1
	S5	4.0	35.3	5.0	35.3	-	-	5.6	32.2	4.5	23.6	3.8	22.4	4.9	33.2
	S6	2.0	30.5	2.3	31.1	-	-	3.8	34.4	6.5	24.5	3.6	22.1	2.8	29.5
	S7	2.0	29.8	2.3	28.5	-	-	3.8	31.3	6.0	29.8	1.8	20.9	2.6	28.6
	All Grades	24.0	34.9	29.8	34.5	-	-	26.2	33.5	28.0	24.7	23.4	24.3	28.2	32.9
Wong Tai Sin	S1	3.0	26.0	4.4	33.6	-	-	6.0	37.2	2.0	31.0	-	-	4.2	33.5
	S2	3.0	34.0	4.5	35.6	-	-	6.0	38.3	2.0	26.5	-	-	4.3	35.4
	S3	3.0	34.0	4.8	36.4	-	-	6.0	37.0	1.5	28.0	-	-	4.5	36.2
	S4	4.0	36.8	4.8	37.7	-	-	6.0	37.8	1.5	33.3	-	-	4.6	37.5
	S5	4.0	25.8	4.7	35.3	-	-	6.0	30.2	2.0	20.5	-	-	4.5	34.2
	S6	2.0	30.0	2.0	30.9	-	-	3.0	30.7	1.5	29.0	-	-	2.0	30.8
	S7	2.0	28.5	2.0	29.3	-	-	3.0	24.0	2.5	34.2	-	-	2.1	29.5
	All Grades	21.0	30.9	27.3	34.9	-	-	36.0	34.6	13.0	29.0	-	-	26.3	34.5
Kwun Tong	S1	4.5	35.9	4.8	33.8	6.0	35.0	3.7	29.4	0.0	-	-	-	4.4	33.3
	S2	4.5	38.6	4.8	36.1	6.0	38.2	4.1	32.5	0.0	-	-	-	4.6	35.7
	S3	4.5	38.1	4.9	37.6	6.0	38.8	4.3	31.5	0.0	-	-	-	4.7	36.6
	S4	4.5	37.9	5.0	36.5	6.0	39.8	4.6	34.0	0.0	-	-	-	4.8	36.2
	S5	4.5	36.3	5.0	34.8	6.0	42.3	4.6	36.4	2.0	27.0	-	-	4.9	35.4
	S6	2.5	30.2	2.0	31.2	2.0	34.5	1.9	33.5	2.0	11.0	-	-	2.0	31.1
	S7	2.5	26.8	2.0	30.6	2.0	33.5	1.7	33.3	2.0	35.0	-	-	2.0	31.0
	All Grades	27.5	35.7	28.7	35.1	34.0	38.3	24.9	33.0	6.0	24.3	-	-	27.4	34.8

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	6.0	27.8	4.6	33.0	-	-	4.0	27.5	-	-	-	-	4.4	31.2
	S2	6.0	32.3	4.8	35.7	-	-	4.1	28.5	-	-	-	-	4.7	33.7
	S3	5.0	37.2	4.8	36.0	-	-	4.4	26.2	-	-	-	-	4.7	33.3
	S4	5.0	41.0	5.2	36.0	-	-	4.8	30.6	-	-	-	-	5.0	34.7
	S5	5.0	38.4	5.2	33.9	-	-	5.8	27.6	-	-	-	-	5.3	32.0
	S6	2.0	30.0	2.0	31.3	-	-	1.4	27.2	-	-	-	-	1.8	30.3
	S7	2.0	29.0	2.0	30.1	-	-	1.4	25.2	-	-	-	-	1.8	28.9
	All Grades	31.0	34.3	28.6	34.3	-	-	25.8	27.9	-	-	-	-	27.8	32.6
Sha Tin	S1	4.5	35.2	4.3	31.3	-	-	3.3	33.3	6.0	19.9	6.0	29.3	4.2	31.0
	S2	4.5	37.1	4.4	34.1	-	-	3.3	33.1	5.5	21.0	6.0	29.3	4.3	33.4
	S3	4.5	38.7	4.4	35.3	-	-	3.4	31.3	5.5	20.2	6.0	29.2	4.3	34.1
	S4	5.0	35.2	4.7	36.0	-	-	3.4	31.5	6.0	18.4	6.0	29.8	4.6	34.4
	S5	5.0	32.9	4.7	33.4	-	-	3.6	28.3	6.0	18.0	6.0	29.0	4.7	31.9
	S6	2.0	33.3	2.1	30.9	-	-	3.4	30.8	5.0	16.4	9.0	17.2	2.5	28.8
	S7	2.0	30.5	2.1	29.2	-	-	3.1	29.4	4.0	15.0	9.0	17.6	2.4	27.5
	All Grades	27.5	35.2	26.6	33.4	-	-	23.6	31.1	38.0	18.6	48.0	24.9	27.1	32.1
Tai Po	S1	1.5	15.0	4.0	30.9	-	-	4.5	22.3	0.0	-	-	-	3.7	29.5
	S2	1.5	19.7	4.0	33.9	-	-	4.5	31.4	0.0	-	-	-	3.7	33.2
	S3	3.0	27.0	4.2	34.5	-	-	5.0	28.3	0.0	-	-	-	4.0	33.3
	S4	3.5	30.0	4.4	35.5	-	-	5.0	38.7	1.0	9.0	-	-	4.2	35.2
	S5	4.0	32.5	4.3	35.8	-	-	5.0	36.7	0.0	-	-	-	4.2	35.6
	S6	2.0	31.5	2.1	31.9	-	-	2.0	32.8	2.0	11.0	-	-	2.1	31.1
	S7	2.0	30.0	2.1	30.5	-	-	2.0	33.3	2.0	26.0	-	-	2.1	30.5
	All Grades	17.5	28.1	25.1	33.7	-	-	28.0	31.9	5.0	16.6	-	-	23.8	33.0

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	24.3	4.9	33.3	-	-	5.0	40.0	0.0	-	3.0	17.7	4.5	32.6
	S2	3.0	26.7	4.9	35.6	-	-	5.0	39.4	0.0	-	2.0	12.0	4.4	34.8
	S3	3.0	27.5	4.8	38.2	-	-	5.0	40.4	0.0	-	1.0	16.0	4.3	37.4
	S4	4.0	29.8	5.2	35.9	-	-	5.0	38.2	0.0	-	1.0	21.0	4.7	35.4
	S5	5.0	30.7	5.1	35.3	-	-	5.0	40.6	2.0	22.0	1.0	2.0	4.8	34.6
	S6	2.0	30.0	2.0	31.8	-	-	2.0	34.0	2.0	20.0	0.0	-	1.9	31.2
	S7	2.0	30.0	2.0	30.5	-	-	2.0	31.5	2.0	41.5	0.0	-	1.9	31.0
	All Grades	22.0	28.5	29.1	35.0	-	-	29.0	38.8	6.0	27.8	8.0	14.5	26.4	34.4
Yuen Long	S1	5.0	34.7	4.9	32.8	-	-	4.8	25.5	0.0	-	-	-	3.9	32.1
	S2	5.0	38.0	4.9	35.3	-	-	4.0	31.1	0.0	-	-	-	3.8	35.1
	S3	5.0	40.3	5.0	36.5	-	-	4.2	28.9	0.1	7.0	-	-	3.9	35.9
	S4	5.3	36.5	5.3	35.6	-	-	4.2	33.5	0.2	29.5	-	-	4.1	35.4
	S5	5.3	37.4	5.4	34.3	-	-	4.2	29.9	1.8	22.6	-	-	4.5	33.2
	S6	2.3	31.8	1.9	31.1	-	-	1.4	31.9	1.7	28.7	-	-	1.8	30.8
	S7	2.3	28.7	1.7	29.9	-	-	1.4	31.9	1.6	31.3	-	-	1.7	30.2
	All Grades	30.0	36.3	29.1	34.4	-	-	24.2	29.9	5.4	27.0	-	-	23.8	33.8
Tuen Mun	S1	5.0	34.8	4.1	31.3	-	-	-	-	-	-	-	-	4.1	31.5
	S2	5.0	37.1	4.2	33.8	-	-	-	-	-	-	-	-	4.2	34.0
	S3	5.0	39.9	4.4	35.4	-	-	-	-	-	-	-	-	4.4	35.6
	S4	5.0	38.9	4.8	35.5	-	-	-	-	-	-	-	-	4.8	35.7
	S5	5.0	41.2	4.8	34.8	-	-	-	-	-	-	-	-	4.8	35.1
	S6	2.5	33.8	1.9	31.9	-	-	-	-	-	-	-	-	1.9	32.0
	S7	2.5	29.8	1.8	30.8	-	-	-	-	-	-	-	-	1.9	30.7
	All Grades	30.0	37.3	26.1	33.8	-	-	-	-	-	-	-	-	26.3	34.0

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	5.0	36.0	4.7	34.5	-	-	-	-	-	-	-	-	4.7	34.6
	S2	5.0	38.6	4.8	37.6	-	-	-	-	-	-	-	-	4.8	37.7
	S3	5.0	39.6	4.8	39.2	-	-	-	-	-	-	-	-	4.8	39.2
	S4	5.0	39.0	5.1	36.6	-	-	-	-	-	-	-	-	5.1	36.8
	S5	5.0	39.0	5.1	35.2	-	-	-	-	-	-	-	-	5.1	35.5
	S6	3.0	34.0	1.9	31.0	-	-	-	-	-	-	-	-	2.0	31.3
	S7	3.0	27.0	1.9	30.3	-	-	-	-	-	-	-	-	2.0	30.0
	All Grades	31.0	36.9	28.3	35.8	-	-	-	-	-	-	-	-	28.5	35.9
Kwai Tsing	S1	-	-	4.5	34.1	-	-	-	-	-	-	-	-	4.5	34.1
	S2	-	-	4.6	36.9	-	-	-	-	-	-	-	-	4.6	36.9
	S3	-	-	4.6	37.4	-	-	-	-	-	-	-	-	4.6	37.4
	S4	-	-	5.1	36.2	-	-	-	-	-	-	-	-	5.1	36.2
	S5	-	-	5.1	34.7	-	-	-	-	-	-	-	-	5.1	34.7
	S6	-	-	2.0	31.7	-	-	-	-	-	-	-	-	2.0	31.7
	S7	-	-	2.0	29.7	-	-	-	-	-	-	-	-	2.0	29.7
	All Grades	-	-	27.9	35.1	-	-	-	-	-	-	-	-	27.9	35.1
Islands	S1	3.0	34.7	4.7	33.4	-	-	2.3	29.9	2.0	25.5	2.0	22.5	3.4	31.7
	S2	3.0	35.7	4.7	34.3	-	-	2.3	29.0	3.5	20.0	2.0	12.5	3.6	30.5
	S3	3.0	38.7	4.7	37.1	-	-	2.7	25.6	3.0	18.0	1.0	21.0	3.5	32.4
	S4	3.0	37.7	5.0	33.5	-	-	3.3	29.3	2.5	19.6	0.0	-	3.7	31.5
	S5	4.0	32.8	4.7	34.6	-	-	4.3	25.8	1.0	12.0	0.0	-	3.6	31.1
	S6	1.0	19.0	2.0	30.8	-	-	1.3	28.0	0.0	-	0.0	-	1.3	29.4
	S7	1.0	27.0	2.0	30.4	-	-	1.3	31.3	0.0	-	0.0	-	1.3	30.4
	All Grades	18.0	34.3	27.7	34.0	-	-	17.7	28.0	12.0	19.7	5.0	18.2	20.5	31.2

Appendix 1(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	4.3	33.4	4.5	32.7	4.3	29.2	3.8	31.2	1.2	23.4	4.0	24.9	4.2	32.0
	S2	4.3	36.0	4.6	35.1	4.0	33.6	3.8	33.3	1.4	21.6	4.0	23.4	4.3	34.2
	S3	4.4	37.0	4.6	36.4	4.3	37.7	3.9	31.8	1.3	22.1	3.8	23.9	4.3	35.2
	S4	4.5	36.2	4.9	36.0	4.5	36.5	4.2	33.7	1.3	21.5	3.6	24.2	4.5	35.0
	S5	4.7	35.1	4.9	34.4	4.3	38.9	4.6	31.1	2.2	21.2	3.4	22.8	4.6	33.3
	S6	2.3	31.3	2.1	31.3	2.0	32.3	2.1	31.7	2.5	22.8	3.3	21.9	2.2	30.1
	S7	2.3	28.6	2.1	29.7	2.0	33.4	2.0	29.1	2.3	28.4	2.7	20.5	2.1	28.9
	All Grades	26.7	34.6	27.5	34.3	25.3	34.8	24.5	31.9	12.3	23.3	24.9	23.2	26.1	33.2

- 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 average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	5	6	29
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
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	3	1	45
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	33	1	1	0	36
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	423	21	50	40	568

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2011/12 School Year

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	25.0	2.9	26.0	3.0	31.3	2.8	26.1	1.4	25.0	2.6	26.1
	P2	2.0	22.8	2.9	25.3	3.0	32.0	2.4	26.7	1.6	23.0	2.5	25.4
	P3	2.0	24.5	2.9	25.7	3.0	32.0	2.4	26.5	2.4	21.7	2.7	25.4
	P4	2.0	27.0	2.7	27.7	3.0	30.3	2.4	27.7	2.4	22.7	2.6	26.9
	P5	2.0	29.3	2.8	29.9	3.0	28.7	2.4	24.9	2.2	23.1	2.6	27.8
	P6	2.0	31.5	2.9	31.1	3.0	28.7	2.4	25.9	2.2	22.5	2.6	28.8
	All Grades	12.0	26.7	17.1	27.6	18.0	30.5	14.8	26.3	12.2	22.8	15.4	26.7
Wan Chai	P1	6.0	25.7	3.2	27.2	-	-	3.0	33.1	5.0	26.0	3.6	28.0
	P2	6.0	25.7	3.2	27.2	-	-	2.8	32.1	5.3	24.8	3.6	27.5
	P3	6.5	25.6	3.1	27.8	-	-	3.0	31.7	5.0	26.9	3.6	28.1
	P4	6.5	30.4	3.0	30.1	-	-	2.5	33.2	5.0	26.6	3.4	30.1
	P5	5.5	32.7	3.2	33.8	-	-	2.7	31.6	2.3	29.0	3.1	32.7
	P6	6.5	32.5	3.2	33.7	-	-	2.7	34.5	2.3	29.3	3.2	33.2
	All Grades	37.0	28.7	18.8	30.0	-	-	16.7	32.7	25.0	26.6	20.6	29.8
Eastern	P1	3.8	24.1	3.5	25.5	3.0	26.8	2.0	34.3	3.8	20.4	3.5	24.5
	P2	3.8	24.3	3.5	25.9	3.0	26.8	2.0	30.0	2.5	23.6	3.2	25.5
	P3	3.8	23.9	3.5	26.4	3.0	25.7	2.5	24.2	2.4	22.4	3.2	25.3
	P4	3.5	28.9	3.4	28.3	3.0	28.2	2.5	22.8	2.3	23.7	3.1	27.4
	P5	3.8	31.7	3.5	29.2	3.5	26.0	2.0	27.8	3.3	23.9	3.4	28.2
	P6	3.8	34.3	3.7	30.8	3.0	29.5	3.0	17.0	3.0	23.8	3.5	29.3
	All Grades	22.3	27.9	21.2	27.7	18.5	27.1	14.0	25.2	17.1	22.9	19.9	26.7

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.8	2.9	25.0	5.0	28.0	6.3	22.8	7.0	20.0	4.5	22.6
	P2	2.5	24.2	2.7	23.9	5.0	29.8	6.3	23.4	5.3	22.7	4.0	23.7
	P3	3.0	23.2	3.0	24.5	5.0	30.2	5.7	21.9	4.5	24.3	3.9	24.2
	P4	3.0	26.8	2.9	26.7	5.0	29.2	6.0	22.9	4.5	24.6	3.9	25.4
	P5	2.5	28.0	2.9	28.8	4.0	30.5	4.7	24.6	4.5	24.4	3.6	26.6
	P6	2.5	31.2	3.1	31.0	4.0	27.5	2.7	21.6	4.5	24.4	3.4	27.5
	All Grades	16.0	26.3	17.5	26.7	28.0	29.2	31.7	23.0	30.3	23.1	23.3	24.8
Yau Tsim Mong	P1	2.7	19.5	3.6	28.4	4.5	28.7	4.0	35.0	-	-	3.6	27.9
	P2	2.3	19.9	3.4	29.4	4.5	28.1	3.0	36.7	-	-	3.3	28.7
	P3	2.3	22.7	3.4	29.7	4.5	29.3	3.0	36.7	-	-	3.3	29.3
	P4	2.3	22.1	3.5	30.6	2.5	33.4	3.0	36.7	-	-	3.3	30.2
	P5	2.0	26.3	3.5	32.3	2.5	33.8	3.0	37.0	-	-	3.2	32.1
	P6	3.7	28.9	3.9	32.6	2.5	32.4	3.0	36.0	-	-	3.7	32.2
	All Grades	15.3	23.6	21.4	30.5	21.0	30.3	19.0	36.3	-	-	20.5	30.1
Sham Shui Po	P1	3.3	21.0	3.6	28.3	3.3	26.0	3.4	30.4	0.0	-	3.4	28.0
	P2	3.7	25.1	3.6	28.7	3.3	28.2	3.5	28.4	0.0	-	3.5	28.2
	P3	3.7	24.4	3.6	28.7	3.0	32.2	3.3	27.4	0.0	-	3.3	28.3
	P4	4.0	29.3	3.7	30.5	3.0	31.1	3.5	28.8	5.0	30.0	3.7	30.0
	P5	4.0	32.0	3.8	32.9	3.0	31.6	3.3	29.4	5.0	30.0	3.6	31.8
	P6	4.7	31.7	4.2	33.4	3.0	31.8	2.6	31.7	5.0	29.8	3.8	32.7
	All Grades	23.3	27.6	22.4	30.5	18.7	30.0	19.5	29.3	15.0	29.9	21.2	29.9

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.1	3.2	26.3	3.0	30.3	3.7	29.2	2.9	22.0	3.3	26.3
	P2	4.5	26.6	3.1	26.8	3.0	30.6	3.4	28.6	2.2	24.2	3.0	27.0
	P3	4.5	26.1	3.1	27.4	2.7	28.0	3.2	29.2	2.0	23.9	3.0	27.1
	P4	4.5	31.1	3.1	29.6	2.7	28.9	3.4	28.1	1.7	23.5	2.9	28.7
	P5	4.5	32.4	3.1	30.7	2.3	29.9	3.3	28.5	1.7	22.7	2.9	29.4
	P6	4.5	33.1	3.2	32.2	1.7	30.2	3.5	30.1	1.5	24.6	2.9	31.0
	All Grades	27.0	29.2	18.7	28.8	15.3	29.6	20.4	29.0	12.0	23.2	18.0	28.2
Wong Tai Sin	P1	3.0	21.0	3.4	24.2	-	-	4.3	32.2	-	-	3.5	25.1
	P2	3.0	22.0	3.3	24.5	-	-	4.0	31.8	-	-	3.4	25.2
	P3	2.0	24.5	3.4	25.4	-	-	4.3	29.1	-	-	3.4	25.8
	P4	2.0	30.0	3.3	28.0	-	-	4.0	34.5	-	-	3.3	28.8
	P5	3.0	28.0	3.3	29.9	-	-	4.0	30.6	-	-	3.4	30.0
	P6	4.0	23.8	3.5	31.3	-	-	4.0	34.8	-	-	3.6	31.5
	All Grades	17.0	24.5	20.1	27.3	-	-	24.7	32.1	-	-	20.5	27.7
Kwun Tong	P1	4.5	25.3	4.4	25.5	4.0	25.3	3.0	37.3	-	-	4.3	25.7
	P2	4.5	25.0	4.3	26.1	4.0	16.8	3.0	35.3	-	-	4.3	25.9
	P3	4.5	25.2	4.4	26.7	3.0	17.3	3.0	29.0	-	-	4.3	26.5
	P4	4.5	29.6	4.0	29.6	3.0	24.7	3.0	32.0	-	-	4.0	29.6
	P5	4.5	31.9	3.9	32.1	4.0	25.8	3.0	27.0	-	-	3.9	31.8
	P6	4.5	31.9	4.4	32.4	4.0	27.8	3.0	30.3	-	-	4.4	32.2
	All Grades	27.0	28.1	25.4	28.7	22.0	23.1	18.0	31.8	-	-	25.2	28.5

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	4.0	22.5	3.4	23.3	3.8	30.7	1.0	10.0	4.0	30.0	3.4	24.5
	P2	3.0	20.0	3.5	22.3	3.8	29.5	1.0	1.0	4.0	30.0	3.4	23.4
	P3	4.0	24.8	3.6	22.9	3.8	30.8	0.0	-	4.0	30.0	3.5	24.5
	P4	3.0	24.7	3.5	26.5	4.8	30.3	1.0	2.0	4.0	30.0	3.6	27.1
	P5	3.0	28.3	3.5	28.5	4.8	29.5	1.0	1.0	4.0	30.0	3.6	28.5
	P6	4.0	29.0	3.8	30.1	3.3	27.4	1.0	4.0	4.0	29.8	3.6	29.4
	All Grades	21.0	25.0	21.2	25.7	24.0	29.8	5.0	3.6	24.0	30.0	21.1	26.3
Sha Tin	P1	5.0	25.0	3.6	25.5	4.5	30.3	5.0	23.4	5.0	30.0	3.8	25.7
	P2	4.0	26.0	3.4	26.4	4.5	31.0	4.5	26.3	5.0	29.8	3.6	26.7
	P3	5.0	25.4	3.4	26.6	4.5	30.6	4.0	26.8	5.0	30.0	3.6	26.9
	P4	5.0	30.6	3.2	29.3	4.5	31.3	4.0	27.4	5.0	30.0	3.4	29.4
	P5	5.0	31.8	3.3	30.3	4.5	30.2	5.0	25.4	5.0	30.0	3.5	30.0
	P6	5.0	32.0	3.5	31.0	5.0	30.6	5.0	26.0	5.0	30.0	3.7	30.6
	All Grades	29.0	28.6	20.4	28.1	27.5	30.7	27.5	25.8	30.0	30.0	21.5	28.2
Tai Po	P1	3.0	23.0	3.8	24.8	-	-	-	-	3.3	22.0	3.7	24.4
	P2	2.0	19.0	3.7	24.2	-	-	-	-	2.3	25.4	3.4	24.2
	P3	2.0	22.0	3.7	24.3	-	-	-	-	2.3	23.9	3.4	24.2
	P4	2.0	30.0	3.3	29.3	-	-	-	-	2.3	24.6	3.1	28.8
	P5	2.0	29.5	3.4	29.5	-	-	-	-	2.3	23.6	3.2	28.9
	P6	3.0	31.0	3.6	31.2	-	-	-	-	2.0	19.0	3.3	30.2
	All Grades	14.0	25.9	21.5	27.1	-	-	-	-	14.7	23.1	20.2	26.7

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	7.0	23.1	3.6	28.9	-	-	-	-	-	-	3.8	28.5
	P2	5.0	23.0	3.6	28.5	-	-	-	-	-	-	3.6	28.3
	P3	4.0	26.0	3.6	28.0	-	-	-	-	-	-	3.6	27.9
	P4	3.0	29.3	3.4	30.8	-	-	-	-	-	-	3.4	30.8
	P5	2.0	32.0	3.3	32.9	-	-	-	-	-	-	3.3	32.9
	P6	5.0	32.6	3.3	33.7	-	-	-	-	-	-	3.4	33.6
	All Grades	26.0	26.8	20.7	30.4	-	-	-	-	-	-	20.9	30.2
Yuen Long	P1	5.3	25.4	3.4	24.5	4.0	30.6	2.0	13.0	1.0	5.0	3.4	24.6
	P2	5.0	25.5	3.3	24.7	4.0	27.4	2.0	15.5	1.0	12.0	3.3	24.7
	P3	5.0	27.4	3.4	25.6	3.0	27.3	2.0	18.5	1.0	11.0	3.4	25.7
	P4	5.0	29.6	3.5	27.5	2.5	29.0	2.0	17.0	1.0	22.0	3.4	27.6
	P5	4.7	31.4	3.3	30.8	2.5	26.4	2.0	19.0	1.0	13.0	3.3	30.5
	P6	5.0	31.5	3.7	30.7	2.5	30.4	2.0	19.5	1.0	13.0	3.6	30.6
	All Grades	30.0	28.4	20.5	27.4	18.5	28.6	12.0	17.1	6.0	12.7	20.6	27.3
Tuen Mun	P1	4.0	25.3	3.5	25.0	4.0	30.8	1.0	8.0	-	-	3.4	25.1
	P2	4.0	25.5	3.2	24.9	4.0	30.0	1.0	7.0	-	-	3.2	24.9
	P3	4.0	24.0	3.3	25.4	4.0	29.5	1.0	7.0	-	-	3.3	25.3
	P4	4.0	28.0	3.3	27.5	4.0	31.0	1.0	9.0	-	-	3.3	27.5
	P5	4.0	30.8	3.4	29.5	4.0	30.8	2.0	6.0	-	-	3.4	29.2
	P6	4.0	32.3	3.7	30.0	4.0	29.0	2.0	7.5	-	-	3.7	29.7
	All Grades	24.0	27.6	20.4	27.1	24.0	30.2	8.0	7.3	-	-	20.2	27.0

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.8	3.3	27.8	-	-	1.0	5.0	-	-	3.3	27.4
	P2	5.0	27.6	3.3	27.1	-	-	1.0	7.5	-	-	3.2	26.7
	P3	5.0	28.2	3.3	28.0	-	-	0.5	7.0	-	-	3.2	27.7
	P4	5.0	29.8	3.4	28.9	-	-	0.5	6.0	-	-	3.3	28.7
	P5	5.0	31.8	3.3	32.3	-	-	0.5	9.0	-	-	3.2	31.9
	P6	5.0	31.7	3.5	32.8	-	-	1.0	11.0	-	-	3.4	32.1
	All Grades	30.0	29.8	20.1	29.5	-	-	4.5	7.7	-	-	19.6	29.1
Kwai Tsing	P1	-	-	3.6	25.6	3.0	31.3	-	-	-	-	3.6	25.8
	P2	-	-	3.6	26.2	3.0	30.0	-	-	-	-	3.6	26.3
	P3	-	-	3.7	26.2	3.0	30.7	-	-	-	-	3.6	26.3
	P4	-	-	3.6	28.8	3.0	33.7	-	-	-	-	3.6	29.0
	P5	-	-	3.5	30.9	3.0	28.0	-	-	-	-	3.5	30.8
	P6	-	-	3.9	32.0	3.0	33.0	-	-	-	-	3.8	32.0
	All Grades	-	-	21.9	28.3	18.0	31.1	-	-	-	-	21.7	28.4
Islands	P1	-	-	2.4	21.2	-	-	3.0	30.0	2.3	20.8	2.4	21.7
	P2	-	-	2.5	21.4	-	-	3.0	30.0	1.5	23.0	2.3	22.1
	P3	-	-	2.5	23.8	-	-	3.0	29.7	1.5	23.8	2.3	24.2
	P4	-	-	2.4	27.1	-	-	3.0	29.0	1.5	23.5	2.2	26.8
	P5	-	-	2.3	30.0	-	-	3.0	30.0	1.5	23.2	2.2	29.1
	P6	-	-	2.6	29.5	-	-	3.0	29.3	1.3	23.4	2.3	28.9
	All Grades	-	-	14.7	25.5	-	-	18.0	29.7	9.5	22.8	13.9	25.4

Appendix 2(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	4.0	24.6	3.5	25.7	3.7	29.2	3.4	28.4	3.5	21.9	3.5	25.7
	P2	3.8	24.8	3.4	25.9	3.7	28.6	3.2	27.8	2.8	24.0	3.4	25.9
	P3	3.9	25.3	3.4	26.3	3.5	29.3	3.1	27.5	2.7	24.3	3.4	26.3
	P4	3.8	29.0	3.3	28.8	3.4	30.2	3.1	28.1	2.7	24.7	3.3	28.5
	P5	3.7	31.2	3.3	30.8	3.4	29.4	3.0	27.7	2.6	24.6	3.3	30.1
	P6	4.2	31.7	3.6	31.6	3.1	29.7	2.9	28.7	2.5	24.7	3.5	30.9
	All Grades	23.6	27.8	20.6	28.2	20.8	29.4	18.6	28.0	16.8	23.9	20.3	27.9

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Secondary Day Schools by District and by Sector, 2011/12 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	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
Sham Shui Po	1	15	1	9	4	1	31
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	1	0	36
Sai Kung	1	18	0	8	1	0	28
Sha Tin	2	38	0	7	2	1	50
Tai Po	2	18	0	2	0	0	22
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	10	0	49
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	365	3	63	34	27	524

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2011/12**School Year**

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.5	4.4	34.7	-	-	3.8	33.8	0.0	-	4.0	26.3	3.9	33.1
	S2	5.0	34.4	4.5	34.9	-	-	3.8	33.5	0.0	-	4.0	27.6	4.0	33.3
	S3	5.0	37.4	4.6	36.4	-	-	3.8	32.1	0.0	-	4.3	23.5	4.1	33.1
	S4	5.0	35.6	4.8	35.5	-	-	3.8	30.0	0.0	-	4.3	23.8	4.2	32.2
	S5	5.0	38.0	4.8	34.3	-	-	3.8	28.0	0.0	-	4.3	22.4	4.2	31.1
	S6	5.0	32.0	4.9	29.8	-	-	3.5	23.4	0.0	-	3.7	23.2	4.1	27.6
	S7	4.0	26.8	2.6	26.9	-	-	2.0	23.3	1.0	34.0	3.3	22.1	2.6	25.3
	All Grades	33.0	34.5	30.5	33.6	-	-	24.3	29.6	1.0	34.0	28.0	24.2	27.0	31.1
Wan Chai	S1	4.0	35.8	4.2	32.6	-	-	2.7	33.4	0.0	-	7.0	24.4	3.8	32.4
	S2	4.3	35.5	4.3	32.9	-	-	2.7	31.9	0.0	-	7.0	23.1	3.9	32.3
	S3	4.3	37.5	4.6	33.2	-	-	2.7	33.0	0.0	-	6.0	23.3	4.0	33.1
	S4	4.3	37.8	4.7	32.7	-	-	3.7	30.5	0.0	-	6.0	23.5	4.2	32.5
	S5	4.3	37.1	4.7	32.3	-	-	4.7	29.4	0.0	-	6.0	22.2	4.4	31.8
	S6	4.3	33.7	4.7	29.1	-	-	5.3	22.8	1.0	3.0	5.0	16.0	4.5	27.4
	S7	3.0	26.4	2.7	27.2	-	-	2.0	20.7	2.0	23.0	5.0	17.0	2.7	24.9
	All Grades	28.7	35.2	29.8	31.7	-	-	23.7	28.5	3.0	16.3	42.0	21.7	27.6	30.8
Eastern	S1	4.0	35.6	3.9	31.1	-	-	4.3	30.8	-	-	3.1	23.1	3.8	30.4
	S2	4.5	35.8	4.1	31.2	-	-	4.0	30.9	-	-	3.0	21.0	3.9	30.3
	S3	4.5	37.1	4.4	33.3	-	-	4.0	35.5	-	-	3.0	18.3	4.1	32.0
	S4	4.5	37.4	4.5	33.9	-	-	4.0	35.8	-	-	2.6	17.9	4.1	32.7
	S5	4.5	36.8	4.5	33.2	-	-	4.3	32.8	-	-	2.1	18.7	4.1	32.2
	S6	4.5	35.3	4.6	30.5	-	-	4.3	28.9	-	-	2.1	17.3	4.1	29.6
	S7	2.5	29.4	1.9	30.2	-	-	2.3	30.7	-	-	0.9	20.0	1.8	29.3
	All Grades	29.0	35.7	27.9	32.1	-	-	27.0	32.3	-	-	16.9	19.6	25.9	31.1

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.9	29.4	-	-	5.5	31.5	5.0	20.6	6.4	25.3	4.7	27.6
	S2	-	-	4.0	29.2	-	-	5.5	31.1	5.0	16.8	6.6	25.0	4.8	27.0
	S3	-	-	4.1	31.9	-	-	5.5	31.1	5.0	17.1	6.4	24.4	4.8	28.3
	S4	-	-	4.4	31.9	-	-	5.5	28.9	4.5	16.3	6.2	25.5	4.9	28.6
	S5	-	-	4.4	29.4	-	-	5.5	29.7	4.5	14.7	6.0	24.0	4.9	26.8
	S6	-	-	4.5	28.7	-	-	5.0	22.3	4.0	15.5	6.0	21.4	4.8	25.2
	S7	-	-	1.8	29.0	-	-	1.5	27.7	2.5	18.8	5.6	21.8	2.7	24.8
	All Grades	-	-	27.0	30.0	-	-	34.0	29.1	30.5	17.1	43.2	24.0	31.4	27.0
Yau Tsim Mong	S1	4.5	32.6	4.0	34.0	4.0	22.8	3.3	38.7	0.0	-	-	-	3.4	34.1
	S2	5.0	30.2	4.4	33.5	4.0	24.8	3.3	39.5	0.0	-	-	-	3.6	33.6
	S3	4.5	34.3	4.4	35.2	4.0	30.8	3.3	38.2	0.0	-	-	-	3.6	35.4
	S4	4.5	34.7	4.9	34.9	4.0	36.8	3.3	36.0	0.3	6.0	-	-	3.9	34.8
	S5	4.5	32.7	4.9	35.1	4.0	34.5	3.3	33.4	0.3	10.0	-	-	3.9	34.3
	S6	4.5	32.4	4.8	32.5	4.0	35.8	3.3	30.8	1.0	20.3	-	-	3.9	31.9
	S7	1.5	30.0	2.9	30.3	2.0	35.0	1.5	26.3	1.3	16.8	-	-	2.3	28.9
	All Grades	29.0	32.6	30.3	33.8	26.0	31.2	21.0	35.4	3.0	16.0	-	-	24.6	33.5
Sham Shui Po	S1	5.0	28.2	4.2	34.5	4.0	35.5	3.9	33.3	1.5	24.3	1.0	4.0	3.7	33.2
	S2	6.0	27.2	4.7	34.0	5.0	35.8	3.7	33.6	1.5	21.7	1.0	8.0	3.9	32.8
	S3	6.0	29.2	4.6	35.7	4.0	36.8	3.8	37.8	1.5	20.7	1.0	11.0	3.9	35.1
	S4	5.0	31.2	4.3	36.6	5.0	39.6	4.2	33.6	1.5	22.3	1.0	22.0	3.9	34.7
	S5	6.0	23.7	4.3	35.6	5.0	38.6	3.9	34.9	1.5	21.8	1.0	22.0	3.8	34.1
	S6	6.0	20.7	4.3	33.7	5.0	33.6	3.8	32.1	2.0	21.9	1.0	16.0	3.8	31.7
	S7	2.0	29.0	1.9	30.6	2.0	30.0	1.7	30.6	2.5	26.0	0.0	-	1.9	29.8
	All Grades	36.0	26.6	28.3	34.7	30.0	36.2	24.9	34.0	12.0	22.9	6.0	13.8	24.9	33.3

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	34.3	4.4	33.4	-	-	3.0	32.9	3.0	22.0	3.6	27.4	4.1	32.4
	S2	4.0	33.9	4.9	32.6	-	-	2.8	36.1	3.0	20.3	3.6	25.6	4.4	31.9
	S3	4.0	36.3	5.0	35.0	-	-	3.0	33.5	3.5	21.6	3.4	26.3	4.4	33.6
	S4	4.0	36.4	5.1	35.4	-	-	4.6	29.2	3.0	22.8	3.6	25.4	4.7	33.4
	S5	4.0	34.0	5.1	34.7	-	-	5.0	26.7	3.0	20.7	3.6	23.4	4.8	32.2
	S6	4.0	33.9	5.0	32.4	-	-	6.2	24.9	4.0	22.0	3.6	22.4	4.9	30.0
	S7	2.0	29.8	2.3	29.0	-	-	3.8	30.7	6.0	23.6	1.8	23.4	2.6	28.3
	All Grades	26.0	34.4	31.8	33.6	-	-	28.4	29.6	25.5	22.1	23.2	24.9	29.8	31.9
Wong Tai Sin	S1	3.0	26.3	4.0	33.5	-	-	6.0	40.8	2.0	25.3	-	-	3.9	33.4
	S2	3.0	26.3	4.3	33.7	-	-	6.0	37.3	2.0	29.5	-	-	4.2	33.6
	S3	3.0	33.7	4.6	35.0	-	-	6.0	35.7	1.5	34.3	-	-	4.3	35.0
	S4	3.0	31.7	4.9	34.9	-	-	6.0	32.8	1.5	28.3	-	-	4.6	34.6
	S5	4.0	33.3	4.8	36.6	-	-	6.0	35.2	1.5	23.7	-	-	4.5	36.1
	S6	4.0	23.8	4.7	32.5	-	-	6.0	26.7	2.0	16.3	-	-	4.5	31.4
	S7	2.0	28.5	2.1	29.5	-	-	3.0	26.7	1.5	30.0	-	-	2.1	29.3
	All Grades	22.0	29.0	29.4	34.1	-	-	39.0	34.1	12.0	26.4	-	-	28.2	33.7
Kwun Tong	S1	4.0	35.5	4.2	34.0	5.0	37.6	3.7	28.5	0.0	-	-	-	4.0	33.2
	S2	4.5	34.9	4.7	34.5	6.0	34.7	3.7	33.2	0.0	-	-	-	4.4	34.3
	S3	4.5	37.1	4.8	36.3	6.0	37.0	4.0	33.8	0.0	-	-	-	4.5	35.9
	S4	4.5	36.1	5.1	35.5	6.0	40.0	4.3	32.6	0.0	-	-	-	4.8	35.2
	S5	4.5	36.0	5.0	35.1	6.0	39.2	4.4	31.3	0.0	-	-	-	4.8	34.6
	S6	4.5	35.7	5.0	32.8	6.0	37.7	4.6	32.3	2.0	28.0	-	-	4.8	33.0
	S7	2.5	30.0	2.0	30.7	2.0	34.0	1.7	32.2	2.0	11.5	-	-	2.0	30.5
	All Grades	29.0	35.4	30.8	34.5	37.0	37.5	26.4	32.0	4.0	19.8	-	-	29.3	34.1

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.6	4.0	33.5	-	-	4.0	30.3	0.0	-	-	-	3.9	32.3
	S2	6.0	27.2	4.5	33.4	-	-	4.0	27.5	1.0	6.0	-	-	4.3	31.3
	S3	5.0	39.0	4.8	35.5	-	-	4.1	28.7	0.0	-	-	-	4.4	33.8
	S4	5.0	36.0	4.9	34.0	-	-	4.9	26.9	1.0	10.0	-	-	4.8	31.9
	S5	5.0	40.8	5.2	33.5	-	-	4.9	29.1	0.0	-	-	-	4.9	32.5
	S6	5.0	38.0	5.2	31.6	-	-	4.8	23.6	0.0	-	-	-	4.9	29.6
	S7	2.0	30.0	2.0	30.7	-	-	1.4	26.4	0.0	-	-	-	1.8	29.7
	All Grades	33.0	34.4	30.6	33.4	-	-	28.0	27.5	2.0	8.0	-	-	28.9	31.7
Sha Tin	S1	4.0	35.6	3.9	32.0	-	-	3.4	32.5	6.0	21.2	6.0	29.2	3.9	31.5
	S2	4.5	35.3	4.2	31.1	-	-	3.3	33.1	6.0	20.6	6.0	29.3	4.2	30.9
	S3	4.5	36.8	4.4	34.1	-	-	3.3	32.6	6.0	20.0	6.0	29.3	4.3	33.1
	S4	4.5	38.9	4.5	34.0	-	-	3.4	29.8	6.0	18.6	6.0	29.7	4.4	32.8
	S5	5.0	34.4	4.7	34.0	-	-	3.4	29.1	6.0	19.2	6.0	29.5	4.6	32.6
	S6	5.0	30.7	4.7	30.7	-	-	4.3	24.0	5.5	18.8	9.0	19.1	4.8	28.8
	S7	2.0	32.0	2.1	29.6	-	-	3.4	29.3	5.0	15.5	9.0	15.9	2.5	27.5
	All Grades	29.5	35.0	28.4	32.4	-	-	24.6	29.8	40.5	19.2	48.0	24.9	28.8	31.2
Tai Po	S1	1.5	25.7	3.7	32.3	-	-	4.5	31.6	-	-	-	-	3.5	31.9
	S2	1.0	23.0	4.1	31.7	-	-	4.5	22.7	-	-	-	-	3.9	30.6
	S3	1.5	24.3	4.2	33.9	-	-	4.5	29.4	-	-	-	-	4.0	33.1
	S4	3.0	25.0	4.6	33.3	-	-	4.5	35.3	-	-	-	-	4.4	33.0
	S5	3.5	26.3	4.5	34.7	-	-	5.0	35.0	-	-	-	-	4.5	34.1
	S6	4.0	29.3	4.6	33.1	-	-	5.0	30.4	-	-	-	-	4.5	32.6
	S7	2.0	31.3	2.2	31.5	-	-	2.0	33.0	-	-	-	-	2.2	31.6
	All Grades	16.5	26.9	27.8	33.1	-	-	30.0	31.0	-	-	-	-	27.0	32.5

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	33.2	4.2	33.7	-	-	5.0	39.8	0.0	-	3.0	19.0	3.9	33.5
	S2	3.0	25.3	4.9	33.4	-	-	5.0	41.6	0.0	-	3.0	17.3	4.5	32.9
	S3	3.0	31.0	4.8	36.3	-	-	5.0	39.4	0.0	-	2.0	12.0	4.3	35.6
	S4	3.0	27.7	5.2	35.2	-	-	5.0	38.6	0.0	-	1.0	14.0	4.5	34.7
	S5	4.0	27.6	5.2	34.2	-	-	5.0	37.2	0.0	-	1.0	21.0	4.6	33.7
	S6	5.0	28.5	5.1	32.6	-	-	5.0	33.4	3.0	21.7	0.0	-	4.8	32.0
	S7	2.0	28.5	2.0	30.8	-	-	2.0	31.5	3.0	29.3	0.0	-	2.0	30.5
	All Grades	23.0	28.8	31.4	34.0	-	-	32.0	37.9	6.0	25.5	10.0	16.8	28.5	33.5
Yuen Long	S1	4.0	35.1	4.2	33.5	-	-	4.4	33.0	0.0	-	-	-	3.5	33.6
	S2	5.0	34.6	4.9	32.6	-	-	4.6	27.1	0.0	-	-	-	4.0	32.2
	S3	5.0	37.2	5.0	34.9	-	-	3.8	33.1	0.0	-	-	-	4.0	34.9
	S4	5.3	37.8	5.1	34.7	-	-	4.4	26.6	0.4	19.3	-	-	4.3	33.9
	S5	5.3	35.8	5.2	33.7	-	-	4.0	31.8	0.6	28.8	-	-	4.3	33.6
	S6	5.3	36.2	5.4	31.8	-	-	4.2	27.3	1.8	23.2	-	-	4.6	31.3
	S7	2.3	30.6	1.9	30.7	-	-	1.4	31.4	2.0	29.6	-	-	1.9	30.5
	All Grades	32.0	35.8	31.7	33.3	-	-	26.8	29.8	4.8	26.3	-	-	26.6	33.0
Tuen Mun	S1	4.0	35.0	3.7	31.0	-	-	-	-	-	-	-	-	3.7	31.2
	S2	5.0	33.4	4.1	30.8	-	-	-	-	-	-	-	-	4.2	31.0
	S3	5.0	37.2	4.2	33.4	-	-	-	-	-	-	-	-	4.2	33.6
	S4	5.0	38.2	4.6	34.0	-	-	-	-	-	-	-	-	4.6	34.3
	S5	5.0	37.7	4.8	33.8	-	-	-	-	-	-	-	-	4.8	34.0
	S6	5.0	40.2	4.8	32.1	-	-	-	-	-	-	-	-	4.8	32.6
	S7	2.5	33.4	1.9	30.9	-	-	-	-	-	-	-	-	1.9	31.1
	All Grades	31.5	36.7	28.1	32.5	-	-	-	-	-	-	-	-	28.3	32.7

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.5	4.0	35.3	-	-	-	-	-	-	-	-	4.0	35.4
	S2	5.0	36.4	4.7	35.3	-	-	-	-	-	-	-	-	4.7	35.3
	S3	5.0	39.2	4.8	37.3	-	-	-	-	-	-	-	-	4.8	37.5
	S4	5.0	38.8	5.1	36.1	-	-	-	-	-	-	-	-	5.1	36.3
	S5	5.0	38.6	5.1	35.7	-	-	-	-	-	-	-	-	5.1	35.9
	S6	5.0	36.8	5.1	32.3	-	-	-	-	-	-	-	-	5.1	32.7
	S7	3.0	30.3	1.9	30.1	-	-	-	-	-	-	-	-	2.0	30.1
	All Grades	32.0	37.1	30.7	35.0	-	-	-	-	-	-	-	-	30.8	35.2
Kwai Tsing	S1	-	-	4.0	34.6	-	-	-	-	-	-	-	-	4.0	34.6
	S2	-	-	4.5	34.2	-	-	-	-	-	-	-	-	4.5	34.2
	S3	-	-	4.6	36.3	-	-	-	-	-	-	-	-	4.6	36.3
	S4	-	-	4.9	34.7	-	-	-	-	-	-	-	-	4.9	34.7
	S5	-	-	5.1	34.2	-	-	-	-	-	-	-	-	5.1	34.2
	S6	-	-	5.1	32.2	-	-	-	-	-	-	-	-	5.1	32.2
	S7	-	-	2.0	30.5	-	-	-	-	-	-	-	-	2.0	30.5
	All Grades	-	-	30.2	34.1	-	-	-	-	-	-	-	-	30.2	34.1
Islands	S1	3.0	32.0	3.8	33.6	-	-	2.7	25.6	2.0	27.0	3.0	17.3	3.2	30.1
	S2	3.0	33.0	4.7	33.4	-	-	3.0	25.7	2.0	25.3	2.0	19.0	3.5	30.5
	S3	3.0	35.3	4.7	33.5	-	-	2.7	25.6	3.5	20.3	1.0	21.0	3.6	30.0
	S4	3.0	39.3	5.0	33.3	-	-	3.0	27.4	2.5	15.0	1.0	19.0	3.7	30.4
	S5	3.0	36.0	5.0	31.0	-	-	4.0	23.9	2.5	17.8	0.0	-	3.8	28.3
	S6	4.0	31.5	4.7	32.3	-	-	4.3	23.5	0.5	20.0	0.0	-	3.5	29.4
	S7	1.0	14.0	2.0	30.4	-	-	1.3	26.0	0.0	-	0.0	-	1.3	28.4
	All Grades	20.0	33.4	29.8	32.6	-	-	21.0	25.1	13.0	20.6	7.0	18.6	22.7	29.7

Appendix 2(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	33.9	4.0	33.0	4.3	32.4	3.8	32.3	1.4	22.5	4.2	24.9	3.8	32.3
	S2	4.3	33.0	4.5	32.7	5.0	32.4	3.7	31.8	1.4	20.7	4.1	24.2	4.2	32.0
	S3	4.3	36.0	4.6	34.9	4.7	35.1	3.7	33.3	1.5	20.7	4.0	23.1	4.2	33.9
	S4	4.4	36.0	4.8	34.5	5.0	39.0	4.2	30.9	1.5	19.0	3.8	23.7	4.5	33.5
	S5	4.5	34.6	4.9	34.1	5.0	37.7	4.3	30.7	1.6	19.8	3.6	22.9	4.5	33.1
	S6	4.7	33.3	4.9	31.8	5.0	35.8	4.5	27.0	2.1	20.3	3.6	20.6	4.6	30.6
	S7	2.3	29.4	2.1	30.1	2.0	33.0	2.0	28.9	2.3	23.7	2.7	20.7	2.1	28.9
	All Grades	28.2	34.1	29.7	33.3	31.0	35.3	26.2	30.7	11.8	21.1	25.9	23.0	27.9	32.3

- 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 2011.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Primary Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	6	6	30
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
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	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
All Districts	34	421	21	52	41	569

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2012/13 School Year

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	24.3	2.9	27.3	3.0	33.0	3.2	25.8	1.6	24.8	2.6	26.7
	P2	2.0	25.8	2.9	26.1	3.0	33.0	2.5	26.1	1.4	25.4	2.5	26.3
	P3	2.0	23.8	2.9	25.2	3.0	32.7	2.0	25.8	2.4	23.0	2.5	25.1
	P4	2.0	25.5	2.9	25.8	3.0	31.3	2.0	26.2	2.4	20.6	2.6	25.2
	P5	2.0	28.8	2.7	28.0	3.0	30.0	2.2	25.6	2.4	21.8	2.5	26.6
	P6	2.0	28.5	2.8	29.7	3.0	27.3	1.8	24.9	2.0	24.6	2.4	28.0
	All Grades	12.0	26.1	17.1	27.0	18.0	31.2	13.7	25.8	12.2	23.1	15.1	26.3
Wan Chai	P1	6.0	25.3	3.2	27.7	-	-	3.0	32.0	6.0	26.8	3.6	28.2
	P2	6.0	26.6	3.2	27.4	-	-	2.8	33.1	7.0	25.1	3.7	28.1
	P3	6.0	25.3	3.2	27.1	-	-	2.8	31.7	6.5	25.2	3.6	27.5
	P4	6.5	25.7	3.1	27.5	-	-	3.0	31.4	6.5	26.0	3.7	27.9
	P5	6.5	30.4	3.0	29.9	-	-	2.5	32.3	2.0	29.0	3.1	30.5
	P6	5.5	32.8	3.2	33.2	-	-	2.7	30.7	2.0	29.8	3.1	32.4
	All Grades	36.5	27.6	18.8	28.8	-	-	16.8	31.9	30.0	26.3	20.9	29.0
Eastern	P1	4.0	22.8	3.6	26.3	3.5	29.6	2.5	30.0	4.3	19.4	3.7	24.6
	P2	3.8	24.0	3.4	26.5	3.0	27.8	2.0	31.8	2.7	22.7	3.2	25.7
	P3	3.8	24.7	3.5	25.7	3.0	28.0	2.0	28.0	2.6	21.9	3.3	25.1
	P4	3.8	24.3	3.5	26.5	3.0	26.7	2.5	22.4	2.3	22.9	3.2	25.5
	P5	3.5	29.2	3.5	27.9	3.0	27.7	2.5	22.8	3.4	22.7	3.4	26.7
	P6	3.8	32.2	3.5	29.0	3.5	26.0	2.5	21.4	3.3	23.9	3.4	27.9
	All Grades	22.5	26.1	21.0	27.0	19.0	27.6	14.0	25.8	18.5	22.1	20.2	25.9

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.6	2.8	24.3	5.0	28.0	6.7	22.2	7.0	20.2	4.5	22.4
	P2	2.5	24.6	2.9	24.7	5.0	28.0	6.3	23.8	5.3	22.9	4.1	24.1
	P3	2.5	24.2	2.7	23.6	5.0	29.8	6.3	23.2	4.7	23.1	3.8	23.8
	P4	3.0	23.3	3.0	24.5	5.0	29.8	5.7	21.9	4.5	24.6	3.9	24.2
	P5	3.0	27.3	2.9	26.4	5.0	28.8	5.7	23.9	4.5	24.2	3.8	25.4
	P6	2.5	28.0	2.9	28.7	4.0	29.3	3.0	21.4	4.3	24.7	3.3	26.4
	All Grades	16.0	25.3	17.2	25.4	29.0	28.9	33.7	22.9	30.3	23.0	23.5	24.3
Yau Tsim Mong	P1	3.0	19.0	3.8	27.5	5.0	28.6	4.0	35.5	-	-	3.8	27.1
	P2	2.7	19.8	3.5	29.3	4.5	28.2	4.0	35.5	-	-	3.5	28.5
	P3	2.3	21.9	3.4	29.8	4.0	31.1	3.0	36.7	-	-	3.3	29.5
	P4	2.7	24.0	3.4	30.3	2.5	33.8	3.0	36.7	-	-	3.2	30.1
	P5	2.3	24.6	3.5	30.7	2.5	32.6	3.0	36.0	-	-	3.3	30.4
	P6	2.0	26.5	3.5	32.4	2.5	32.8	3.0	37.0	-	-	3.2	32.1
	All Grades	15.0	22.3	21.2	29.9	21.0	30.6	20.0	36.2	-	-	20.3	29.5
Sham Shui Po	P1	3.7	22.9	3.7	29.0	3.3	27.4	3.4	29.6	0.0	-	3.5	28.4
	P2	3.0	25.9	3.6	29.1	3.3	27.0	3.2	28.7	0.0	-	3.3	28.5
	P3	3.7	27.0	3.6	29.0	3.0	31.1	3.2	28.0	0.0	-	3.4	28.7
	P4	4.0	25.5	3.6	29.5	3.0	32.2	3.0	27.7	5.0	30.0	3.4	28.9
	P5	4.0	30.0	3.7	31.1	3.0	31.4	3.2	29.4	5.0	30.0	3.6	30.6
	P6	4.0	31.5	3.8	32.9	3.0	30.9	2.3	29.0	5.0	30.0	3.4	31.7
	All Grades	22.3	27.3	21.9	30.1	18.7	29.9	18.4	28.8	15.0	30.0	20.6	29.5

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.8	3.3	27.7	3.0	31.7	4.3	31.5	3.4	21.7	3.6	27.3
	P2	4.5	26.6	3.2	26.5	3.0	31.9	4.2	30.9	2.3	23.7	3.3	27.3
	P3	4.5	26.7	3.1	27.2	3.0	30.0	3.7	31.4	2.2	24.5	3.1	27.7
	P4	4.5	26.2	3.1	28.0	2.7	27.9	3.6	31.2	1.7	21.8	3.0	27.7
	P5	4.5	31.0	3.1	29.8	2.7	29.0	3.7	29.1	1.7	22.6	3.0	28.9
	P6	4.5	32.4	3.1	30.4	2.3	29.1	3.7	29.2	1.7	22.5	2.9	29.3
	All Grades	27.0	28.3	18.8	28.2	16.7	30.0	23.1	30.6	13.0	22.8	18.7	28.0
Wong Tai Sin	P1	4.0	21.8	3.5	24.5	-	-	3.8	30.6	-	-	3.5	25.2
	P2	3.0	21.0	3.4	24.6	-	-	3.5	29.1	-	-	3.4	25.1
	P3	3.0	24.0	3.3	25.1	-	-	3.3	29.2	-	-	3.3	25.6
	P4	2.0	24.0	3.4	26.1	-	-	3.0	32.6	-	-	3.3	26.8
	P5	2.0	29.5	3.3	28.2	-	-	3.3	32.7	-	-	3.2	28.8
	P6	4.0	21.0	3.3	29.9	-	-	3.3	28.6	-	-	3.3	29.4
	All Grades	18.0	22.9	20.1	26.4	-	-	20.0	30.4	-	-	20.0	26.8
Kwun Tong	P1	4.5	25.6	4.5	26.5	5.0	23.8	3.0	40.7	3.0	22.0	4.4	26.5
	P2	4.5	25.1	4.4	26.3	4.0	26.0	3.0	35.3	3.0	23.0	4.3	26.3
	P3	4.5	24.7	4.4	26.4	4.0	17.5	3.0	34.0	2.0	29.0	4.3	26.2
	P4	4.5	25.7	4.5	26.8	3.0	16.7	3.0	29.0	2.0	27.5	4.3	26.6
	P5	4.5	29.9	4.0	30.4	3.0	25.3	3.0	31.7	3.0	23.7	3.9	30.1
	P6	4.5	31.9	3.9	32.1	4.0	24.3	3.0	26.7	3.0	21.7	3.9	31.5
	All Grades	27.0	27.1	25.7	28.0	23.0	22.4	18.0	32.9	16.0	24.0	25.2	27.8

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	5.0	19.8	3.5	23.3	3.8	27.5	2.0	9.5	4.0	30.0	3.6	23.8
	P2	4.0	23.3	3.4	22.9	3.8	31.3	1.0	8.0	4.0	29.5	3.4	24.3
	P3	3.0	21.7	3.5	22.4	3.8	28.9	1.0	1.0	4.0	30.0	3.4	23.5
	P4	4.0	26.5	3.6	23.1	4.8	29.5	0.0	-	4.0	30.0	3.6	24.7
	P5	3.0	26.0	3.5	26.5	4.8	29.4	1.0	2.0	4.0	29.8	3.6	26.9
	P6	3.0	30.0	3.5	28.5	3.3	27.3	1.0	1.0	4.0	30.0	3.4	28.1
	All Grades	22.0	24.1	21.0	24.5	24.0	29.1	6.0	5.2	24.0	29.9	21.0	25.2
Sha Tin	P1	5.0	26.8	3.7	26.2	4.5	30.1	4.3	21.7	5.0	29.8	3.8	26.2
	P2	5.0	26.6	3.6	25.5	4.5	30.8	3.3	25.5	5.0	29.6	3.7	26.0
	P3	4.0	26.5	3.4	26.7	4.5	30.8	3.3	25.2	5.0	30.0	3.5	26.9
	P4	5.0	25.2	3.4	27.2	4.5	30.7	2.7	27.3	5.0	30.0	3.5	27.5
	P5	5.0	30.2	3.3	28.8	4.5	30.9	3.0	24.9	5.0	30.0	3.4	28.8
	P6	5.0	31.6	3.3	30.3	4.5	29.7	3.3	26.0	5.0	30.0	3.5	30.0
	All Grades	29.0	27.9	20.8	27.4	27.0	30.5	20.0	24.9	30.0	29.9	21.4	27.5
Tai Po	P1	6.0	23.0	4.4	25.7	-	-	-	-	3.0	25.7	4.2	25.5
	P2	3.0	22.3	3.8	25.0	-	-	-	-	2.7	24.1	3.6	24.8
	P3	2.0	21.5	3.7	24.5	-	-	-	-	2.3	26.0	3.4	24.6
	P4	2.0	26.0	3.7	25.0	-	-	-	-	2.3	26.3	3.4	25.2
	P5	2.0	28.5	3.3	29.2	-	-	-	-	2.3	24.3	3.1	28.7
	P6	2.0	31.5	3.4	29.5	-	-	-	-	2.3	22.0	3.2	28.7
	All Grades	17.0	24.7	22.3	26.4	-	-	-	-	15.0	24.8	21.0	26.1

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	8.0	25.8	3.8	29.7	-	-	-	-	-	-	3.9	29.4
	P2	7.0	23.7	3.6	28.7	-	-	-	-	-	-	3.8	28.4
	P3	5.0	24.0	3.6	28.4	-	-	-	-	-	-	3.6	28.2
	P4	4.0	25.3	3.6	27.7	-	-	-	-	-	-	3.6	27.6
	P5	3.0	29.3	3.4	30.8	-	-	-	-	-	-	3.4	30.8
	P6	2.0	32.0	3.3	32.9	-	-	-	-	-	-	3.3	32.9
	All Grades	29.0	25.7	21.2	29.6	-	-	-	-	-	-	21.5	29.5
Yuen Long	P1	5.0	26.4	3.8	24.8	4.0	30.9	2.0	15.0	1.0	2.0	3.8	24.9
	P2	5.3	25.6	3.4	25.6	4.0	30.8	2.0	15.5	1.0	8.0	3.4	25.6
	P3	5.0	25.6	3.4	24.9	4.0	26.9	2.0	15.5	1.0	10.0	3.4	24.8
	P4	5.0	27.4	3.5	25.5	3.0	26.8	2.0	18.0	1.0	13.0	3.5	25.6
	P5	5.0	30.2	3.5	27.8	2.5	28.6	2.0	17.5	1.0	19.0	3.5	27.9
	P6	4.7	31.4	3.5	30.7	2.5	25.2	2.0	15.5	1.0	13.0	3.4	30.3
	All Grades	30.0	27.7	21.0	26.5	20.0	28.5	12.0	16.2	6.0	10.8	21.1	26.5
Tuen Mun	P1	4.0	26.0	3.8	25.4	4.0	32.0	1.0	12.0	4.0	20.8	3.8	25.4
	P2	4.0	25.3	3.4	25.6	4.0	31.5	1.0	12.0	3.0	21.0	3.4	25.6
	P3	4.0	25.5	3.3	24.8	4.0	29.3	1.0	10.0	3.0	18.7	3.2	24.7
	P4	4.0	24.5	3.3	25.6	4.0	30.5	1.0	7.0	3.0	22.7	3.2	25.5
	P5	4.0	29.8	3.3	27.4	4.0	29.8	1.0	10.0	3.0	22.3	3.3	27.3
	P6	4.0	32.0	3.4	29.3	4.0	30.5	1.0	13.0	3.0	23.0	3.3	29.2
	All Grades	24.0	27.2	20.5	26.3	24.0	30.6	6.0	10.7	19.0	21.4	20.2	26.3

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.3	3.4	27.5	-	-	0.7	14.3	-	-	3.3	27.5
	P2	5.0	29.5	3.3	28.0	-	-	0.7	9.0	-	-	3.2	27.9
	P3	5.0	27.7	3.3	27.5	-	-	0.7	15.0	-	-	3.2	27.3
	P4	5.0	27.8	3.3	28.5	-	-	0.8	9.3	-	-	3.2	28.0
	P5	5.0	29.7	3.3	30.2	-	-	0.8	7.3	-	-	3.2	29.7
	P6	5.0	31.4	3.3	32.3	-	-	1.0	8.0	-	-	3.3	31.5
	All Grades	30.0	29.2	19.8	29.0	-	-	4.5	10.2	-	-	19.4	28.6
Kwai Tsing	P1	-	-	3.7	25.8	3.0	29.7	-	-	-	-	3.7	25.9
	P2	-	-	3.6	25.9	3.0	32.0	-	-	-	-	3.6	26.0
	P3	-	-	3.6	26.5	3.0	28.0	-	-	-	-	3.5	26.5
	P4	-	-	3.7	26.4	3.0	31.0	-	-	-	-	3.6	26.5
	P5	-	-	3.6	28.9	3.0	33.0	-	-	-	-	3.6	29.0
	P6	-	-	3.5	31.0	3.0	26.3	-	-	-	-	3.5	30.9
	All Grades	-	-	21.7	27.4	18.0	30.0	-	-	-	-	21.6	27.5
Islands	P1	-	-	2.3	21.5	-	-	2.3	23.4	2.0	20.9	2.3	21.7
	P2	-	-	2.4	21.8	-	-	2.0	24.5	1.8	20.4	2.2	21.9
	P3	-	-	2.5	21.0	-	-	1.3	25.3	1.5	22.8	2.2	21.6
	P4	-	-	2.5	24.0	-	-	1.0	30.0	1.5	21.2	2.1	24.0
	P5	-	-	2.4	26.9	-	-	1.0	29.7	1.5	22.0	2.0	26.5
	P6	-	-	2.3	29.9	-	-	1.0	29.7	1.5	19.2	2.0	28.5
	All Grades	-	-	14.4	24.1	-	-	8.7	26.2	9.8	21.1	12.8	23.9

Appendix 3(a) (Cont'd.)

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	4.3	24.7	3.6	26.2	3.8	29.1	3.5	28.0	3.7	21.9	3.7	26.0
	P2	4.0	25.2	3.5	26.1	3.7	29.8	3.2	28.4	2.9	23.6	3.4	26.2
	P3	3.8	25.3	3.4	26.0	3.6	29.0	2.9	28.0	2.8	23.9	3.3	26.1
	P4	4.0	25.6	3.5	26.6	3.5	29.3	2.8	28.1	2.7	24.1	3.4	26.6
	P5	3.8	29.5	3.4	28.9	3.4	29.8	2.9	28.0	2.7	24.0	3.3	28.6
	P6	3.8	31.0	3.4	30.7	3.2	28.4	2.6	27.1	2.6	24.3	3.2	30.0
	All Grades	23.7	26.8	20.6	27.4	21.2	29.3	17.8	27.9	17.4	23.5	20.3	27.2

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2012.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Secondary Day Schools by District and by Sector, 2012/13 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	4	17
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	8	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
Sham Shui Po	1	15	1	9	4	1	31
Kowloon City	3	27	0	5	2	5	42
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	6	1	0	35
Sai Kung	1	18	0	8	1	0	28
Sha Tin	2	37	0	6	2	1	48
Tai Po	2	17	0	2	0	0	21
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	8	0	47
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	32	362	3	61	32	29	519

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2012/13
School Year

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.0	4.3	34.7	-	-	3.8	34.5	-	-	4.3	25.8	4.1	32.9
	S2	4.0	35.8	4.3	34.3	-	-	3.8	33.5	-	-	4.0	26.7	4.1	32.7
	S3	5.0	34.2	4.4	34.3	-	-	3.8	32.1	-	-	4.0	25.6	4.2	32.1
	S4	5.0	36.0	4.7	34.4	-	-	3.8	29.9	-	-	3.7	26.6	4.3	32.1
	S5	5.0	34.2	4.7	33.6	-	-	3.8	28.7	-	-	3.7	25.9	4.3	31.2
	S6	5.0	36.0	4.7	29.8	-	-	3.8	23.9	-	-	3.7	24.6	4.3	28.0
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	3.3	23.4	0.7	23.4
	All Grades	28.0	35.3	27.1	33.5	-	-	22.5	30.4	-	-	26.7	25.6	25.9	31.3
Wan Chai	S1	4.0	35.8	4.2	33.6	-	-	2.7	31.8	-	-	7.0	23.4	4.1	32.6
	S2	4.0	35.4	4.2	32.2	-	-	2.7	33.3	-	-	7.0	22.3	4.1	31.8
	S3	4.3	34.5	4.3	31.8	-	-	2.7	29.9	-	-	7.0	21.3	4.2	31.0
	S4	4.3	35.9	4.7	30.9	-	-	4.0	31.3	-	-	6.0	22.8	4.6	31.2
	S5	4.3	35.8	4.6	31.2	-	-	3.7	32.0	-	-	6.0	22.8	4.4	31.4
	S6	4.3	36.3	4.7	28.8	-	-	4.7	24.9	-	-	6.0	18.8	4.7	28.6
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	5.0	15.8	0.3	15.8
	All Grades	25.3	35.6	26.7	31.3	-	-	20.3	30.1	-	-	44.0	21.3	26.3	30.9
Eastern	S1	4.0	35.6	4.1	29.7	-	-	4.0	33.8	-	-	3.0	23.3	3.9	29.8
	S2	4.0	35.4	3.9	30.3	-	-	4.0	32.1	-	-	3.3	22.0	3.8	29.7
	S3	4.5	35.5	4.1	30.9	-	-	4.0	32.8	-	-	3.0	19.4	3.9	30.1
	S4	4.5	37.1	4.4	32.0	-	-	4.0	36.3	-	-	2.6	17.9	4.1	31.4
	S5	4.5	36.1	4.5	31.5	-	-	4.0	32.3	-	-	2.7	17.8	4.1	30.5
	S6	4.5	35.1	4.5	31.0	-	-	4.3	30.2	-	-	2.1	15.9	4.1	29.9
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	1.0	18.9	0.2	18.9
	All Grades	26.0	35.8	25.5	30.9	-	-	24.3	32.9	-	-	17.7	19.6	24.0	30.2

Appendix 3(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.7	28.7	-	-	5.5	32.2	5.0	21.8	6.6	25.1	4.6	27.3
	S2	-	-	3.8	28.7	-	-	5.5	31.5	5.0	21.3	6.4	25.9	4.6	27.4
	S3	-	-	3.9	29.5	-	-	5.5	29.2	5.0	15.9	6.6	25.2	4.7	27.0
	S4	-	-	4.4	29.2	-	-	5.5	27.8	4.5	16.6	6.2	24.1	4.9	26.6
	S5	-	-	4.3	29.5	-	-	5.5	25.8	4.5	15.4	6.4	23.5	4.9	26.3
	S6	-	-	4.4	26.9	-	-	5.5	25.3	4.0	14.5	6.0	23.0	4.8	24.8
	S7	-	-	0.0	-	-	-	0.0	-	4.0	13.5	6.0	20.4	1.7	18.9
	All Grades	-	-	24.5	28.7	-	-	33.0	28.6	32.0	17.2	44.2	23.9	30.2	26.1
Yau Tsim Mong	S1	4.5	29.6	4.1	33.4	4.0	19.0	3.5	36.8	0.0	-	-	-	3.6	32.8
	S2	4.5	32.2	4.0	33.5	4.0	25.0	3.3	37.5	0.0	-	-	-	3.5	33.6
	S3	4.5	31.2	4.4	32.9	4.0	29.8	3.3	37.4	0.0	-	-	-	3.8	33.3
	S4	4.5	34.0	5.1	33.2	4.0	35.5	3.3	34.7	1.0	3.5	-	-	4.2	33.0
	S5	4.5	32.8	4.9	33.2	4.0	35.0	3.3	33.6	1.0	5.0	-	-	4.1	32.6
	S6	4.5	31.6	4.9	32.7	4.0	31.0	3.3	31.1	1.5	22.0	-	-	4.2	31.9
	S7	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	27.0	31.9	27.4	33.1	24.0	29.2	19.8	35.2	3.5	11.9	-	-	23.5	32.8
Sham Shui Po	S1	5.0	28.0	4.4	34.8	4.0	34.8	4.1	33.8	3.0	28.7	1.0	6.0	4.1	33.7
	S2	5.0	27.2	4.4	35.0	4.0	36.0	3.8	34.0	3.0	22.8	1.0	10.0	4.0	33.6
	S3	6.0	25.7	4.9	34.8	5.0	35.6	3.8	34.4	3.0	20.3	1.0	6.0	4.3	33.4
	S4	6.0	27.3	4.5	35.1	4.0	37.5	4.1	33.5	3.5	23.0	1.0	22.0	4.2	33.6
	S5	5.0	25.8	4.6	35.0	5.0	38.4	4.0	32.3	3.0	23.7	1.0	22.0	4.2	33.4
	S6	6.0	18.8	4.6	33.5	5.0	37.4	3.9	32.3	3.0	22.3	1.0	13.0	4.2	32.0
	S7	0.0	-	0.0	-	0.0	-	0.0	-	0.5	15.0	0.0	-	0.0	15.0
	All Grades	33.0	25.3	27.5	34.7	27.0	36.7	23.7	33.4	19.0	23.2	6.0	13.2	25.2	33.2

Appendix 3(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	33.4	4.4	33.9	-	-	4.0	36.2	2.5	24.4	4.8	20.5	4.3	32.1
	S2	4.0	35.5	4.4	33.0	-	-	3.8	35.5	3.5	23.6	4.8	19.5	4.3	31.2
	S3	4.0	33.0	4.9	32.5	-	-	4.0	34.0	3.0	20.8	4.4	20.3	4.6	30.9
	S4	4.0	35.1	5.1	32.7	-	-	5.0	31.7	3.0	24.8	4.2	20.8	4.9	31.2
	S5	4.0	33.6	5.1	32.8	-	-	6.0	26.8	3.5	22.0	3.4	26.2	4.9	31.0
	S6	4.0	33.4	5.1	32.2	-	-	6.0	24.8	2.5	20.6	3.4	23.5	4.8	30.0
	S7	0.0	-	0.0	-	-	-	0.0	-	2.5	18.6	1.8	25.8	0.3	23.2
	All Grades	24.0	34.0	29.0	32.8	-	-	28.8	30.7	20.5	22.2	26.8	21.8	28.0	30.9
Wong Tai Sin	S1	3.0	28.3	4.1	33.7	-	-	6.0	40.8	2.0	27.5	-	-	4.0	33.7
	S2	3.0	24.7	4.0	33.3	-	-	6.0	40.7	2.0	24.8	-	-	3.9	33.1
	S3	3.0	29.7	4.4	32.8	-	-	6.0	35.8	2.0	28.5	-	-	4.2	32.7
	S4	3.0	33.3	4.9	31.9	-	-	6.0	32.2	1.5	28.3	-	-	4.6	31.8
	S5	3.0	28.7	4.9	33.0	-	-	6.0	29.8	1.5	23.0	-	-	4.6	32.5
	S6	4.0	29.8	4.8	34.6	-	-	6.0	31.0	2.0	18.0	-	-	4.6	33.7
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	19.0	29.1	27.2	33.2	-	-	36.0	35.1	11.0	25.0	-	-	26.0	32.9
Kwun Tong	S1	4.0	35.9	4.2	33.9	5.0	35.0	4.2	30.0	-	-	-	-	4.2	33.4
	S2	4.0	34.0	4.2	34.4	5.0	36.4	4.3	31.2	-	-	-	-	4.2	33.9
	S3	4.5	34.3	4.7	34.4	6.0	35.0	4.5	32.3	-	-	-	-	4.7	34.1
	S4	4.5	36.3	5.0	34.2	6.0	36.0	4.8	33.5	-	-	-	-	4.9	34.3
	S5	4.5	35.4	5.1	33.9	6.0	36.0	5.0	30.4	-	-	-	-	5.1	33.5
	S6	4.5	33.9	5.0	33.4	6.0	37.3	5.3	29.0	-	-	-	-	5.1	32.8
	S7	0.0	-	0.0	-	0.0	-	0.0	-	-	-	-	-	0.0	-
	All Grades	26.0	35.0	28.2	34.0	34.0	36.0	28.2	31.1	-	-	-	-	28.2	33.6

Appendix 3(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.0	4.1	32.5	-	-	4.3	30.4	1.0	8.0	-	-	4.0	31.5
	S2	5.0	27.8	4.0	33.4	-	-	4.0	29.7	0.0	-	-	-	3.9	32.1
	S3	5.0	32.6	4.6	32.6	-	-	3.9	28.3	1.0	6.0	-	-	4.3	31.2
	S4	5.0	38.8	5.0	33.0	-	-	4.3	28.9	1.0	2.0	-	-	4.6	31.9
	S5	5.0	35.6	4.9	32.0	-	-	4.9	25.4	1.0	6.0	-	-	4.8	30.0
	S6	5.0	40.0	5.2	31.8	-	-	5.0	24.7	0.0	-	-	-	4.9	30.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	30.0	33.8	27.7	32.5	-	-	26.3	27.7	4.0	5.5	-	-	26.5	31.1
Sha Tin	S1	4.0	35.9	4.0	31.7	-	-	4.0	34.8	6.5	19.3	6.0	29.3	4.1	31.3
	S2	4.0	35.0	4.0	31.7	-	-	4.0	32.3	6.0	21.3	6.0	29.3	4.1	31.2
	S3	4.5	34.8	4.3	31.5	-	-	3.8	31.6	6.0	20.9	6.0	29.3	4.4	31.0
	S4	4.5	35.8	4.6	32.9	-	-	4.0	29.1	6.0	20.9	6.0	30.0	4.6	31.9
	S5	4.5	37.7	4.6	32.0	-	-	4.8	26.2	6.0	18.9	6.0	28.8	4.7	30.7
	S6	5.0	32.4	4.8	31.5	-	-	5.0	24.8	6.0	17.3	9.0	18.9	5.0	29.5
	S7	0.0	-	0.0	-	-	-	0.0	-	5.5	17.6	9.0	17.9	0.4	17.8
	All Grades	26.5	35.2	26.3	31.9	-	-	25.7	29.5	42.0	19.5	48.0	25.3	27.4	30.7
Tai Po	S1	1.5	31.7	3.9	31.8	-	-	4.5	30.2	-	-	-	-	3.8	31.6
	S2	1.5	26.7	3.8	33.3	-	-	4.5	30.9	-	-	-	-	3.6	32.7
	S3	1.0	23.0	4.4	32.0	-	-	4.5	22.8	-	-	-	-	4.0	30.8
	S4	1.5	22.7	4.8	31.2	-	-	4.5	30.8	-	-	-	-	4.5	30.9
	S5	3.0	24.0	4.7	32.3	-	-	4.5	32.3	-	-	-	-	4.5	31.8
	S6	3.5	24.7	4.8	32.5	-	-	4.5	30.8	-	-	-	-	4.6	31.8
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	-	-	0.0	-
	All Grades	12.0	25.3	26.4	32.2	-	-	27.0	29.6	-	-	-	-	25.0	31.6

Appendix 3(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	34.2	4.2	33.5	-	-	5.0	40.4	0.0	-	3.0	16.7	3.9	33.4
	S2	3.0	34.5	4.1	34.5	-	-	5.0	40.4	0.0	-	3.0	16.7	3.8	34.2
	S3	3.0	32.0	4.9	33.8	-	-	5.0	42.2	0.0	-	3.0	18.0	4.4	33.7
	S4	3.0	30.0	5.3	32.3	-	-	5.0	40.0	0.0	-	1.0	22.0	4.6	32.5
	S5	3.0	24.8	5.1	33.7	-	-	5.0	38.6	0.0	-	1.0	13.0	4.5	33.2
	S6	4.0	26.6	5.2	32.5	-	-	5.0	39.2	3.0	26.7	1.0	18.0	4.8	32.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	0.0	-	0.0	-
	All Grades	19.0	30.2	28.8	33.3	-	-	30.0	40.1	3.0	26.7	12.0	17.3	26.0	33.1
Yuen Long	S1	4.0	35.2	4.2	32.8	-	-	4.8	29.8	0.0	-	-	-	3.6	32.6
	S2	4.0	35.4	4.3	32.7	-	-	4.6	30.7	0.0	-	-	-	3.6	32.7
	S3	5.0	34.7	4.9	32.3	-	-	4.4	29.3	0.0	-	-	-	4.1	32.2
	S4	5.3	34.0	5.1	33.0	-	-	4.2	31.0	0.4	8.7	-	-	4.3	32.6
	S5	5.3	37.0	5.1	32.7	-	-	4.0	28.0	1.0	19.7	-	-	4.3	32.2
	S6	5.3	35.9	5.2	32.0	-	-	4.2	30.0	1.9	28.2	-	-	4.6	32.0
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	28.8	35.4	28.8	32.6	-	-	26.2	29.8	3.3	23.1	-	-	24.6	32.4
Tuen Mun	S1	4.0	35.5	3.7	31.8	-	-	-	-	-	-	4.0	19.5	3.7	31.6
	S2	4.0	35.6	3.7	30.7	-	-	-	-	-	-	3.0	21.0	3.7	30.8
	S3	5.0	32.1	4.1	31.1	-	-	-	-	-	-	2.0	21.0	4.1	31.1
	S4	5.0	35.9	4.4	31.6	-	-	-	-	-	-	2.0	22.0	4.4	31.7
	S5	5.0	38.1	4.6	32.4	-	-	-	-	-	-	0.0	-	4.5	32.7
	S6	5.0	37.1	4.9	31.6	-	-	-	-	-	-	1.0	24.0	4.8	31.9
	S7	0.0	-	0.0	-	-	-	-	-	-	-	0.0	-	0.0	-
	All Grades	28.0	35.7	25.3	31.6	-	-	-	-	-	-	12.0	20.9	25.1	31.7

Appendix 3(b) (Cont'd.)

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.8	4.0	36.3	-	-	-	-	-	-	-	-	4.0	36.3
	S2	4.0	36.8	4.0	35.5	-	-	-	-	-	-	-	-	4.0	35.6
	S3	5.0	36.0	4.7	35.3	-	-	-	-	-	-	-	-	4.7	35.4
	S4	5.0	39.0	5.2	34.1	-	-	-	-	-	-	-	-	5.2	34.5
	S5	5.0	39.0	5.2	33.3	-	-	-	-	-	-	-	-	5.2	33.7
	S6	5.0	37.6	5.1	34.5	-	-	-	-	-	-	-	-	5.1	34.7
	S7	0.0	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	28.0	37.6	28.1	34.7	-	-	-	-	-	-	-	-	28.1	34.9
Kwai Tsing	S1	-	-	3.9	35.6	-	-	-	-	-	-	-	-	3.9	35.6
	S2	-	-	4.0	35.1	-	-	-	-	-	-	-	-	4.0	35.1
	S3	-	-	4.5	33.9	-	-	-	-	-	-	-	-	4.5	33.9
	S4	-	-	5.0	32.6	-	-	-	-	-	-	-	-	5.0	32.6
	S5	-	-	4.9	32.7	-	-	-	-	-	-	-	-	4.9	32.7
	S6	-	-	5.1	32.2	-	-	-	-	-	-	-	-	5.1	32.2
	S7	-	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	-	-	27.5	33.5	-	-	-	-	-	-	-	-	27.5	33.5
Islands	S1	3.0	22.3	4.0	31.9	-	-	3.0	24.0	2.0	27.3	3.0	17.7	3.3	28.1
	S2	3.0	31.7	4.0	31.5	-	-	3.0	25.9	2.0	28.8	2.0	20.5	3.2	29.5
	S3	3.0	32.3	4.7	32.6	-	-	3.0	26.6	3.5	19.0	2.0	17.0	3.8	28.9
	S4	3.0	35.0	5.0	29.3	-	-	3.0	28.2	2.5	22.2	1.0	12.0	3.7	28.4
	S5	3.0	37.3	5.0	31.0	-	-	4.0	20.5	2.5	14.6	1.0	13.0	3.9	26.9
	S6	3.0	35.0	5.0	30.6	-	-	4.3	19.5	3.0	13.5	0.0	-	4.0	26.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	0.0	-	0.0	-
	All Grades	18.0	32.3	27.7	31.1	-	-	20.3	23.6	15.5	20.1	9.0	17.0	21.9	27.9

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	33.7	4.1	33.0	4.3	30.0	4.1	32.8	1.9	23.0	4.4	23.2	4.0	32.2
	S2	3.8	33.8	4.0	32.9	4.3	32.8	4.0	32.6	1.9	22.9	4.3	23.2	3.9	32.1
	S3	4.2	33.3	4.5	32.6	5.0	33.8	4.0	31.7	2.0	19.8	4.2	22.5	4.3	31.8
	S4	4.3	34.8	4.8	32.5	4.7	36.3	4.2	31.7	2.1	19.6	3.8	22.6	4.5	31.9
	S5	4.4	34.5	4.8	32.6	5.0	36.5	4.5	28.8	2.3	18.4	3.6	23.2	4.6	31.6
	S6	4.5	33.3	4.9	32.0	5.0	35.7	4.6	27.4	2.6	20.5	3.5	21.3	4.7	30.9
	S7	0.0	-	0.0	-	0.0	-	0.0	-	1.1	16.4	2.7	20.7	0.2	19.6
	All Grades	25.0	33.9	27.2	32.6	28.3	34.3	25.3	30.7	13.8	20.3	26.5	22.5	26.2	31.6

- 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 2012.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.
 - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**Table 1: Teacher-to-Class Ratios for Primary and Secondary Day Schools,
2010/11 to 2012/13 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2010/11	2011/12	2012/13*	2010/11	2011/12	2012/13*
Government	2.2 : 1	2.1 : 1	2.2 : 1	1.8 : 1	1.8 : 1	1.8 : 1
Aided	2.2 : 1	2.2 : 1	2.3 : 1	1.9 : 1	1.9 : 1	1.9 : 1
Caput	2.3 : 1	2.3 : 1	2.3 : 1	-	-	-
Direct Subsidy Scheme	2.4 : 1	2.4 : 1	2.5 : 1	2.2 : 1	2.3 : 1	2.4 : 1
Private	1.7 : 1	1.7 : 1	1.5 : 1	1.8 : 1	1.8 : 1	1.8 : 1
International	2.2 : 1	2.2 : 1	2.3 : 1	1.9 : 1	1.9 : 1	1.9 : 1

* Provisional figures

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

(3) The ratio varies among individual direct subsidy scheme, private and international schools.

**Table 2: Student-to-Teacher Ratios for Primary and Secondary Day Schools,
2010/11 to 2012/13 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2010/11	2011/12	2012/13*	2010/11	2011/12	2012/13*
Government	16.0 : 1	16.0 : 1	15.2 : 1	15.6 : 1	15.4 : 1	14.9 : 1
Aided	15.4 : 1	15.2 : 1	14.4 : 1	15.3 : 1	14.8 : 1	14.4 : 1
Caput	15.2 : 1	15.4 : 1	14.8 : 1	-	-	-
Direct Subsidy Scheme	13.5 : 1	13.0 : 1	12.4 : 1	13.2 : 1	12.8 : 1	12.4 : 1
Private	14.6 : 1	13.5 : 1	13.8 : 1	16.2 : 1	15.9 : 1	16.1 : 1
International	10.5 : 1	10.5 : 1	9.9 : 1	12.4 : 1	12.9 : 1	12.1 : 1

* Provisional figures

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

(3) The ratio varies among individual direct subsidy scheme, private and international schools.

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

EDB453

Question Serial No.

4573

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 implemented small class teaching (SCT) in primary schools progressively since 2009. Please give a breakdown of the numbers of government and aided schools implementing SCT for each of the 18 districts each year, their percentage share in the total number of primary schools in the respective districts, the number of additional classes for implementing SCT in each district each year, the number of additional teaching staff each year as well as the expenditure involved so far.

Asked by: Hon. MO, Claudia

Reply:

The number of schools implementing small class teaching (SCT) and its percentage share in the total number of aided and Government primary schools by district from the 2009/10 to 2013/14 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.

During the period of 2009 to 2013, the year-on-year changes in the total number of operating classes, including the changes by level and by district, are due to various factors such as the changes in school-age population, the development plan including redeployment of resources of individual schools, etc. It is impossible to segregate the impact of SCT from that of other concurrent developments. We are therefore not able to provide the number of additional classes arising solely from the implementation of SCT. Likewise, we are not able to provide the number of additional teachers.

Notwithstanding that, about 700 additional time-limited teaching posts have been provided in each of the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the total cost incurred is about \$400 million. In the 2010/11 school year, about 300 additional time-limited teaching posts costing about \$100 million have been provided to schools implementing SCT for them to devise school-based teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies have been compiled for dissemination since 2012.

Besides, to maximise the benefits of SCT, we have 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 of \$36 million in each of 2012-13 and 2013-14.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

District [school-netting under Primary One Admission System]	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 & 2013/14 school years	
	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	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]	17	10 [58.8]
Wan Chai [Net 12]	16	10 [62.5]	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]	27	17 [63]
Southern [Net 18]	12	9 [75]	12	9 [75]	11	9 [81.8]	11	9 [81.8]
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	19	4 [21.1]	19	8 [42.1]	19	11 [57.9]
Sham Shui Po [Net 40]	21	0 [0]	21	4 [19]	21	8 [38.1]	21	12 [57.1]
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	33	21 [63.6]	33	23 [69.7]	33	23 [69.7]
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	27	24 [88.9]	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]	32	27 [84.4]
Sai Kung [Net 95]	22	22 [100]	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]	38	28 [73.7]
Tai Po [Net 84]	18	16 [88.9]	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]	28	18 [64.3]
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	45	40 [88.9]	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]	34	30 [88.2]
Tsuen Wan [Net 62]	18	10 [55.6]	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]	33	22 [66.7]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	16	14 [87.5]	16	15 [93.8]	16	15 [93.8]

Notes:

Figures refer to Government and aided schools participating in Primary One Admission 2009, 2010, 2011, 2012 and 2013.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB454**

Question Serial No.

4574

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 respective information in the table below by 18 districts for the past 3 school years (2010/11, 2011/12 and 2012/13):

Category of school attended	No. of local students	No. of newly arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding both overseas passports and Hong Kong Identity Cards	No. of students holding overseas passports but no Hong Kong Identity Cards
Local non-profit-making kindergartens					
Local private independent kindergartens					
Non-profit-making kindergartens providing non-local curriculum					
Private independent kindergartens providing non-local curriculum					

Asked by: Hon. MO, Claudia

Reply:

The numbers of students attending kindergartens (KGs) by District Council district and the numbers of cross-boundary students attending KGs in the New Territories from the 2010/11 to 2012/13 school years are tabulated in Appendices 1 and 2 respectively.

We do not collect information on newly arrived children from the Mainland or students holding foreign passports attending KGs in Hong Kong and hence are unable to provide the related statistics.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 12.4.2013

**Numbers of students attending kindergartens by District Council district
from the 2010/11 to 2012/13 school years**

District	2010/11				2011/12				2012/13			
	A	B	C	D	A	B	C	D	A	B	C	D
Central & Western	4 495	243	493	330	4 734	273	522	351	4 303	251	570	421
Wan Chai	5 014	27	397	331	5 148	430	430	379	5 205	416	431	383
Eastern	8 321	1 807	125	208	8 724	1 548	30	213	9 710	1 644	82	205
Southern	2 488	586	744	699	2 495	632	762	799	2 563	714	752	883
Yau Tsim Mong	4 111	993	0	0	4 254	1 071	0	89	4 377	1 016	0	214
Sham Shui Po	7 157	27	0	0	7 439	24	8	138	7 780	25	17	176
Kowloon City	11 072	7 206	542	1 349	11 624	7 743	582	1 524	12 092	7 854	443	2 044
Wong Tai Sin	6 588	0	0	0	6 756	0	0	0	6 824	12	0	0
Kwun Tong	10 777	0	0	191	11 163	0	0	146	11 355	87	0	161
Sai Kung	5 735	817	242	81	5 988	1 122	211	121	6 020	1 415	225	210
Sha Tin	8 631	1 271	390	316	9 124	1 354	417	364	9 487	1 491	417	443
Tai Po	3 794	943	193	0	4 201	922	224	0	4 484	977	214	0
North	8 837	265	0	0	9 727	493	0	0	10 270	603	0	0
Yuen Long	12 349	541	0	0	13 337	728	0	0	14 290	874	0	0
Tuen Mun	9 165	305	0	0	9 867	305	0	50	10 626	371	81	49
Tsuen Wan	5 046	498	0	0	5 254	604	0	0	5 385	692	0	0
Kwai Tsing	8 856	397	384	121	8 795	403	381	0	8 823	444	387	0
Islands	2 598	422	198	224	2 491	479	200	240	2 501	492	204	279

Notes:

- (1) A : Local Non-profit-making Kindergartens
 B : Local Private Independent Kindergartens
 C : Non-profit-making Kindergartens providing non-local curriculum
 D : Private Independent Kindergartens providing non-local curriculum
- (2) Figures refer to the position as at September of the respective school years.

Numbers of cross-boundary students attending kindergartens in the New Territories of Hong Kong from the 2010/11 to 2012/13 school years

District	2010/11	2011/12	2012/13
Sha Tin	2	1	2
Tai Po	29	67	190
North	2 787	3 677	4 281
Yuen Long	514	1 070	1 653
Tuen Mun	454	892	1 265
Tsuen Wan	0	0	0
Kwai Tsing	0	1	34
Tung Chung	NA	NA	29

Notes :

- (1) The above figures were collected through an annual survey on cross-boundary students in the respective districts of the New Territories. In the survey, we did not collect information on the category of KG the students were attending. Hence, the information as requested is not available.
- (2) “NA” indicates that no data were collected from schools in the respective districts and school years.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB455**

Question Serial No.

4575

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 2012/13 school year.

Asked by: Hon. MO, Claudia

Reply:

The course titles, course providers, course fees and enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma programmes) offered to serving kindergarten teachers for the 2012/13 school year are as follows:

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

	HKIVE	HKIEd	HKBU	OUHK
No. of intake in 2012/13				
UGC-funded	-	114	-	-
Non-subsidised (Self-financed)	52	-	19	102
Tuition fees per course				
UGC-funded	-	Free	-	-
Non-subsidised (Self-financed)	\$71,190	-	\$66,150	\$60,000 - \$86,000

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

	HKIEd	HKBU	OUHK
No. of intake in 2012/13			
UGC-funded	405	-	-
Non-subsidised (Self-financed)	-	190	59
Tuition fees per course			
UGC-funded	\$84,300	-	-
Non-subsidised (Self-financed)	-	\$104,370 (general degree) \$119,070 (honours degree)	\$60,000

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

	HKIEd	HKBU	HKU
No. of intake in 2012/13			
UGC-funded	80	-	27
Non-subsidised (Self-financed)	-	29	-
Tuition fees per course			
UGC-funded	\$42,100	-	\$42,100
Non-subsidised (Self-financed)	-	\$65,000	-

Interested applicants make applications to the course providers direct. The EDB does not 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.

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

OUHK - The Open University of Hong Kong

UGC - University Grants Committee

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB456**

Question Serial No.

4576

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, 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 past three school years (2010/11, 2011/12 and 2012/13) 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	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 (\$)		
Courses enrolled		
- 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. MO, Claudia

Reply:

Under the Pre-primary Education Voucher Scheme (PEVS), a Teacher Development Subsidy (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 was provided to support professional upgrading by teachers and principals. Teachers and principals serving in PEVS kindergartens (KGs) could 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 in early childhood education up to the end of the 2011/12 school year. For teachers and principals of KGs not joining the PEVS, they could, 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. A breakdown of the numbers of serving principals and teachers receiving financial support for professional upgrading in the 2010/11 and 2011/12 school years is set out in the tables below. The above course fee reimbursement arrangements were valid up to the 2011/12 school year, and therefore there is no such

information for the 2012/13 school year.

2010/11 school year

	NPM KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy	239	28
No. of serving teachers receiving the Subsidy	2 472	468
Total amount claimed by serving principals (\$)	5,229,000	291,000
Total Amount claimed by serving teachers (\$)	43,187,000	4,450,000
Courses enrolled		
- Certificate in Early Childhood Education (C(ECE)) or equivalent	933	232
- Bachelor degree in Early Childhood Education (BEd(ECE))	1 625	224
- Master degree in Early Childhood Education (M(ECE))	40	6
- Certification for Kindergarten Principals	113	34

2011/12 school year

	NPM KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy	124	16
No. of serving teachers receiving the Subsidy	1 918	378
Total amount claimed by serving principals (\$)	2,580,000	183,000
Total Amount claimed by serving teachers (\$)	36,598,000	3,996,000
Courses enrolled		
- Certificate in Early Childhood Education (C(ECE)) or equivalent	563	162
- Bachelor degree in Early Childhood Education (BEd(ECE))	1 352	192
- Master degree in Early Childhood Education (M(ECE))	19	4
- Certification for Kindergarten Principals	108	36

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB457

Question Serial No.

4577

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, class size, and the number of teaching periods and average working hours per teacher per week in non-profit-making kindergartens in the 2012/13 school year.

Asked by: Hon. MO, Claudia

Reply:

In the 2012/13 school year, the average teacher-to-student ratio of non-profit-making kindergartens (KGs) is 1:9.4. It is noteworthy that the concept of class and teaching period in KGs is very different from that in primary and secondary schools. While the minimum requirement on teacher-to-student ratio in KGs is 1:15, KGs usually flexibly arrange grouping of children according to the needs of different learning activities. They also organize inter-disciplinary activities to support children's learning instead of arranging the daily schedule around subject-based periods. As such, the Education Bureau (EDB) has no information on the class organization of KGs and the teachers' timetable. Hence, we are unable to provide the average number of students per KG class and the average number of teaching periods per teacher per week. Neither can the EDB provide information on the working hours of individual KG teachers, as it is subject to the employment conditions agreed between the KGs and their teachers. Generally speaking, the learning time of KG students 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).

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

Reply Serial No.

EDB458

Question Serial No.

4578

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 2012/13 academic year.

Asked by: Hon. MO, Claudia

Reply:

The first-year tuition fees for full-time locally-accredited self-financing first-year-first-degree programmes by institution and programme in the 2012/13 academic year are listed at Annex.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**First-year Tuition Fees for
Full-time Locally-accredited Self-financing First-Year-First-Degree Programmes
by Institution and Programme in the 2012/13 Academic Year**

Institution	Programme	First-year Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Business Administration (Honours)	54,110
Centennial College	Bachelor of Arts (Honours)	82,000
	Bachelor of Professional Accounting (Honours)	82,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	55,000
	Bachelor of Arts (Honours) in Chinese Literature	55,000
	Bachelor of Arts (Honours) in English for Professional Communication	55,000
	Bachelor of Arts (Honours) in Journalism & Communication	55,000
	Bachelor of Business Administration (Honours)	55,000
	Bachelor of Business Administration (Honours) in Business Information Systems	55,000
	Bachelor of Business Administration (Honours) in Finance	55,000
	Bachelor of Commerce (Honours) in Accounting and Banking	55,000
	Bachelor of Engineering (Honours) in Civil Engineering	55,000
	Bachelor of Science (Honours) in Architecture	55,000
	Bachelor of Science (Honours) in Computer Science	55,000
Hang Seng Management College	Bachelor of Arts in English (Honours)	62,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	62,000
	Bachelor of Business Administration (Honours)	62,000
	Bachelor of Journalism and Communication (Honours)	62,000
	Bachelor of Translation with Business (Honours)	62,000

Institution	Programme	First-year Tuition Fee (\$)
Hong Kong Art School	Bachelor of Arts (Fine Art) ^[1]	77,525
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance ^[2]	45,000
	BA (Hons) Business Management ^[2]	45,000
	BA (Hons) Marketing and Advertising ^[2]	45,000
	Bachelor of Business ^[3]	42,120
	Bachelor of Information Technology ^[3]	42,120
	BSc (Hons) Computing ^[2]	45,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	55,000
	Bachelor of Arts with Honours in Economics and Finance	55,000
	Bachelor of Arts with Honours in English	55,000
	Bachelor of Arts with Honours in History	55,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	55,000
	Bachelor of Business Administration with Honours	55,000
	Bachelor of Commerce with Honours in Accounting	55,000
	Bachelor of Commerce with Honours in Law and Business	55,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	55,000
	Bachelor of Social Sciences with Honours in Psychology	55,000
	Bachelor of Social Sciences with Honours in Sociology	55,000
	Bachelor of Social Work with Honours	55,000
SCAD Foundation (Hong Kong) Limited/Savannah College of Art and Design, Inc	Bachelor of Fine Arts in Advertising ^[4]	247,731
	Bachelor of Fine Arts in Animation ^[4]	247,731
	Bachelor of Fine Arts in Graphic Design ^[4]	247,731
	Bachelor of Fine Arts in Illustration ^[4]	247,731
	Bachelor of Fine Arts in Interactive Design and Game Development ^[4]	247,731
	Bachelor of Fine Arts in Motion Media Design ^[4]	247,731
	Bachelor of Fine Arts in Photography ^[4]	247,731
	Bachelor of Fine Arts in Visual Effects ^[4]	247,731

Institution	Programme	First-year Tuition Fee (\$)
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education	77,500
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	72,250
The Open University of Hong Kong	Bachelor of Arts with Honours in Chinese ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Arts with Honours in Creative Writing and Film Arts	49,600
	Bachelor of Arts with Honours in Language Studies and Translation ^[5]	62,000 (HKALE)
		49,600 (HKDSE)
	Bachelor of Business Administration in Accounting	49,600
	Bachelor of Business Administration in Banking and Finance	49,600
	Bachelor of Business Administration in China Business	49,600
	Bachelor of Business Administration in Corporate Administration	49,600
	Bachelor of Business Administration in Human Resource Management	49,600
	Bachelor of Business Administration in International Business	49,600
	Bachelor of Business Administration in Management	49,600
	Bachelor of Business Administration in Marketing	49,600
	Bachelor of Business Administration with Honours in Business Management ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Business Administration with Honours in Professional Accounting ^[5]	55,800 (HKALE)
		49,600 (HKDSE)

Institution	Programme	First-year Tuition Fee (\$)
The Open University of Hong Kong (continued)	Bachelor of Computing with Honours in Internet Technology	49,600
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours ^[6]	55,800 (HKALE)
		62,000 (HKDSE)
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	\$49,600
	Bachelor of English Language Studies with Honours ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Nursing with Honours in General Health Care	49,600
	Bachelor of Nursing with Honours in Mental Health Care	49,600
	Bachelor of Science with Honours in Computing	62,000
	Bachelor of Social Sciences with Honours in Applied Economics	49,600
	Bachelor of Social Sciences with Honours in Applied Social Studies ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
	Bachelor of Social Sciences with Honours in Politics and Public Administration	\$49,600
	Bachelor of Social Sciences with Honours in Psychology ^[5]	55,800 (HKALE)
		49,600 (HKDSE)
The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance ^[7]	61,000
	Bachelor of Arts with Honours in Business Management ^[7]	61,000
The University of Hong Kong - HKU School of Professional and Continuing Education	BSc Business ^[8]	57,200
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000

Institution	Programme	First-year Tuition Fee (\$)
Tung Wah College (continued)	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours) ^[9]	115,200
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council – The Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Advertising	75,900
	Bachelor of Arts (Honours) in Fashion Design	75,900
	Bachelor of Arts (Honours) in Product Design	75,900
	Bachelor of Engineering (Honours) in Civil Engineering	75,900
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	75,900
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	69,300

Notes:

- [1] Non-local programme awarded by Royal Melbourne Institute of Technology University.
- [2] Non-local programmes awarded by Teesside University.
- [3] Non-local programmes awarded by Southern Cross University.
- [4] Non-local programmes awarded by Savannah College of Art and Design, Inc.
- [5] The Open University of Hong Kong offered some programmes in three-year mode for Hong Kong Advanced Level Examination (HKALE) graduates and four-year mode for Hong Kong Diploma of Secondary Education (HKDSE) graduates respectively in the 2012/13 academic year. The first-year tuition fees for three-year programmes and four-year programmes are different.
- [6] The Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours programme offered by The Open University of Hong Kong is a four-year programme with two entries for HKALE and HKDSE graduates. The first-year tuition fees for the two entries are different due to the difference in curricula.
- [7] Non-local programmes awarded by Middlesex University.
- [8] Non-local programme awarded by University of London.
- [9] The first-year tuition fee for the Bachelor of Medical Science (Honours) programme will depend on the number of credits required for different majors to be taken by the student. The first-year tuition fee shown is calculated based on the minimum number of credits required.

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

EDB459

Question Serial No.

4999

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
700 General non-recurrent

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Individual schools in overseas countries and Hong Kong have made use of Cloud Computing and Creative Commons to develop learning resources for teachers and students to use free of charge as they wish. This can also minimise complicated online management and the cost of e-textbooks. Has the Administration set up a fund under the “Promotion of e-Learning in the School Sector” to encourage various sectors of the community (including electronic teaching materials suppliers) to develop Creative Commons licensed content jointly with teachers and students, and make such materials available in the public domain on the Internet by Cloud Computing for teachers and students to use free of charge? If not, what are the reasons? Have other facilitation measures been proposed?

Asked by: Hon. MOK, Charles Peter

Reply:

The Education Bureau (EDB) has all along been encouraging various sectors of the community, in particular teachers to develop e-learning resources under Creative Commons and to make use of the platform of Hong Kong Education City for free sharing and exchanges. Under the “Promotion of e-Learning in the School Sector”, the EDB is committed to consulting and working in collaboration with relevant organisations and professionals on the issue of copyright of online e-learning resources with a view to implementing awareness programmes and resource materials to help teachers to understand more of the issue. To this end, we have worked with Creative Commons Hong Kong and conducted five seminars to introduce the idea of Creative Commons and open education resources to teachers. A dedicated website – e-Learning Copyright Information Channel (<http://resources.edb.gov.hk/ecopyright/ecr/landingPage.php?lang=en>) was developed to provide resources for teachers and students on copyright issues in the digital environment. The website has also highlighted the idea of Creative Commons.

We are mindful of the diversity in terms of readiness of schools to take forth with e-learning. To this end, the EDB has launched a three-year “Pilot Scheme on e-Learning in schools” (Pilot Scheme). Schools participating in the Pilot Scheme are required to share all the project materials, including e-learning resources, to all schools. The Pilot Scheme will be completed by the 2013/14 school year, by then we will look into the lessons learnt, in particular pilot projects involving development of e-learning resources by teachers, for best practices on dissemination and copyright licensing of these resources. In addition, to cater for different levels of IT readiness of schools and to facilitate context-appropriate and purposeful enhancement of learning and teaching, the Quality Education Fund provides a channel for seeking funds for one-off, bottom-up, innovative initiatives including the provision of enhanced IT facilities in schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB460

Question Serial No.

5001

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:

As mentioned in the 2013 Policy Address, the Government will promote cooperation between the industry-based Industry Training Advisory Committees and the education and training providers to ensure more training opportunities to young people and in-service personnel. What are the details of the work plans and estimated expenditures involved? Does the Administration have any plan to work with industry sectors to provide on-the-job training that will be open for application by different industries and organisations? If not, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

In 2013-14, we have earmarked a total provision of \$112 million for the development and implementation of the Qualifications Framework (QF). This includes the expenditure for the provision of financial assistance under the QF Support Schemes and an additional \$10 million for implementing new initiatives proposed in the 2013-14 Budget to support the Industry Training Advisory Committees (ITACs).

Specifically, we will continue to work closely with the ITACs to develop the Specifications of Competency Standards (SCS) and promote their wider application in developing education and training courses, mapping out progression pathways and human resources management. We will also liaise with ITACs on the implementation of the Recognition of Prior Learning mechanism and extension to more industries. As proposed in the 2013-14 Budget, we will support ITACs to (i) introduce award schemes for outstanding practitioners to engage in learning activities in different places around the world; (ii) design SCS-based training programmes and packages that meet the needs of the industries; and (iii) step up promotion and publicity of the QF for its wider acceptance among all sectors. Initially, we plan to invite each of the 19 ITACs to select up to three outstanding practitioners for the award schemes each year and for those ITACs with SCS completed, to develop up to three SCS-based training packages every year. All ITACs will also be invited to suggest joint publicity efforts or promotion strategies for the respective industry to further publicise and promote the QF. As part of our on-going efforts, we will continue to encourage more industries to join the QF.

In order to further enhance the practical skills and employability of students of the Vocational Training Council (VTC) pursuing Higher Diploma and Diploma in Vocational Education programmes, the pilot project on industrial attachment would be implemented in the 2012/13 and 2013/14 academic years which aims at preparing students for work by providing them with work-integrated learning experiences. Additional grant of \$43 million to VTC was provided by the Government in 2012-13 for this two-year period.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB461

Question Serial No.

5008

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:

There has been increased public attention given to the problem of manpower shortage in Hong Kong. Would the Government consult the public on increasing university places and assess the supply and demand for university places and jobs in various industries, the implications of increasing university places for government expenditure and the returns that may thus be delivered for future economic growth in Hong Kong, in 2013-14? If not, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

The Government conducts Manpower Projection (MP) from time to time. The findings offer reference on the broad trends in the future manpower supply and requirement of our economy at the macro level, as well as the potential manpower balance at different education levels. Based on the latest projections published in 2012, with 2010 as the base year and a projection horizon up to 2018, it is projected that there will be a more or less balanced manpower at first degree and above level whereas there will be a manpower shortfall of -22 000 at various education levels between lower secondary and first degree.

The Government will continue to nurture people with different educational attainment to meet the changing needs of the economy and to provide young people with quality and diversified study pathways with multiple entry and exit points. Apart from various undergraduate programmes, post-secondary institutions also provide a variety of full-time locally-accredited sub-degree (Associate Degree and Higher Diploma) programmes covering different professional and academic disciplines, Yi Jin Diploma and continuing education and vocational training programmes that best suit the abilities and aspirations of the secondary school graduates.

At the degree sector, the number of University Grants Committee (UGC)-funded first-year-first-degree (FYFD) places has been increased to 15 000 per annum starting from the 2012/13 academic year. The senior year undergraduate intake places are also being progressively doubled to 4 000 per annum by the 2014/15 academic year, so that meritorious sub-degree graduates will have more opportunities for articulation to the last two years of an undergraduate programme. In parallel, we have introduced a series of measures to support the development of the self-financing post-secondary sector. Some 7 700 places in full-time locally-accredited self-financing undergraduate programmes have been offered in the 2012/13 academic year. The number of self-financing senior year undergraduate places has also been doubled to 6 500 per annum in the same year.

The UGC sector has a lot of latitude in distributing student places in response to the manpower needs of the economy and in accordance with the institutions' development strategies, provided that the sector must meet specific manpower requirements as specified by the Government in a small number of disciplines, such as medicine and nursing, where the public sector is the major employer and the UGC-funded sector is the major trainer, etc. Separately, the self-financing sector has been responding quickly to changing society needs by

offering a wide array of programmes for school leavers and the workforce.

Besides, the Vocational Training Council (VTC) offers vocational education and training programmes to support the manpower development needs of industries, with the advice from the industries in course planning and curriculum design through representations in various Training Boards and other Advisory Boards/Committees of the VTC to ensure the relevance and quality of VTC programmes in meeting the ever changing needs of economy. For example, VTC plans to offer around 30 000 vocational education and training places at various levels in the 2013/14 academic year to support the manpower development needs of the construction, retail and catering industries which have experienced labour shortage in recent years.

Through promoting the parallel development of publicly-funded and self-financing post-secondary sectors, we estimate that in the coming two years, over one-third of our young people in the relevant cohort will have access to degree-level education. Including sub-degree education, nearly some 70% of them will have access to post-secondary education, which will help nurture talents for the future development of Hong Kong.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 10.4.2013

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

EDB462

Question Serial No.

3551

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 2013-14", it is stated that the Administration will "continue to implement measures to enhance the development of Hong Kong as a regional education hub".

- (a) Please provide the manpower and resources involved and the details of the measures to enhance the development of Hong Kong as a regional education hub.
- (b) Please provide a breakdown of the number of non-local students and teaching staff in primary and secondary schools and tertiary institutions by nationality for the past four years.
- (c) Please provide the number and details of schools or institutions not in Hong Kong that run a Hong Kong curriculum. What are the policies in place, and the resources and manpower dedicated to such policies, to encourage the "export" of our educational system?
- (d) Please provide the resources and manpower involved, as well as the details and number of participants of programmes to encourage international students to take up internships during their study and working locally after graduation.

Asked by: Hon Abraham SHEK Lai-him

Reply:

- (a) In recent years, we have implemented/planned to implement a series of measures to develop Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of facilitating measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the HKSAR 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 as well as allowing non-local students to stay in Hong Kong without limitations for 12 months after graduation.

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 providing land at nominal premium or vacant school premises at nominal rent respectively under the Land Grant Scheme, providing interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment under the Start-up Loan Scheme, setting up the Self-financing Post-secondary Education Fund to provide scholarships to students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education. Besides, we have established the Qualifications Framework Support Schemes including a number of financial assistance schemes to encourage and assist education providers in seeking accreditation of their programmes. We have also earmarked \$3 billion in the Research Endowment Fund to support the self-financing degree sector in enhancing its academic and research development.

We have also launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) to help tertiary institutions tap more funding sources to further consolidate their development, improve the quality of education and foster a philanthropic culture. The funding is used, among other things, to support institutions in promoting student exchange programmes.

Developing Hong Kong as a regional education hub is an on-going initiative of the Education Bureau. The manpower resources involved are absorbed through internal redeployment and hence no breakdown is available.

- (b) Primary and secondary schools

The Administration does not maintain records of the number of non-local students in local schools. The total number of non-local students studying in private, English Schools Foundation or other international schools by nationality for the 2009/10 to 2012/13 school years is at **Annex 1**.

The Administration does not distinguish between local and non-local teachers. Besides, the Administration does not have information on teachers' nationality except for those employed under the Native-speaking English Teacher (NET) Schemes. A breakdown of the nationality of NETs in public sector schools for the 2009/10 to 2012/13 school years is at **Annex 2**.

Post-secondary institutions

The number of non-local students studying publicly-funded post-secondary programmes by place of origin for the 2009/10 to 2012/13 academic years is at **Annex 3**. Post-secondary institutions recruit staff on the basis of merits, not place of origin, and are not required to report the results of their recruitment exercises to the EDB. The number of non-local teaching staff in post-secondary institutions by place of origin for the 2009/10 to 2012/13 academic years, as advised by the various institutions, is at **Annex 4**.

- (c) Hong Kong's local curriculum, which is developed and endorsed by the Curriculum Development Council, is designed specifically for students who attend local schools in Hong Kong. To our best of knowledge, other than a pilot scheme that the EDB in collaboration with Shenzhen Education Bureau have introduced since 2008, there is no school or institution outside the territory that runs a Hong Kong curriculum. For the pilot scheme, there are six participating minban primary schools in Shenzhen offering Hong Kong curriculum to children of Hong Kong permanent residents who live in Shenzhen. These students would be allocated places in secondary schools in Hong Kong through the Secondary School Places Allocation if they so choose. Though the schools / classes concerned are operated in a self-financing mode, EDB staff provides various support relating to teachers' professional development, curriculum planning, etc. to ensure compatibility in standards of learning outcomes. We are unable to segregate the manpower resources dedicated to oversee the pilot scheme as the professional support is provided also by the same team of professional officers who render like-services to schools in Hong Kong.
- (d) As part of our efforts to further promote Hong Kong as a regional education hub, we implemented in 2008 a basket of measures, including but not limited to relaxing the employment restriction on non-local students of full-time locally-accredited programmes at degree level or above by allowing them to take up internships, and allowing them to stay (or return to) and work in Hong Kong after graduation under the Immigration Arrangements for Non-local Graduates (IANG).

The statistics on applications under IANG from 2010 to 2012 are as follows:

Year	Applications received	Application approved
2010	4 033	3 976
2011	5 313	5 258
2012	6 803	6 756

The Immigration Department has an establishment of 8 posts (i.e. 5 Immigration Officers, 2 Chief Immigration Assistants and 1 Clerical Assistant) to cope with the above work in 2013-14. The total annual salary costs of the 8 posts for 2013-14, in terms of the notional annual mid-point salary, are about \$3.45 million.

Name in block letters: Mrs CHERRY TSE
 Post Title: Permanent Secretary for Education
 Date: 10.4.2013

Number of Non-local Students in Primary and Secondary English Schools Foundation (ESF), Other International and Private Independent Schools (PIS), 2009/10 – 2012/13 School Years

Level	Nationality	School Year			
		2009/10	2010/11	2011/12	2012/13
ESF, Other International and PIS Primary Schools	Chinese ^{see note (2)}	959	1 097	1 099	1 090
	Other Places in Asia	4 113	4 001	4 153	4 122
	The Rest of the World	11 633	11 986	12 529	13 053
Total:		16 705	17 084	17 781	18 265
ESF, Other International and PIS Secondary Schools	Chinese ^{see note (2)}	1 413	1 270	1 104	1 290
	Other Places in Asia	3 125	3 175	3 326	3 399
	The Rest of the World	10 287	10 691	10 962	11 218
Total:		14 825	15 136	15 392	15 907

Notes:

- (1) Non-local students refer to students holding dependent or student visas as well as students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, have foreign passports (except British National (Overseas) Passport). Nationality refers to issuing country of the passport.
- (2) Non-local Chinese students refer to students who hold Chinese nationality and do not have right of abode in Hong Kong (e.g. Mainlanders, Macaoese and Taiwanese).
- (3) Figures include ESF, other international and PIS primary and secondary schools, but not special schools.
- (4) Figures refer to the position as at September of the respective years.

**Number of Native-speaking English Teachers (NETs) in public sector schools by Nationality,
2009/10 – 2012/13 School Years**

	Nationality	Number of NETs			
		2009/10	2010/11	2011/12	2012/13
Primary Schools	Mainland China	0	0	0	0
	Other Places in Asia	20	28	21	23
	The Rest of the World	464	449	436	434
Total:		484	477	457	457
Secondary Schools	Mainland China	0	0	0	0
	Other Places in Asia	23	20	23	22
	The Rest of the World	391	389	392	383
Total:		414	409	415	405

**Number of Non-local Student Enrolment (Headcount) of Publicly-funded Post-secondary Programmes
by Place of Origin, 2009/10 - 2012/13 Academic Years**

Place of origin	Academic Year			
	2009/10	2010/11	2011/12	2012/13 (provisional)
Mainland China	8 476	8 763	8 974	11 045
Other Places in Asia	613	973	1 384	2 137
The Rest of the World	311	403	482	598
Total:	9 400	10 139	10 840	13 780

Notes:

- (1) The place of origin of non-local students is determined having regard to their nationality.
- (2) Figures may not add up to the corresponding totals owing to rounding.

**Number of Non-local Teaching Staff in Publicly-funded Post-secondary Institutions by Place of Origin,
2009/10 - 2012/13 Academic Years**

Place of origin	Academic Year			
	2009/10	2010/11	2011/12	2012/13 (provisional)
Mainland China	837	953	1 011	1 115
Other Places in Asia	313	339	361	371
The Rest of the World	1 337	1 464	1 466	1 541
Total:	2 487	2 756	2 838	3 027

Note:

- (1) The place of origin for non-local teaching staff refers to their nationality.

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

EDB463

Question Serial No.

3554

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 "Indicators", the wastage rate of kindergarten teachers in the 2011/12 school year was 7.1%, the revised estimated wastage rate in the 2012/13 school year was 8.3% while the estimated wastage rate in the 2013/14 school year is 7.7%.

- (a) Please provide the total number of kindergarten teachers in the past two school years and their distribution according to their monthly salaries of below \$10,000, \$10,000 to \$20,000, \$20,001 to \$30,000, \$30,001 to \$40,000 and above \$40,000, as well as their professional qualifications respectively.
- (b) Please provide the total number of kindergarten teachers who did not serve in the 12-month period prior to mid-September of the past two school years and their distribution according to the monthly salaries of below \$10,000, \$10,000 to \$20,000, \$20,001 to \$30,000, \$30,001 to \$40,000 and above \$40,000, as well as their professional qualifications respectively.
- (c) Has the Administration conducted a study on the reasons for the dropping out of kindergarten teachers? If yes, of the details; if not, the reasons for that.
- (d) Please provide a comparison between the wastage rate of kindergarten teachers in Hong Kong and those in other developed economies.
- (e) Please provide the manpower and resources as well as details related to programmes that encourage kindergarten teachers to acquire further professional qualifications. Will kindergarten teachers receive special consideration when they apply for the scholarships under the HKSAR Government Scholarship Fund? If yes, of the details; if not, the reasons for that.
- (f) Will the Administration earmark resources in 2013-14 to set up a committee to look into implementation of "Recommended Normative Salary Scale for Kindergarten Teaching Staff"? If yes, of the details and the personnel involved in the committee, if not, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) According to the information provided by kindergartens (KGs) through an annual questionnaire survey conducted by the Education Bureau (EDB), the total number of KG teachers and their distribution according to their monthly salaries in the 2010/11 and 2011/12 school years are as follows (Note 1):

Monthly salary	2010/11 school year	2011/12 school year
\$10,000 or below (Note 2)	956	811
\$10,001 - \$20,000	6 291	6 378
\$20,001 - \$30,000	1 533	2 087
\$30,001 or above	52	87
Total	8 832	9 363

Note 1: Information provided above is based on a questionnaire survey on the monthly salary of full-time regular KG teachers (excluding principals) conducted in September 2010 and 2011 respectively by the EDB. Breakdowns of monthly salary ranged "\$30,001 - \$40,000" and "\$40,001 or above" are not available as the highest salary range in the survey was "\$30,001 or above".

Note 2: About 80% of these teachers taught half-day in their KGs.

Separately, the EDB has also conducted an annual questionnaire survey to collect information on the professional qualifications of KG teachers, including principals. The total number of KG teachers and principals and their distribution by professional qualifications are tabulated below (Note).

Professional qualification	2010/11 school year	2011/12 school year
Without Certificate/Diploma in Early Childhood Education	3 002	2 316
With Certificate/Diploma in Early Childhood Education or above	6 835	8 056
Total	9 837	10 372

Note: Information provided above is based on a separate questionnaire survey on the professional qualifications of full-time regular KG teachers (including principals) conducted in September 2010 and 2011 respectively by the EDB.

- (b) The number of wastage of teachers in local KGs in the 2010/11 and the 2011/12 school years and their professional qualifications are tabulated below. The EDB does not have breakdown on their respective monthly salaries.

School year	2010/11	2011/12
Number of wastage (Note)	650	697
Breakdown by professional qualification		
Number of teachers without Certificate/Diploma in Early Childhood Education	391	344
Number of teachers with Certificate/Diploma in Early Childhood Education or above	259	353

Note: The number of wastage refers to the number of regular teachers of the previous school year who did not serve in KGs/kindergartens-cum-child care centres in the 12-month period prior to mid-September of the respective school year.

- (c) According to the information provided by KGs, reasons for the KG teachers leaving the sector include marriage, child caring, taking up employment outside the profession, retirement, further studies, illness and migration, etc.
- (d) The EDB does not have readily available data regarding the wastage rates of KG teachers in other developed economies. Besides, since the teaching pattern and working conditions of KG teachers in

Hong Kong and those in other developed economies are different, direct comparison of the wastage rates is not appropriate.

- (e) Various local teacher education institutions have been offering training courses (both UGC-funded and self-financed) on early childhood education for serving KG teachers and principals, including certificate, degree and post-graduate diploma programmes. In addition, the EDB has been providing free professional development programmes in the form of seminars, workshops, sharing sessions as well as school-based support to facilitate the professional development of KG teachers and principals. Serving KG teachers can make use of all these training opportunities for their continuing professional development.

Under the Pre-primary Education Voucher Scheme (PEVS), a Teacher Development Subsidy (TDS) was provided from the 2007/08 to 2011/12 school years to support professional upgrading by KG teachers and principals. Teachers and principals serving in KGs joining the PEVS could claim course fee reimbursement from their serving KGs. For teachers and principals of KGs not joining the PEVS, they could apply for course fee reimbursement directly from the EDB. The total Government expenditure on the above arrangements was \$230 million.

To attract outstanding local students to join the teaching profession in Hong Kong, a scholarship will be set up under the HKSAR Government Scholarship Fund. It will be awarded to outstanding local students for pursuing degree courses or teacher training programmes, including early childhood education, in prestigious universities outside Hong Kong.

- (f) Providing practicable 15-year free education and better quality KG education is one of the priorities of the current-term Government. The EDB plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. Representatives from the education sector, various KG stakeholder groups as well as members from other professions will be involved in the committee to facilitate a holistic discussion. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, including teacher professional development and salary-related issues, consider various options and make recommendations to the EDB on the way forward. The EDB will absorb from within the existing provision the resource requirements for supporting the work of the committee, including the required provision for creation of two new non-directorate posts to service the committee.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 12.4.2013

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

EDB464

Question Serial No.

3555

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 "Kindergarten education" of "Brief Description", it is stated that "Eligible non-profit-making kindergartens may receive assistance towards rent, rates and the government rent so that they can direct more funds to improving the quality of education."

- (a) Please provide the amount of expenditure used to assist eligible non-profit-making kindergartens in their rent, rates and the government rent payment for the past two years respectively and the estimated amount for this year.
- (b) Please provide a breakdown of the number of eligible non-profit-making kindergartens for the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2012-14 Monitoring Cycle and in the previous Monitoring Cycle respectively, according to six types based on location in terms of Hong Kong Region, Kowloon Region and New Territories Region and type in terms of Estate Kindergarten and Non-Estate Kindergarten.
- (c) In view of rapidly rising rental rates in Hong Kong, will the Administration review and adjust the Rental Cut-off Rates for the Non-profit-making Kindergarten Rent Reimbursement Scheme? If yes, of the details; if not, the reasons for that.
- (d) In view of the different rents paid by kindergarten, what are the options to meet the rental cost of kindergartens that the Administration is exploring in the provision of free kindergarten education in the future? What is the total expenditure if the Administration bears the full rental cost, at current rates, of kindergartens?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) The amount of expenditure on reimbursement of rent, Government rent and rates for non-profit-making (NPM) kindergartens (KGs) in 2010-11 and 2011-12 and the estimated amount for 2012-13 are as follows:

Financial Year	2010-11 (Actual)	2011-12 (Actual)	2012-13 (Estimate)
Expenditure (\$ million)	193.2	197.3	204.2

- (b) The numbers of estate/non-estate NPM KGs under the Kindergarten Rent Reimbursement Scheme in the 2010-12 and 2012-14 Monitoring Cycles, in Hong Kong Region, Kowloon Region and New Territories Region are as follows:

Region	Estate/Non-Estate	2010-12 Monitoring Cycle	2012-14 Monitoring Cycle
Hong Kong	Estate	30	29
	Non-Estate	6	6
Kowloon	Estate	95	94
	Non-Estate	12	12
New Territories	Estate	225	223
	Non-Estate	28	28

- (c) The rental cut-off rates are reviewed for each Monitoring Cycle based on the actual rent reimbursed by all KGs, according to the market rental value as advised by the Rating and Valuation Department or the Housing Department as appropriate, and the number of students in these KGs.
- (d) Providing practicable 15-year free education and better quality KG education is one of the priorities of the current-term Government. The Education Bureau (EDB) plans to set up a committee in April 2013 to examine the various aspects of free KG education and recommend practicable proposals to take this forward. The committee will gauge views of stakeholders on the current policy of KG education, identify issues for possible improvements, including the subvention mode, consider various options and make recommendations to EDB on the way forward. Our current assessment is that the committee will take about two years to complete its tasks. As how to take forward free KG education has yet to be worked out, we are unable to provide the estimated expenditure for the purpose at this stage.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB465**

Question Serial No.

3558

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 "Indicators", the teacher wastage rate of special schools in the 2011/12 school year was 5.4%, while the revised estimated figure for the 2012/13 school year was 7.8% and the estimated figure for the 2013/14 school year is 7.8%. The percentage of teachers in special schools with special education training qualification in the 2011/12 school year was 73.4%, the revised estimated figure for the 2012/13 school year was 72.0% while the estimated figure for the 2013/14 school year is 72%.

- (a) Please provide the total number of teachers as well as the drop out rate in the primary section and secondary section of special schools respectively for the 2013/14 school year as well as the past two school years.
- (b) Has the Administration conducted a study on the reasons for the dropping out teachers in special schools? If yes, of the details; if not, the reasons for that.
- (c) Please provide a comparison between the teacher wastage rate of special schools between Hong Kong and other developed countries.
- (d) Please provide the manpower and resources involved as well as the details of measures to increase teachers in special schools with special education training qualification in the 2013/14 school year. If there are no such measures, please provide the reasons.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Wastage rates refer to the number of drop-out teachers as a percentage of the total number of teachers as at September of the preceding school year. For the 2011/12 and 2012/13 school years, the total number of teachers as at September of the respective year and the wastage rate of teachers in the primary section and secondary section of special schools are in the table below. Relevant figures for the 2013/14 school year are not yet available.

	2011/12 School Year		2012/13 School Year*	
	Primary Section	Secondary Section	Primary Section	Secondary Section
Total number of teachers in preceding school year	688	788	713	857
Wastage Rate	7.0%	4.1%	7.6%	8.1%

*Figures for the 2012/13 school year are provisional.

(b) and (c)

According to the annual survey conducted in October 2012, the main reasons for teachers leaving the special school sector are retirement, transfer to mainstream schools and personal reasons, etc. As the types and degree of disability of the target students of special schools and the conditions of employment of special school teachers in Hong Kong are different from those in other countries, direct comparison of the teacher wastage rates of special schools between Hong Kong and other developed countries is not appropriate.

- (d) The Education Bureau (EDB) is committed to enhancing the capacity of special school teachers in supporting their students through the provision of special education training. Since the 2007/08 school year, we have been offering structured training courses on catering for students with special educational needs pitched at basic, advanced and thematic levels (BAT Courses) for serving teachers. EDB also conducts other theme-based seminars, workshops and sharing sessions during the year. The estimated expenditures for the BAT Courses and the relevant training programmes in the 2013/14 school year are about \$65 million. However, it is not possible for us to apportion the expenditure relating to teachers in the special schools only. That notwithstanding, to better meet the training needs of special school teachers, EDB offers a 240-hour training course specifically for special school teachers (TCSST) on “education of students with severe or multiple disabilities” from the 2012/13 school year. The estimated expenditure for TCSST in the 2013/14 school year is about \$5 million. In-service special school teachers having completed successfully the TCSST or the BAT Courses with an aggregate of 240 hours or equivalent will be recognized as having special education qualification for promotion purpose.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

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

EDB466

Question Serial No.

3559

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:

According to "Educational support for non-Chinese speaking students" under "Brief Description", the Administration "oversees the provision of measures to support non-Chinese speaking students."

- (a) Please provide the number of non-Chinese speaking students with special educational needs in primary and secondary schools respectively for the past three school years.
- (b) Please provide manpower and resources involved, as well as the details of support programmes for non-Chinese speaking students with special educational needs in primary and secondary schools. Has the Administration assessed whether language differences pose difficulties for non-Chinese speaking students with special educational needs to benefit from such support programmes compared to Chinese speaking students? If yes, of the details of such studies; if not, the reasons for that.
- (c) Please provide the number of schools that provide teaching assistants to provide direct in-class support for non-Chinese speaking students with special educational needs as well as the number of such teaching assistants. Will the Administration earmark more resources for schools for the provision of more such teaching assistants? If yes, of the details; if not, the reasons for that.
- (d) Please provide the number and percentage of Chinese Language teachers that have completed both training programmes to teach Chinese to non-Chinese speaking students as well as Basic, Advanced and Thematic Courses related to catering to students with special educational needs.

Asked by: Hon SHEK Lai-him, Abraham

Reply:

- (a) The numbers of non-Chinese speaking (NCS) students with special educational needs (SEN) in public sector primary and secondary schools in the 2010/11, 2011/12 and 2012/13 school years are set out in Appendix I.
- (b) & (c)

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students (including those with SEN) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. To cater for the learning needs of NCS students, a number of support measures have been put in place. Schools may adopt different measures and render support to NCS students (including those with SEN), taking into account their language needs. The breakdown of the estimated expenditures of the major support measures for NCS students, which are

also applicable to NCS students with SEN, in the 2012/13 and 2013/14 school years are tabulated at Appendix II.

Besides, the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention to all mainstream schools, professional support and teacher training to help them cater for students with SEN, including NCS students with SEN. Schools are advised to pool together school resources and deploy them holistically and flexibly to render appropriate support services, including employing additional teachers, teaching assistants (TAs) or hiring professional services to support students in accordance with their special educational needs. Details of the additional support and services for students with SEN and the estimated expenditures for the 2012/13 and 2013/14 school years are tabulated at Appendix III. In short, NCS students with SEN benefit from support and services pertaining to both NCS and SEN students. As the employment of additional TAs to support students with SEN (including NCS students with SEN) and how they are deployed at school is a school-based decision, having regard to the school circumstances and students' needs, we are unable to provide the number of schools that have employed TAs to provide direct in-class support for NCS students with SEN as well as the number of such TAs.

- (d) The EDB has been offering different modes of training programmes for Chinese Language teachers on teaching Chinese to NCS students. We also launched a teacher professional development framework on integrated education in the 2007/08 school year under which structured training courses on catering for students with SEN pitched at the basic, advanced and thematic levels (BAT Courses) are organised for serving teachers. Up to the 2011/12 school year, more than 9 600 primary and secondary school teachers have attended the BAT Courses. As we have not kept records of the subjects taught by the teachers who attended the BAT Courses, and in view of the variety of training programmes on teaching Chinese to NCS students, we could not provide the number and percentage of Chinese Language teachers who have attended both the training programmes on teaching Chinese to NCS students and the BAT Courses.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 9.4.2013

**Numbers of non-Chinese speaking (NCS) students
with special educational needs (SEN) in public sector primary and secondary schools
in the 2010/11, 2011/12 and 2012/13 school years**

School Year	No. of Students	
	Secondary School	Primary School
2010/11	33	152
2011/12	56	180
2012/13	74	208

Notes:

- (1) Figures refer to the position as at September of the respective school years.
- (2) Figures cover those students whose home language is known to EDB and is NOT Chinese regardless of their ethnicity.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2012/13 and 2013/14 school years**

Support measures	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Focused support to schools with school-based support programmes specifically arranged for NCS students	*	*
Provision of grant to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	17.5	17.5
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$2.9 million to continue with the development of teaching reference materials and assessment tools</p>
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available	The programmes are subsumed in the overall professional development programme of 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	3.1	3.3
<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project under the Language Fund.</p>	13.0	14.0

<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>Starting from 2013, the programmes will be refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.0	4.0
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.8	1.0
<p>District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	1.2	1.5
<p>University-School Support Programme project introduced since the 2012/13 school year to support kindergartens in the learning and teaching of Chinese for NCS students for a period of three school years</p> <p>A total funding of \$10 million has been earmarked for the project under the Education Development Fund.</p>	10.0 earmarked for 3 years	10.0 earmarked for 3 years

* These measures are provided by different sections of the Education Bureau (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.

**Support and services provided for students with special education needs (SEN)
(including non-Chinese speaking students with SEN)
under integrated education in the 2012/13 and 2013/14 school years**

Service / Programme	Description	Estimated expenditure in the 2012/13 school year \$ million	Estimated expenditure in the 2013/14 school year \$ million
Intensive Remedial Teaching Programme	Participating primary schools are provided with additional teachers to provide intensive remedial support for students with special educational needs / low academic achievement.	182.3	178.7
Learning Support Grant	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*.	293.4	329.6
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.	18.5	18.9
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.	1.5	1.5
Resource 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.	2.0	2.4
School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	55.9	77.3
Enhanced Speech Therapy Service	Eligible primary 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.	48.0	56.2

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.	6.4	8.3
Additional teachers to cater for low academic achievers	Secondary schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	328.9	316.0
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.	11.9	11.9
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.	3.8	3.8
Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers, speech therapist (for primary students) and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.2	5.2
Teacher Training	Provision of professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.	62.4	65.0
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	0.7

* The provision of Learning Support Grant for the students with low academic achievement is applicable to primary schools only.

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

EDB467

Question Serial No.

3563

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 "Educational support for non-Chinese speaking students" of "Brief Description", the Administration "oversees the provision of measures to support non-Chinese speaking students."

(a) Please provide the number of places offered by special schools run by English Schools Foundation for the 2013/14 school year as well as the past two school years. Please also provide the unit cost of such places.

(b) Has the Administration assessed the demand and supply situation of places offered by special schools run by English Schools Foundation with relation to non-Chinese speaking students with special educational needs? If yes, of the details of such studies; if not, the reasons for that.

(c) Please provide the number of students with special educational needs that are studying in primary and secondary schools run by English Schools Foundation for the past three school years respectively.

(d) Please provide the number of teachers in schools run by English Schools Foundation that hold professional qualifications in teaching students with special educational needs and a breakdown of such professional qualifications.

(e) Please provide the number of places in learning support centres in primary and secondary schools run by English Schools Foundation for students with special educational needs.

(f) Will the Administration earmark resources for the provision of extra places offered by special schools run by English Schools Foundation and extra places in learning support centres in primary and secondary schools run by English Schools Foundation? If yes, of the details; if not, the reasons for that.

(g) Will the Administration take measures to encourage experience sharing between teachers in special schools run by English Schools Foundation and teachers in other schools who also teach non-Chinese speaking students with special educational needs? If yes, of the details; if not, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

According to the English Schools Foundation (ESF) and based on their return to the annual student enrolment survey conducted by the Education Bureau (EDB), statistics between the 2010/11 and 2012/13 school years on (i) the number of students with special education needs (SEN) in its mainstream schools; (ii) the number of places in the learning support centres in its mainstream schools; as well as (iii) the number of places in its special school, with breakdown by primary and secondary levels, are set out in **Annex**. In the 2013/14 school year, the estimate for the primary and secondary levels of ESF's special school is \$5.3 million and \$6.9 million respectively. According to ESF, it targets to provide 32 primary and 32 secondary school places in the special school in 2013/14 school year. We do not have the unit cost of such places.

According to ESF, as of February 2013, it employs a total of 853 full-time and 62 part-time teachers, including 21 with a degree on special education qualifications, seven with relevant Master degree and 10 possess relevant Diploma. Some teachers also have units of special education in their degrees. In addition, there have been training programmes such as a recent online training provided for over 100 Educational Assistants in different cohorts, namely inclusion for students with Dyslexia, understanding and managing behavior, understanding autism spectrum disorder, and inclusion for learners with speech, language and communication needs and motor and coordination difficulties. ESF has been conducting workshops and sharing its experience with teachers in local and international schools in respect of providing support services to students with SEN. We would encourage ESF to continue the practice.

Currently, non-Chinese speaking students with SEN are also studying in other types of schools including local public sector and special schools, direct subsidy schools and other international schools. The subvention review on ESF covers all subvention currently provided to ESF including that for SEN services. We aim to report the progress of the review to the Legislative Council Panel on Education within this legislative session.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 9.4.2013

**Statistics in relation to support services
for students with special education needs (SEN)
in schools operated by the English Schools Foundation (ESF)**

	2010/11		2011/12		2012/13	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
(i) Number of students with SEN in mainstream schools (including those supported by the learning support centres)	113	167	114	167	110	200
(ii) Number of places in the learning support centres in mainstream schools	77	65	84	81	98	92
(iii) Number of places in special school	30	30	33	30	33	30

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

EDB468

Question Serial No.

3564

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

Programme: Not Specified

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Under "Operating Account", the analysis of the financial provision under Subhead 000 Operational expenses shows that expenditure for "School extra-curricular activities, programmes, grants and prizes" under "Other Charges" was \$115,262,000 for 2011-12, revised to be \$130,648,000 for 2012-13 and estimated to be \$173,957,000 for 2013-14.

(a) Please provide a summary of the items that are under "School extra-curricular activities, programmes, grants and prizes" and their purposes in relation to the educational needs of children.

(b) Please explain the reason that over three years, there has been an increase in expenditure for "School extra-curricular activities, programmes, grants and prizes" of \$58,695,000, or 50.9%, taking the 2011-12 figure as the base figure.

(c) Please provide the number of students that have benefited from the items under "School extra-curricular activities, programmes, grants and prizes" for the past two years and the estimated number of students that shall benefit from the said items in 2013-14.

(d) Please provide the number of students who were or are participants of the School Textbook Assistance Scheme (STAS) or coming from families who were or are receiving Comprehensive Social Security Assistance (CSSA), that have benefited from the items under "School extra-curricular activities, programmes, grants and prizes" for the past two years and the estimated number of such students that shall benefit from the said items in 2013-14.

(e) Has the Administration conducted studies on the relationship between participation in extra-curricular activities and education attainment, as well as the comprehensive needs of a student nowadays. If yes, of the details; if not, whether the Administration will earmark resources to do so this year.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

Re part of (a) and (b). The expenditure items under "School extra-curricular activities, programmes, grants and prizes", their respective financial provisions and the reasons for the changes over the years from 2011-12 to 2013-14 are provided below:

	2011-12 Actual Expenditure	2012-13 Revised Estimate	2013-14 Estimate
	\$ million	\$ million	\$ million
Expenditure of government schools under various recurrent grants, such as Learning Support Grant, Senior Secondary Curriculum Support Grant, Diversity Learning Grant	59.7	73.2	106.3
Expenditure on educational activities / programmes organised by the Education Bureau (EDB) for the education sector, such as national education programmes, Community Youth Club (CYC) scheme and gifted student programmes	55.6	57.4	67.7
Total	115.3	130.6	174.0 (+50.9% on 2011-12 Actual)

The provision for 2013-14 is \$58.7 million or 50.9% higher than the actual expenditure in 2011-12. This is mainly due to increased expenditures of government schools under various recurrent grants, particularly for the implementation of the new senior secondary curriculum and the provision of support for students with special education needs.

Re part of (a), (c) and (d). The purposes of and the number of students benefited from the major activities / programmes organised by EDB and the major grants given to government schools are set out in the Annex. It should be noted that similar grants to other types of schools, such as aided schools are charged as subventions under other subheads. In general, activities / programmes organised by EDB are for all students in the public sector schools and schools under the Direct Subsidy Scheme. Of the number of students benefited from these activities / programmes, we do not have statistics on those who are participants of STAS or coming from families that are recipients of CSSA.

Re (e). There is no past study / study under planning by EDB regarding the relationship between participation in extra-curricular activities and education attainment / needs of students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

The purposes of and number of students benefited from the major activities / programmes organised by EDB and the major grants given to government schools under “School extra-curricular activities, programmes, grants and prizes” are as follows:

Major Grants / Activities / Programmes	Purposes	No. of students benefited		
		2011-12	2012-13	2013-14
(A) Major grants given to government schools				
Learning support grant	To provide support for students with special educational needs (SEN).	All government school students with SEN		
Senior secondary curriculum support grant	To facilitate the implementation of the new senior secondary curriculum (NSS).	All NSS students in government schools		
Diversity learning grant (DLG)	(i) The DLG for Applied Learning (ApL) is a subsidy to schools for offering ApL courses as students' elective subjects under NSS curriculum. (ii) For DLG for Other Programmes (OP), schools could use the grant to offer school-based pull-out or off-site support gifted education programmes and / or collaborate with other schools to offer network programmes on NSS subjects. (iii) For DLG for Other Languages (OL), schools could use the grant to offer any of the six languages, namely French, German, Hindi, Japanese, Spanish and Urdu, as NSS elective subjects on their own or through obtaining services from other organisations. These language courses should follow a curriculum leading to the examinations pitched at Advanced Supplementary (AS) Level offered by the Cambridge International Examinations and students have to register for the respective examination administered by the Hong Kong Examinations and Assessment Authority.	All NSS students studying ApL, OP and OL courses in government schools		

Major Grants / Activities / Programmes	Purposes	No. of students benefited		
		2011-12	2012-13	2013-14
(B) National education programmes				
The Beijing, Hong Kong and Macau Student Exchange Summer Camp	Promote interflow among senior secondary students of the three places.	140	40	140
Passing on the Torch: Exploring and Embracing Chinese Culture	Enhance students' understanding of the modern history, culture and development of the country.	2 131	1 600	N/A
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	Provide opportunities for students to explore national development from multiple perspectives and to understand the relationship between Hong Kong and Guangdong.	24 951	5 660	27 272
Mainland Exchange Programme for Students Leaders	Deepen students' understanding of the national development and provide opportunities for exchanges with students in Mainland.	170	333	450
Professional Study Course for Student Teachers ^{Note}	Enhance student teachers' understanding of national development, gain first-hand experience in the Mainland and equip them in leading their students on study tours to the Mainland	N/A	86	N/A
Hong Kong Cup Diplomatic Knowledge Contest	Enhance Hong Kong students' interest and awareness in diplomatic knowledge of China so as to broaden their horizons in the world and deepen their understanding of the importance of the globalization	2 615	3 226	3 850
Senior Secondary Students Mainland Exchange Programme	Facilitate students' understanding of Chinese history and culture, as well as national development	1 898	2 377	4 050

Note: The Professional Study Course for Student Teachers was held in 2011/12 school year with 86 student teachers joined the course in that year.

Major Grants / Activities / Programmes	Purposes	No. of students benefited		
		2011-12	2012-13	2013-14
(C) Community Youth Club (CYC) Scheme				
CYC Scheme	Organise CYC activities to educate students on moral and social values to become good citizens	131 800	142 200	143 000
(D) Gifted students programmes				
International olympiad in informatics computer competitions	Stimulate students' interest in computing science and information technology, and to encourage students sharing technological and cultural experiences with talented pupils from various countries	4	4	4
International mathematical olympiad	Provide more learning experience and exposure to the international arena for the mathematically gifted students	6	6	6
International junior science olympiad	Provide more learning experience and exposure to the international arena for the scientifically gifted students at junior secondary	6	6	6
International physics olympiad	Provide more learning experience and exposure to the international arena for the scientifically gifted students	5	5	5
Primary Chinese language project – study tour	Provide more learning experience and exposure for the linguistically gifted students	20	20	20

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

EDB469

Question Serial No.

3565

Head: 156 Government Secretariat: Subhead (No. & title):
Education Bureau 700 General non-recurrent

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Under “Commitments”, there is a General non-recurrent item of “Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island” with the item code of 952.

- (a) Please provide the details of the said centralised onscreen marking centre, its current location, how long it has been in a temporary location and the reasons for providing temporary, instead of permanent, accommodation for the centre;
- (b) According to “Onscreen marking of examination papers implemented by the Hong Kong Examinations and Assessment Authority”, a background paper prepared by the Legislative Council Secretariat for the Panel of Education for the meeting on 8 November 2010 (LC Paper No. CB(2)182/10-11(02)), paragraph 14 states that “The Administration further explained that the long term accommodation plan of HKEAA was to identify suitable premises as HKEAA’s headquarters which would consolidate its existing scattered offices and would free up its current offices in Southorn Centre and San Po Kong for conversion into a permanent Hong Kong Island onscreen marking centre and a Kowloon East onscreen marking centre by 2010.” In this connection, please explain whether current accommodation for the centralised onscreen marking centre on Hong Kong Island relating to the expenditure item is temporary or permanent; if temporary, please explain the reason no permanent accommodation for the centre was acquired by 2010 despite the statement quoted above, what are the Administration’s current plans to acquire a permanent accommodation and please also provide the expenditure related to the rent of the centre for the past two years and the expected expenditure for 2013-14;
- (c) Please provide the number of workstations for markers in the said centralised onscreen marking centre and the usage hours of such workstations per day on average, as well as the number of markers who use the said centralised onscreen marking centre per day on average; and
- (d) In terms of months, what are the peak and non-peak seasons for the usage of the said centralised onscreen marking centre? What are the functions of the centre in non-peak seasons? Has the Administration considered making use of the said centralised onscreen marking centre for other purposes other than marking examinations in non-peak seasons? If yes, of the details; if not, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) A temporary onscreen marking (OSM) centre on Hong Kong Island was first set up in Asian House, Wan Chai in September 2006. Upon the expiry of the tenancy in August 2011, the temporary OSM centre was relocated to Electric Road, North Point in December 2011. As no suitable surplus government premises or vacant school premises could be identified for setting up a permanent OSM

centre, the long term accommodation plan of the Hong Kong Examinations and Assessment Authority (HKEAA) in 2006 was to relocate its headquarters and to house its scattered offices under one roof which would then free up its offices in Wan Chai for conversion into the permanent OSM centre on Hong Kong Island. A temporary centre was therefore set up in commercial premises on Hong Kong Island to meet the operational need in the interim period.

- (b) The current OSM centre on Hong Kong Island is a temporary centre. The original long term accommodation plan for HKEAA was to use the ex-North Kowloon Magistracy Building (ex-NKMB) in Sham Shui Po as HKEAA headquarters, hence freeing up its existing offices in Wan Chai for conversion into the permanent Hong Kong Island OSM centre by around 2010. However, the proposed ex-NKMB development plan could not be further pursued because it was subsequently included in the Revitalising Historic Buildings Through Partnership Scheme in 2008. The current long term accommodation plan of HKEAA is to re-develop its premises in San Po Kong so that the existing offices in Wan Chai can be moved to the new offices in San Po Kong. The vacated office premises in Wan Chai will then be converted into a permanent OSM centre. Taking into account the priority of various educational projects and the lead time required for re-developing the existing premises in San Po Kong, a temporary OSM centre is needed to meet the operational need before the establishment of a permanent centre.

Due to the relocation of the OSM centre in end 2011, there was no expenditure on rental for six months in 2011-12. The total rental expenditure (including management fees, air-conditioning fees and rates) for the temporary OSM centre in 2011-12 is \$3.4 million. The total rental expenditure in 2012-13 is \$7.5 million and the estimated expenditure in 2013-14 is \$8.2 million.

- (c) There are 394 workstations in the Hong Kong Island OSM centre. During the peak marking period for the public examinations from April to early August, the centre opens from 9:00 a.m. to 10:30 p.m. This centre can accommodate a total of 2 364 markers a day. In 2012, the average usage rate of the centre during this period ranged from 15% to 100%, with an overall average of around 30%.
- (d) The peak marking period is from April to early August. Outside this period, HKEAA utilises the OSM centre for other international and professional examinations and for conducting training and briefings for teachers, markers and other examination/assessment personnel.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB470

Question Serial No.

3568

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:

According to "*Educational support for non-Chinese speaking students*" under "**Brief Description**", "The Bureau oversees the provision of measures to support non-Chinese speaking students. These include the promotion of pre-primary education services to parents, strengthening the co-ordination of school-based support to schools admitting non-Chinese speaking students and other measures such as after-school support on extended Chinese learning for non-Chinese speaking students". According to paragraph 14 of "2013 Policy Address Policy Initiatives of Education Bureau" (LC Paper No. CB(4)318/12-13(01)), the 4-week Summer Bridging Programme for non-Chinese speaking students will be refined such that parents can accompany their children during the programme.

(a) A 3-year project of After-school Extended Chinese Learning for non-Chinese speaking students had been launched in the 2010/11 school year. Please provide the number of students that have taken part in the project in its three school years. Has the Administration reviewed the effectiveness of the programme, for example, in terms of satisfaction of participants and academic improvement in the Chinese subject? If yes, of the details of the studies; if no, the reasons for that. Will the project be extended for the 2013/14 school year and beyond? If yes, of the details and duration; if not, the reasons for that and whether there are follow-up programmes to cover the gap created by the abolishment of the project.

(b) Please provide a breakdown of the number of non-Chinese speaking students, from Primary 1 to Primary 4, that have participated in the 4-week Summer Bridging Programme provided by the Administration for the past three school years, as well as the percentage of participants compared to the total amount of non-Chinese speaking students from Primary 1 to 4 for the past three school years. Please also provide the average attendance rate of the participants, in terms of hours attended compared to total number of hours of the programme.

(c) For the 4-week Summer Bridging Programme for non-Chinese speaking students, please provide the number of schools that have joined the programme, the average number of lessons per week, the period of such lessons and also the teacher-to-student ratio of such lessons for the past three school years. Has the Administration conducted studies on the effectiveness of the said programme such as stakeholder satisfaction and academic improvement in the Chinese subject for participants; if yes, of the details; if no, the reasons for that; and if the stakeholders show satisfaction and that participants have improved their Chinese, whether the Administration will expand and extend the programme, including increasing the enrollment number and extending the programme into a 6-week programme?

(d) Please provide the details of the refinement of the 4-week Summer Bridging Programme for non-Chinese speaking students, including timetable, changes in resources and manpower involved in light of parents also being able to attend such programme with their children and the expected number of parents that will take part in the programme.

(e) Will the Administration take measures to encourage parents of non-Chinese speaking students to take part in other Chinese learning activities that their children attend, such as the programmes carried out by the

Chinese Language Learning Support Centre? If yes, of the details of such measures; if no, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) The number of non-Chinese speaking (NCS) students participating in the Project of After-school Extended Chinese Learning for NCS Students is 2 300, 4 000 and 4 300 in the 2010/11, 2011/12 and 2012/13 school years respectively. We have collected feedback from stakeholders with verification by findings in supervisory visits. The overall feedback from stakeholders was positive. All participating schools put in place diverse modes of after-school extended Chinese learning activities. About 98% of the principals and teachers concerned found the Project effective while about 95% of the NCS parents/students considered the Project meaningful in enhancing their Chinese proficiency.

The Project is one of the support measures to complement the teaching and learning of the Chinese Language in lessons to address the concern over different needs and aspirations of NCS students. Besides, there are various factors that may affect the learning performance of NCS students. It would therefore be undesirable to draw conclusion on the impact of the Project based solely on the academic improvement of the participating NCS students.

In the light of the implementation experience in the past three years, the Project will continue for another three school years, i.e. the 2013/14 to 2015/16 school years.

- (b) The number of NCS students participating in the Summer Bridging Programme and their percentage in the levels concerned in the 2010/11, 2011/12 and 2012/13 school years are tabulated as follows:

School Year Level	2010/11		2011/12		2012/13	
	Number	Percentage	Number	Percentage	Number	Percentage
Primary 1	423	34%	413	32%	493	35%
Primary 2	373	30%	257	20%	464	34%
Primary 3	278	22%	367	28%	403	31%
Primary 4	244	21%	274	21%	359	26%

The average attendance rate of the participating NCS students is about 80%, i.e. around 48 hours.

- (c) In the 2010/11, 2011/12 and 2012/13 school years, 26, 25 and 31 schools joined the Summer Bridging Programme respectively. It is common for individual schools to have around 20 sessions, making up a total of not less than 60 hours and spreading over the summer holidays. The average number of NCS students in a group/class under the Programme is about 15. However, the number of teachers and other personnel involved (such as social workers) in the Programme varies depending on the design of the learning cum other activities of individual schools. We are therefore not able to compile the teacher-to-student ratio of the Programme.

The evaluation of the Programme is conducted through school visits and collection of feedback from stakeholders with submission of reports by participating schools upon completion of the Programme. One of the objectives of the Programme is helping NCS students to adapt to school and learning environment when entering Primary 1 and progressing to Primary 2, Primary 3 and Primary 4 and may not necessarily bring about immediate enhancement in student learning and evaluation must be done in a school. We do not have any plan to conduct studies on the effectiveness of the Programme. Nonetheless, we examine the arrangements of the Programme annually taking into account the feedback of individual schools and stand ready for refinement including stepping up publicity and allowing

flexibility for schools in the design of the programme to meet different needs of participating schools and the needs of NCS students.

- (d) As stated in our paper to the Legislative Council Panel on Education on the education-related initiatives in the 2013 Policy Address, to enhance the support for NCS students, we would step up our collaboration with ethnic minority communities and non-governmental organisations as well as to encourage NCS parents to participate in diversified Chinese activities together with their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. In this regard, we have made reference to the encouraging results of the 2012 Language Fund initiative of collaborating with non-governmental organisations to organise district-based programmes for around 900 NCS children to motivate them to learn Chinese through fun activities such as games and creative art, etc. We will, starting from 2013, refine specifically the Summer Bridging Programme for NCS students, with an estimated expenditure of about \$4 million in the 2013/14 school year, to allow NCS parents to accompany their children in the Programme and organise activities for parents in collaboration with non-governmental organisations. We believe that NCS students would be better supported in learning Chinese and enhancing their Chinese proficiency through parent-school collaboration. Details of the refinement to the Programme will be worked out in a few months' time taking into account further views of prospective participating schools.
- (e) NCS parents are encouraged to participate in the 2012 Language Fund initiative of organising district-based programmes for NCS children as mentioned in (d) above. Apart from the Education Bureau, the Home Affairs Department has put in place various support measures for ethnic minorities which are also open to NCS parents.

The objective of the Chinese Language Learning Support Centre is to offer remedial programmes after school hours and during holidays for NCS students to complement their learning of the Chinese Language in lessons especially upon the introduction of four curriculum modes in the "Supplementary Guide to the Chinese Language Curriculum for NCS Students". We aim to cater for the diverse needs and aspirations of NCS students, and support their learning of the Chinese Language at different stages of development under the multiple progression pathways. In light of the nature and objective of the programme, we do not have any plan to extend the participation to NCS parents.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 11.4.2013

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

EDB471

Question Serial No.

3571

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:

As stated under "Matters Requiring Special Attention in 2013-14", during 2013-14, the Administration will "continue to develop and implement the Qualifications Framework in various industries"

(a) Please provide the manpower and expenditure dedicated to the development and implementation of the Qualifications Framework for the past three years and 2013-14 respectively.

(b) Please provide the manpower and expenditure dedicated to the running and setting up of the current Industry Training Advisory Committees in 19 industries, the number of meetings each such committee has conducted since their respective establishment dates, the committees which have drawn up a Specification of Competency Standard and the time taken to draw up their Specification of Competency Standards respectively. According to the "List of Specification of Competency Standards" website of the Qualifications Framework, most of the Specification of Competency Standards are at version 1. In this regard, whether any updates to the respective Specification of Competency Standards are scheduled; if yes, of the details including a timetable; if not, the reasons for that.

(c) According to "Milestones of HKQF development" from the website of the Qualifications Framework, the Import & Export Industry Training Advisory Committee was established in October 2009. However, it has not yet produced any Specification of Competency Standard. Please provide the current progress of the said committee as well as the target dates for the production of its Specification of Competency Standard.

(d) Will the Administration invite more industries to set up their respective Industry Training Advisory Committees this year? If yes, of the details of such a plan, including the target industries and the manpower and resources involved.

(e) Please provide the manpower and resources dedicated to the setting up of the Recognition of Prior Learning mechanism for the past three years as well as for 2013-14. Is there any plan for the launching of Recognition of Prior Learning mechanisms in more industries for 2013-14? If yes, of the details, including the industries concerned, the respective appointed assessment agencies and their term of appointment. Please also provide the number of applicants awarded statements of attainment that have gone on to pursue further studies and training.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) The actual expenditure for the development and implementation of the Qualifications Framework (QF) from 2010-11 to 2012-13, and the estimated expenditure for 2013-14 is as follows –

Financial year			
2010-11 \$ million	2011-12 \$ million	2012-13 \$ million	2013-14 \$ million (Estimate)
28.0	32.5	52.4	112.0

Established in June 2009, the QF Secretariat is the executive arm of the Education Bureau (EDB) dedicated to the implementation and promotion of the QF. The manpower of the QF Secretariat from 2010-11 to 2013-14 is as follows –

	Financial year			
	2010-11	2011-12	2012-13	2013-14 (Estimate)
Number of staff	20	21	22	24

In addition, a number of EDB officers also oversee the policy and implementation of the QF as part of their responsibilities, and separate breakdown is not available.

- (b) The QF Secretariat provides dedicated secretariat support to the Industry Training Advisory Committees (ITACs) set up under the QF. So far, 19 ITACs have been established. We do not have a separate breakdown on the expenditure for the setting up and running of ITACs. The date of establishment, number of meetings held as well as progress and time taken to draw up Specification of Competency Standards (SCS) of the 19 ITACs (as at 15 March 2013) are as follows –

	ITAC	Date of establishment	No. of ITAC/ sub-committee meetings held	Drawn up at least one set of SCS	Duration of SCS production* (Year)
1	Printing & Publishing	1.4.2004	45	✓	2.25
2	Watch & Clock	1.4.2004	40	✓	2.5
3	Chinese Catering	15.4.2004	39	✓	4.5
4	Hairdressing	1.5.2004	48	✓	3.25
5	Property Management	15.10.2004	35	✓	2.75
6	Electrical & Mechanical Services	1.1.2005	123	✓	2.5
7	Jewellery	1.7.2005	27	✓	2.75
8	Information & Communications Technology	15.7.2005	87	✓	2.15
9	Automotive	15.12.2005	26	✓	2.25
10	Beauty	1.4.2006	36	✓	4
11	Logistics	2.5.2006	44	✓	2.38
12	Banking	1.8.2006	27	✓	2.75
13	Import & Export	1.10.2009	17	-	-
14	Testing, Inspection & Certification	15.8.2010	20	-	-
15	Retail	15.9.2010	23	-	-
16	Insurance	1.2.2011	15	-	-
17	Manufacturing Technology (Tooling, Metals & Plastics)	15.8.2011	8	-	-
18	Elderly Care Service	1.2.2012	10	-	-
19	Security Service	1.1.2013	1	-	-

* For ITACs which have completed more than one set of SCS, the time indicated is the average time taken for producing each set of SCS.

The SCSs require periodic updating in the light of changing circumstances and industry needs. We expect that each SCS may need updating and revision every three to five years depending on the consideration of individual ITACs. The SCSs for the Printing & Publishing, Watch & Clock and Hairdressing industries are undergoing updating; the revised editions are expected to be available within 2013.

- (c) The Import & Export ITAC was established in October 2009. The SCS drafting work started in August 2010. The draft SCS for the industry is now completed, which will be put to a 3-month industry consultation after endorsement by the Import & Export ITAC. After taking into account the feedback received during the consultation, it is expected that the SCS will be published in the third quarter of 2013.
- (d) We have been liaising with various industries with a view to assisting them in setting up an ITAC when there is consensus among the stakeholders in the industry. We shall continue our dialogue with the relevant industries.
- (e) We do not have a separate breakdown for the manpower and resources dedicated to the setting up of the Recognition of Prior Learning (RPL) mechanism. We are working closely with ITACs with a view to extending the RPL mechanism to more industries which have completed their respective SCSs.

We do not have information on the number of holders of Statements of Attainment under the RPL mechanism who pursue further studies and training subsequently.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 8.4.2013

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

EDB472

Question Serial No.

3576

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:

According to "Indicators", there are an estimated number of 396 public sector secondary schools and 62 secondary schools under Direct Subsidy Scheme (DSS) for the 2013/14 school year. There are an estimated number of 415 public sector and DSS secondary schools offering ten subject choices or more under the new senior secondary academic structure for the 2013/14 school year. As such, 43 public sector and DSS secondary schools offer less than ten subject choices for the 2013/14 school year.

(a) Please explain the methodology of the new indicator of "public sector and DSS secondary schools offering ten subject choices or more under the new senior secondary academic structure", and also specifically whether it is considered a subject choice when no students in the school studies the subject, when the school applies limitations to constrain certain students from studying the subject or when the student has to self-study for the subject.

(b) Please provide a breakdown of the number of subjects that are offered by the 43 public sector and DSS secondary schools that offer less than ten subject choices, as well as a breakdown of the number of subjects offered by the 415 public sector and DSS secondary schools that offer ten or more subject choices.

(c) Under the New Academic Structure, schools are required to provide students with reasonable subject choices to cater for their diverse interest, needs and abilities. As such, what is the reason that some secondary schools have failed to offer ten or more subject choices; whether such secondary schools are limited by resources and hence have failed to offer more subject choices; whether the Administration has taken follow-up action in the past two school years; if yes, of the details; if no, the reasons for that; and whether the Administration will take measures this school year to ensure secondary schools meet the subject choices requirements; if yes, of the details, as well as the manpower and resources involved; if no, the reasons for that.

(d) Please provide information on the five subjects under the new senior secondary academic structure that had the largest number of students studying as well as the least number of students studying for the past two school years respectively, and the number of the students in each case. Please also explain whether the Administration has plans to phase out less-popular subjects from the new senior secondary academic structure; if yes, of the details and explanation of how such a measure squares with the aim of promoting learning diversity; whether the Administration has undertaken or will undertake transitional measures to support teachers who teach subjects that are currently less-popular but may be in demand in the future; if yes of the details; if no, the reasons for that; and whether the Administration has conducted a study to review whether there are students who had wanted to study in a certain subject but could not do so due to limitations posed by his or her school's available resources; if yes, of the details and specifically the number of students who had faced such a situation, and what measures the Administration will undertake to help such students.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) The New Senior Secondary (NSS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests, abilities and needs. The indicator is used to reflect the broad and balanced curriculum that schools could offer, and based on existing EDB data, schools have been able to offer 11 to 12 elective subjects including Applied Learning courses and Other Languages, on average. A subject is not considered to be a choice when students undertake self-study for the subject or no students in the school study the subject.

(b) The estimated number of 415 public sector and DSS secondary schools offering ten subject choices or more under the New Academic Structure for the 2013/14 school year is an estimated figure based on the data available in the 2011/12 school year. The information on the number of elective subjects that are offered by schools in the 2013/14 school year will be collected when the school year starts and therefore, the information is not yet available

(c) Based on the observation for the 2010-12 and 2011-13 cohorts, there could be various reasons explaining why those schools cannot offer ten or more elective subjects, such as constraints on human resources, practical conditions including the dropping number of senior secondary classes at various levels, schools that are former ex-Skills Opportunity Schools or ex-Practical Schools.

The EDB will continue to work closely with schools with a view to encouraging them to offer a broad and balanced curriculum, including Applied Learning courses and Other Languages, to cater for their students' learning needs and interests. In particular, the EDB will encourage and where appropriate, provide professional support to schools on implementation of whole-school curriculum planning and flexible deployment of resources including the Diversity Learning Grant, as well as facilitating their collaboration with other schools in developing network programmes of specific subjects, with the aim to offer a broad and balanced curriculum with diversified choices to meet the learning needs of their students. Since the provision of professional support for schools in curriculum planning including subject choice is carried out by the EDB in-house and the cost is subsumed under EDB's overall expenditure, its separate breakdown of the staffing and financial implications is not available.

(d) Taking the S5 cohort as a reference, the five elective subjects with the highest and the lowest student enrolments for the past two school years (2010/11 and 2011/12 school years) are as follows:

Elective Subject	No. of Students 2010/11	No. of Students 2011/12
The five elective subjects with the highest student enrolment		
Economics	24,161	23,545
Business, Accounting and Financial Studies	20,545	19,899
Chemistry	19,952	19,205
Biology	18,961	18,817
Physics	18,138	17,186
The five elective subjects with the lowest student enrolment		
Literature in English	560	565
Technology and Living	511	549
Integrated Science	424	458
Other Languages ^{Note 1}	382	426
Music	304	318

(Note 1: The 6 Other Languages are French, German, Hindi, Japanese, Spanish and Urdu)

The EDB does not have plans to phase out the less popular subjects. The EDB has always been providing professional development programmes and resources to support all subject teachers to keep them abreast of

the curriculum development and teaching strategies. The EDB has not collected information on cases where students wanted to study in a certain subject but could not do so. The EDB is conducting a review on the New Academic Structure, which will address the practical issues related to NSS elective subject choices that had emerged during the first cycle of implementation of the NSS curriculum. The EDB will continue to provide support for schools and teachers, and make recommendations for improvement for the benefit of the students.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB473

Question Serial No.

3577

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:

According to "**Brief Description**" under "**Programme (2): Primary Education**", "Major measures to improve primary education, including small class teaching... are moving forward smoothly". According to "**Indicators**" under "**Programme (2): Primary Education**", the number of government and aided primary schools and that of primary schools under DSS are estimated to be 453 and 21 respectively for the 2013/14 school year, while according to a document titled "List of schools taking forward Small Class Teaching (SCT) in 2013/14 school year" on the Education Bureau's website, there are 344 schools that offer small class teaching in the 2013/14 school year.

- (a) According to paragraph 9 in the paper prepared by the Administration for the Legislative Council Panel on Education for discussion on 29 February 2008, entitled "Small Class Teaching in Public Sector Primary Schools" (LC Paper No. CB(2)1180/07-08(01)), "We are also reasonably optimistic that the minority who do not wish to implement SCT from 2009/10 for various school-based reasons would in due course join the rest of the sector", as such, please explain the reasons why after five years that there are still 130 primary schools who have not yet implemented small class teaching given that it is the policy of the Administration to promote small class teaching, whether there is still cause for optimism on the part of the Administration, and whether the Administration will undertake measures to push for implementation of small class teaching in the primary schools which have not done so; if yes, of the details; if no, the reasons for that.
- (b) Please provide figures, for the past three school years respectively, the average number of students per class amongst primary schools which implemented small class teaching and how the figures compare to other countries that implement small class teaching in primary schools such as Finland and China. Please also explain whether the Administration undertook studies to find the optimal number of students per class in terms of small class teaching for Hong Kong; if yes, of the details of such study; if no, the reasons for that.
- (c) Given that the last major study on small class teaching in primary schools undertaken by the Administration was released in December 2009, whether the Administration will undertake an update of the study in the near future; if yes, of the details and timetable; if no, the reasons for that.
- (d) Given that there will be more primary students in the future due to an increase of cross-border school children and doubly non-permanent resident children, whether the Administration will undertake measures to ensure that the class size in primary schools will not be affected and that primary students can still enjoy small class teaching; if yes, of the details and the manpower and resources involved; if no, the reasons for that.
- (e) Whether the Administration will undertake research into the implementation of small class teaching in secondary schools; if yes, of the details; if no, the reasons for that; and whether the Administration has taken measures to capitalise on teachers' experience on group teaching at senior secondary levels; if yes,

of the details; if no, the reasons for that.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) We have adopted a pragmatic and flexible approach to implementing small class teaching (SCT) in public sector primary schools since the 2009/10 school year, taking into account the availability of classrooms to meet the demand for school places in individual school nets under the Primary One Admission System, and the development plan and needs of individual schools.
- (b) SCT is implemented starting from the 2009/10 school year at Primary 1 and progressing each year to a higher level to eventually cover Primary 6 in the 2014/15 school year. Therefore, the situation of Primary 1 is used as the basis for compiling the average number of students per class amongst primary schools which have implemented SCT. The average numbers of students per Primary 1 class in the 2009/10, 2010/11 and 2011/12 school years were 22.9, 22.8 and 23.2 respectively.

According to “Education at a Glance 2012, Organisation for Economic Co-operation and Development Indicators”, the average class sizes of primary schools in Finland and China in 2010 were 19.4 and 37.1 respectively.

SCT is a kind of teaching setting or grouping driven by teaching considerations. Class size per se will not necessarily bring about enhancement in student learning. Pedagogical considerations and strategies to harness the groupings flexibly and professionally to address the different needs of students in class are essential. We do not have any plan to conduct studies on optimal class size but have nonetheless been following closely international research studies on small class. International studies suggest that SCT tends to be more effective when students are small and its effectiveness tends to wane as students age. Findings on the optimal number of students per class are however inconclusive.

- (c) We have launched a longitudinal study to assess SCT in the local context, with a view to identifying the teaching strategies and modes of support necessary for maximising the benefits of SCT. The full report of the Study on Small Class Teaching was uploaded onto the Education Bureau website in December 2009.

Taking into account the findings of the Study, we have formulated professional development programmes which include workshops, Learning Circles, in-service training courses for teachers, etc. in order to support the implementation of SCT in public sector primary schools starting from Primary 1 in the 2009/10 school year. These professional training and support activities will spread over a period of six years starting from 2009-10.

As mentioned in (b) above, SCT is a kind of teaching setting or grouping driven by teaching considerations. Evaluation should therefore be done in a school context. In line with the School Development and Accountability Framework, schools implementing SCT are held accountable for SCT in relation to students’ learning outcomes. Schools should report in their School Development Plan their strategies and measures including SCT to deliver quality education. In terms of monitoring, schools have to conduct annual review of their learning and teaching strategies including SCT and report the findings in the School Report. The Education Bureau will conduct external school review to validate schools’ self-evaluation to help schools review the effectiveness of learning and teaching including SCT.

- (d) The demand for school places arising from return of Type II babies (born to Mainland women in Hong Kong and whose fathers are non-permanent residents of Hong Kong), including cross-boundary students, will decrease in a few years because of the “zero delivery quota” policy for expectant Mainland mothers whose husbands are not Hong Kong residents since 2013. We will closely monitor the future demand for education in Hong Kong as well as changes in the supply and demand of school places in individual districts. We will adopt flexible measures to increase the supply of places in individual districts, if necessary, during this transient period, including borrowing school places from other districts, making

use of unused classrooms and converting rooms originally designed for other purposes into additional classrooms, identifying suitable vacant school premises suitable for temporary use, and allocating more students to each class. In the case of allocating more students per Primary 1 class in schools in the North District under Primary One Admission 2013, the Administration will provide additional resources and support to these schools with a view to enabling teachers to maintain the teaching strategies adopted before and, above all, the quality of education.

- (e) In light of the temporary decline of Secondary One (S1) student population, we will implement a basket of targeted relief measures from the 2013/14 school year with a view to preserving the stability of the schools and the teaching force. These measures aim to stabilise the overall situation in public sector secondary schools during the transient period. We have, after balancing the needs and interests of different stakeholders, further adopted a district-based and school-based approach to reducing progressively the number of students allocated to each S1 class from the 2013/14 to 2015/16 school years. The S1 student population is expected to rebound in a few years. We do not have any plan to conduct studies on the implementation of SCT in secondary schools.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 12.4.2013

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

EDB474

Question Serial No.

5088

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:

It is stated in the Aim of this Programme that the Bureau will continue to support the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. It is envisaged that in two years, over one-third of young people in the relevant age group will have the opportunity to pursue accredited tertiary education. Will the Administration advise on:

- (a) What criteria will be adopted in providing additional places in each discipline? How much will be needed for providing additional places in each discipline? Please provide a breakdown by discipline.
- (b) In view of the lack of maritime training programmes offering post-secondary qualifications in Hong Kong, will the Government consider providing relevant programmes in local tertiary institutions in future? If yes, what are the details? How much will be needed? If no, what are the reasons?
- (c) How many maritime and shipping professionals do the local institutions expect to train up? Please provide a breakdown of the expected numbers by discipline.

Asked by: Hon. TANG Ka-piu

Reply:

The Government will continue to support the parallel development of both the publicly-funded and the self-financing post-secondary education sectors. Post-secondary education institutions in Hong Kong enjoy institutional autonomy and academic freedom including operation of academic programmes and administration arrangements. In the publicly-funded sector, the University Grants Committee (UGC) and its funded institutions have a lot of autonomy in distributing student places in response to the manpower needs of the economy and in accordance with the institutions' development strategies, provided that the sector must meet specific manpower requirements as specified by the Government in a small number of disciplines, such as medicine and nursing, where the public sector is the major employer and the UGC-funded sector is the major training provider. The approved student number targets of the UGC-funded first-year-first-degree programmes by institution and broad academic programme category in the 2012/13 academic year are at **Annex A**. Separately, the self-financing sector has also been responding quickly to changing society needs by offering a wide array of programmes for school leavers and the workforce.

The maritime and shipping sector covers a wide range of different professions. At present, institutions offer post-secondary programmes on maritime and shipping at different levels. Besides, institutions also provide a variety of related courses such as logistics, transportation and supply chain management. The number of planned intake places of full-time locally-accredited sub-degree and undergraduate programmes related to maritime and shipping, with breakdown by institution and programme, for the 2012/13 academic year are at **Annex B**.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

**Approved First-Year-First-Degree Intake Places (full-time equivalent) of
UGC-funded Programmes by Institution and Broad Academic Programme Category
for the 2012/13 Academic Year**

(full-time equivalent numbers)

Academic Year	Institution	Broad Academic Programme Category							
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total
2012/13 3-year programme	CityU	-	404	466	727	324	190	-	2 111
	HKBU	45	235	-	241	380	290	75	1 266
	LU	-	-	-	179	124	250	-	553
	CUHK	522	611	439	588	516	413	70	3 159
	HKIEd	-	75	-	1	21	295	230	621
	PolyU	620	275	689	582	63	232	-	2 460
	HKUST	-	516	594	705	57	16	-	1 888
	HKU	542	448	592	270	608	376	106	2 942
	Total	1 729	2 565	2 780	3 291	2 093	2 061	481	15 000
2012/13 4-year programme	CityU	5	371	504	693	353	168	-	2 095
	HKBU	45	214	-	246	355	290	73	1 223
	LU	-	-	-	177	128	248	-	553
	CUHK	522	619	480	589	540	430	68	3 247
	HKIEd	-	77	-	3	34	244	263	621
	PolyU	611	304	624	533	65	199	-	2 337
	HKUST	-	554	579	618	126	24	-	1 901
	HKU	570	461	622	272	623	403	71	3 023
	Total	1 754	2 601	2 808	3 130	2 225	2 006	475	15 000
2012/13 Total	CityU	5	775	970	1 420	677	358	-	4 206
	HKBU	90	449	-	487	735	580	148	2 489
	LU	-	-	-	356	252	498	-	1 106
	CUHK	1 044	1 230	919	1 177	1 056	843	138	6 406
	HKIEd	-	152	-	3	55	539	493	1 242
	PolyU	1 231	579	1 312	1 115	128	431	-	4 797
	HKUST	-	1 070	1 173	1 323	183	40	-	3 789
	HKU	1 112	910	1 214	542	1 232	779	177	5 965
	Total	3 483	5 166	5 588	6 422	4 318	4 068	956	30 000

Notes:

- Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in 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.
- '-' denotes nil.
- 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

**Number of Planned Intake Places of Full-time Locally-accredited
Undergraduate and Sub-degree Programmes
Related to Maritime and Shipping for the 2012/13 Academic Year**

Institution	Programme	Number of intake places ²
Undergraduate¹		
City University of Hong Kong	BEng (Hons) e-Logistics and Technology Management (3-year programme)	32
The Hong Kong Polytechnic University	BBA/BSc (Hons) Scheme in Logistics ³ (3-year programme)	199
	BEng (Hons) Transportation System Engineering (3-year programme)	29
	BBA/BSc (Hons) Programmes in Business ⁴ (4-year programme)	396
	BEng/BSc (Hons) Programmes in Engineering ⁴ (4-year programme)	433
Hang Seng Management College	Bachelor of Business Administration (Hons) in Supply Chain Management Programme	140
Sub-degree		
City University of Hong Kong	Associate of Business Administration (Global Logistics and Supply Chain Management)	25
	Associate of Science in Airport Operations and Aviation Logistics	150
Lingnan University	Higher Diploma in Purchasing and Logistics Programme	48
The Hong Kong Polytechnic University	Associate in Business (Logistics and Supply Chain Management)	55
The University of Hong Kong	Higher Diploma in Logistics and Transport Operations	130
Vocational Training Council	Higher Diploma in Airfreight Management and Global Logistics	60
	Higher Diploma in Customer Services for Aviation and Passenger Transport	90
	Higher Diploma in Purchasing & Supply Chain Management	60
	Higher Diploma in Maritime Studies	130

Notes:

- The information is based on the academic development proposals for the 2012/13-2014/15 triennium, which were submitted by the UGC-funded institutions in 2011.
- The figures include first-year intake places and senior year intake places.
- According to the Hong Kong Polytechnic University, the BBA/BSc (Hons) Scheme in Logistics covers the following programmes:
 - BBA (Hons) Global Supply Chain Management
 - BBA (Hons) International Shipping and Transport Logistics
 - BSc (Hons) Logistics Engineering and Management

This is a special arrangement adopted by the institution where programmes are grouped under generic study schemes and the institution used to provide data on programme scheme to the UGC.
- Under the new academic structure under which institutions adopt broad-based admission, detailed breakdown figures by individual programmes are not available.
- In addition to full-time sub-degree and undergraduate programmes, there are also other programmes relating to maritime sector. Examples include Juris Doctor (International Commercial Law/Alternative Dispute Resolution/Chinese and Comparative Law/Air and Maritime Law) programme offered by City University of Hong Kong, as well as Master of Science in International Shipping and Transport Logistics programme and Postgraduate Diploma in International Shipping and Transport Logistics programme offered by Hong Kong Polytechnic University.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB475**

Question Serial No.

5103

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:

At present, the Vocational Training Council (VTC) has 11 member institutes providing a comprehensive system of vocational education and training services. In this connection, please inform this Committee of :

(a) the amount of funding provided for and the number of programmes offered by each member institute (by mode of study) in the past 3 academic years (i.e. 2010/11 to 2012/13) and the estimated amount of funding provided for and the estimated number of programmes offered by each member institute (by mode of study) in the 2013/14 academic year;

(b) the number of graduates of full-time programmes of each member institute by sex, age, student financial assistance and loan applied in the past 3 academic years (i.e. 2010/11 to 2012/13) and the number of these graduates who joined the industries related to their programmes of study after graduation (by category of programmes); and

(c) the programmes which guaranteed employment/ internship opportunities, the number of the quotas and the expenditure involved as well as the programmes which provided placement allowance or incentives to encourage employers to employ their graduates in the past 3 academic years (i.e. 2010/11 to 2012/13).

Asked by: Hon. TANG Ka-piu

Reply:

(a) The number of programmes offered by the Vocational Training Council (VTC)'s member institutes for the 2010/11 to 2013/14 academic year are given below –

Member institute	Academic year							
	2010/11		2011/12		2012/13		2013/14 (Provisional)	
	FT	PT	FT	PT	FT	PT	FT	PT
Technological and Higher Education Institute of Hong Kong (THEi)	THEi not yet established				6	0	9	0
Institute of Professional Education And Knowledge (PEAK)	0	31	0	23	0	23	0	24
School for Higher and Professional Education (SHAPE)	30	12	31	19	32	28	35	25

Member institute	Academic year							
	2010/11		2011/12		2012/13		2013/14 (Provisional)	
	FT	PT	FT	PT	FT	PT	FT	PT
Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI)	280	195	248	190	232	199	228	223
Hospitality Industry Training and Development Centre (HITDC)/ Chinese Cuisine Training Institute (CCTI)	34	2	32	2	32	2	33	2
Maritime Services Training Institute (MSTI)*	1	0	1	0	1	0	1	0
Youth College (YC)	50	7	42	20	30	20	29	21

Note: FT = Full-time; PT = Part-time.

* Part-time courses for in-service workers at MSTI are funded under Head 141 Government Secretariat : Labour and Welfare Bureau separately.

VTC offers its subvented vocational education programmes through IVE, HKDI, HITDC, CCTI, MSTI and YC. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the amount of subvention by individual institute is not available.

- (b) The breakdown of full-time graduates from SHAPE, IVE, HKDI, HITDC, CCTI, MSTI and YC in the 2010/11 and 2011/12 academic year are shown in the tables below –

Breakdown by gender of graduates

Member Institutes	Academic year			
	2010/11		2011/12	
	Male	Female	Male	Female
SHAPE	595	661	524	569
IVE/HKDI	7 888	5 958	6 401	5 310
HITDC/CCTI	870	700	761	524
MSTI	52	0	51	1
YC	2 447	810	461	80
Total	11 852	8 129	8 198	6 484
	19 981		14 682	

Breakdown by age of graduates

Member Institutes	Academic year							
	2010/11				2011/12			
	15 to 19	20 to 24	25 to 29	30 or above	15 to 19	20 to 24	25 to 29	30 or above
SHAPE	0	1 113	126	17	0	939	138	16
IVE/HKDI	3 431	10 005	373	37	1 138	10 173	370	30

Member Institutes	Academic year							
	2010/11				2011/12			
	15 to 19	20 to 24	25 to 29	30 or above	15 to 19	20 to 24	25 to 29	30 or above
HITDC/CCTI	963	483	45	79	791	325	50	119
MSTI	10	23	15	4	8	26	16	2
YC	2 551	698	5	3	345	184	10	2
Total	6 955	12 322	564	140	2 282	11 647	584	169
	19 981				14 682			

Breakdown by graduates with / without financial assistance provided by the Student Financial Assistance Agency or by VTC

Member Institutes	Academic year			
	2010/11		2011/12	
	With financial assistance	Without financial assistance	With financial assistance	Without financial assistance
SHAPE ¹	0	1 256	111	982
IVE/HKDI	6 214	7 632	4 929	6 782
HITDC/CCTI ²	87	1 483	25	1 260
MSTI ²	0	52	0	52
YC ²	1 145	2 112	3	538
Total	7 446	12 535	5 068	9 614
	19 981		14 682	

1. Some top-up degree programmes offered by SHAPE are among the Continuing Education Fund (CEF) Reimbursable Courses. Eligible students may apply directly with the CEF and VTC does not have relevant information on the number of graduates applying for CEF.
2. Some programmes, tailored for Secondary 3 leavers, are free of charge. These students can apply for travel subsidy under Student Financial Assistance Agency directly for which VTC does not have information.

Among those economically active graduates, the percentages of graduates who are engaged in employment relevant to their disciplines of study in the 2010/11 academic year are given below –

Programmes	% of employment relevant to discipline of study
Top-up Degree	85%
Higher Diploma	83%
Diploma	69%
Foundation Diploma	56%
Diploma in Vocational Education (DVE)	77%
Project Yi Jin	61%
Certificate	83%

The employment survey for the 2011/12 graduates is being conducted. As the 2012/13 students will only graduate in August 2013, the breakdown of the graduates by gender, age and with or without financial assistance, and the employment rate in relevant disciplines are not yet available.

- (c) The vocational education programmes offered by VTC at present are not placement-tied and there is no employment subsidy. Under the pilot industrial attachment project implemented in the 2012/13 and 2013/14 academic years, industrial attachment opportunities would be provided for students of Higher Diploma and DVE. It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit from the project. Additional grant of \$43 million to VTC was provided by the Government in 2012-13 for this two-year period.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB476

Question Serial No.

5104

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 following information:

1. The numbers of special schools, the numbers of students and numbers of teachers of special schools in the past three school years (i.e. from 2010/11 to 2012/13) and in the coming three school years (i.e. from 2013/14 to 2015/16) by district.
2. What is the progress of constructing special schools in Tung Chung? What is the exact timetable for commencement and completion of works?
3. Will the Administration formulate any new measures to help solve cross-district schooling problems faced by special school students in the 2013/14 school year? If yes, what are the details, estimated expenditure and manpower arrangement? If no, what are the reasons?

Asked by: Hon. TANG Ka-piu

Reply:

1. The numbers of special schools, the numbers of students and numbers of teachers of special schools by district from the 2010/11 to 2012/13 school years are set out in the Appendix. The numbers of special school students in each district for the coming three school years are not available as they are subject to parental choice of special schools which suit the disability type of their children. Similarly, we are unable to provide the number of teachers of special schools in the coming three school years.
2. Taking into account the demand for special school places in the Islands district, the Education Bureau (EDB) has been closely liaising with relevant Government departments in identifying a suitable site for construction of a special school in Tung Chung. We would collaborate with the Architectural Services Department to commence a detailed technical feasibility study on the project upon securing the site. Depending on the complexity of the school building project, the construction of school would in general take about six years from project planning to completion of the construction works. We would continue to closely liaise with relevant Government departments in taking forward the school building project for the special school.
3. Under the prevailing referral and placement mechanism, special schools are allotted with different catchment areas which may cover more than one district. Students recommended for placement in special schools are placed in a special school in the catchment area where they live. Since it is not possible to have a school for each type of disability in each district due to the relatively small student population, it follows that not all students can be placed in a special school in the district where they reside. That notwithstanding, special schools will arrange school bus or rebus services for students residing in other districts to help students travel to schools. EDB will continue to keep in view the supply and demand of special school place on a regional basis and consider reprovisioning / new school

projects as and when necessary.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

Numbers of Special Schools, and Numbers of Students and Numbers of Teachers of special schools in the 2010/11, 2011/12 and 2012/13 School Years

District	2010/11			2011/12			2012/13		
	Number of special schools	Number of students (as at September 2010)	Number of teachers (including school heads)	Number of special schools	Number of students (as at September 2011)	Number of teachers (including school heads)	Number of special schools	Number of students (as at September 2012)	Number of teachers (including school heads)
Central & Western	0	0	0	0	0	0	0	0	0
Eastern	3	385	80	3	390	86	3	386	88
Southern	6	720	161	6	753	170	6	745	174
Wan Chai	2	168	30	2	178	29	2	176	36
Kowloon City	1	355	59	1	344	61	1	343	63
Kwun Tong	4	669	115	4	708	131	4	731	130
Sham Shui Po	7	803	164	7	815	170	7	804	174
Wong Tai Sin	5	409	90	5	432	97	5	430	105
Yau Tsim Mong	2	512	82	2	500	86	2	453	84
Kwai Tsing	6	919	181	6	931	188	6	930	190
North	2	426	65	2	454	73	2	457	72
Sai Kung	3	374	79	3	381	77	3	364	78
Sha Tin	5	584	101	5	614	117	5	612	120
Tai Po	4	289	64	4	297	70	4	298	72
Tsuen Wan	0	0	0	0	0	0	0	0	0
Tuen Mun	4	510	87	4	518	91	4	539	94
Yuen Long	5	559	109	5	567	115	5	560	116
Islands	1	60	9	1	62	9	1	55	9

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

EDB477

Question Serial No.

3932

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 2013-14 financial year, how many sites will the Government allocate at nominal premium to the international schools for building and expanding their school premises?

Is there any policy to increase the international school places for the children of expatriates residing in Hong Kong? What is the estimated number of increase in these school places?

Asked by: Hon. TSE Wai-chun, Paul

Reply:

We have commissioned a consultancy to stock-take the existing provision of international school places and project future demand and supply. We are reviewing the findings and recommendations of the study. On the basis of the consultancy findings and the results of the School Allocation Exercises in recent years including the one for four greenfield sites in 2009, we shall formulate the way forward including but not limited to the allocation of vacant school premises and greenfield sites. We aim to report the consultancy findings and our proposed measures to facilitate international school development at the meeting of the Legislative Council Panel on Education in April 2013.

In order to better meet the demand for international school places from non-local families living in Hong Kong and families coming to Hong Kong for work or investment, we now require school operators allocated with vacant school premises or greenfield sites to admit non-local students at no less than 70% of their overall student population.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB478

Question Serial No.

4303

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) a breakdown by district, age, nationality and grade of study of the number of non-Chinese speaking (NCS) students in the public sector, private and Direct Subsidy Scheme (DSS) primary and secondary schools in Hong Kong in each of the past 3 school years (i.e. 2010/11, 2011/12 and 2012/13);
- (b) the educational support measures implemented by the Bureau for NCS students and the number of students benefited from these measures in the 2012/13 school year; and
- (c) whether the Administration plans to implement new measures to help the NCS students integrate into mainstream schools in the 2013/14 school year; if yes, what are the details, manpower deployment, estimated expenditure and relevant assessment tool; if no, what are the reasons?

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in primary and secondary schools by district and by grade in the 2010/11, 2011/12 and 2012/13 school years is tabulated at Annex A. We have collected information on students' spoken language at home in public sector schools and schools under the Direct Subsidy Scheme offering a local curriculum with a view to planning education support measures to facilitate NCS students' early adaptation to the local education system and mastery of the Chinese Language. We do not have readily available information about the number of NCS students in private schools. Besides, it is common for schools to adopt different groupings / teaching settings to meet with the needs and capabilities of their students, including NCS students, instead of grouping students by their age. Hence, we do not have information of NCS students by age. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex A have already included all the students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity.
- (b) The educational support measures for NCS students in the 2012/13 school year and the number of NCS students benefited are tabulated at Annex B. 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.
- (c) As stated in our paper to the Legislative Council Panel on Education on the education-related initiatives in the 2013 Policy Address, to enhance the support for NCS students, we would step up our collaboration with ethnic minority communities and non-governmental organisations as well as to encourage NCS parents to participate in diversified Chinese activities together with their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. In this regard, we have

made reference to the encouraging results of the 2012 Language Fund initiative of collaborating with non-governmental organisations to organise district-based programmes for around 900 NCS children to motivate them to learn Chinese through fun activities such as games and creative art, etc. We will, starting from 2013, refine specifically the Summer Bridging Programme for NCS students progressing to Primary 1 to Primary 4 to allow NCS parents to accompany their children in the Programme, with an estimated expenditure of about \$4 million in the 2013/14 school year. We believe that NCS students would be better supported in learning Chinese and enhancing their Chinese proficiency through parent-school collaboration. We would also explore launching an incentive grant scheme, in collaboration with the Standing Committee on Language Education and Research, to enhance the professional competencies of Chinese Language teachers in teaching NCS students. In addition, based on teaching experience, the “Chinese Language Assessment Tools” tailored for NCS students and a longitudinal study, we would further evaluate the effectiveness of the support measures in supporting NCS students’ learning of Chinese. Implementation details of the measures mentioned above will be worked out in a few months’ time taking into account views of stakeholders while the manpower resources and expenses to put in place the measures will be subsumed in the overall expenditure of the Education Bureau.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 9.4.2013

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2010/11 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	65	72	55	48	35	16	291
Wan Chai	142	165	168	154	188	202	1 019
Eastern	6	15	8	7	11	11	58
Southern	2	2	1	3	4	4	16
Yau Tsim Mong	142	153	143	126	164	134	862
Sham Shui Po	116	129	122	145	180	148	840
Kowloon City	81	56	62	45	20	17	281
Wong Tai Sin	50	51	82	46	53	27	309
Kwun Tong	136	137	157	161	154	206	951
Sai Kung	34	20	17	12	9	8	100
Sha Tin	4	20	6	16	10	14	70
Tai Po	4	3	6	7	3	4	27
North	2	2	4	5	3	3	19
Yuen Long	141	103	107	100	98	97	646
Tuen Mun	56	86	75	90	94	86	487
Tsuen Wan	6	6	8	14	8	9	51
Kwai Tsing	136	137	139	105	147	40	704
Islands	106	95	99	89	73	44	506
All Districts	1 229	1 252	1 259	1 173	1 254	1 070	7 237

Secondary level:

District	S1	S2	S3	S4	S5	S6	S7	Total
Central & Western	65	62	46	41	14	3	2	233
Wan Chai	54	62	29	31	17	13	2	208
Eastern	92	107	91	71	49	3	2	415
Southern	13	11	4	9	5	2	2	46
Yau Tsim Mong	184	150	157	104	66	8	3	672
Sham Shui Po	202	182	185	167	130	38	26	930
Kowloon City	37	26	13	19	23	3	4	125
Wong Tai Sin	1	3	2	6	3	1	2	18
Kwun Tong	239	251	206	148	150	9	8	1 011
Sai Kung	20	10	12	12	10	2	-	66
Sha Tin	4	12	9	15	29	90	80	239
Tai Po	4	4	2	8	5	2	-	25
North	2	3	3	6	2	2	-	18
Yuen Long	72	37	46	10	43	2	-	210
Tuen Mun	156	89	80	54	4	-	1	384
Tsuen Wan	11	3	3	4	-	1	-	22
Kwai Tsing	22	9	4	14	4	3	1	57
Islands	126	124	103	96	91	7	10	557
All Districts	1 304	1 145	995	815	645	189	143	5 236

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2011/12 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	91	75	71	55	50	35	377
Wan Chai	140	144	171	171	155	177	958
Eastern	17	9	16	8	7	12	69
Southern	-	2	3	1	3	4	13
Yau Tsim Mong	162	147	154	142	130	166	901
Sham Shui Po	85	133	130	129	154	185	816
Kowloon City	76	84	60	67	41	22	350
Wong Tai Sin	54	50	49	82	44	52	331
Kwun Tong	129	143	147	171	177	162	929
Sai Kung	30	40	21	18	13	12	134
Sha Tin	11	7	19	8	17	10	72
Tai Po	5	6	3	5	7	3	29
North	4	3	2	5	4	2	20
Yuen Long	127	151	120	122	104	99	723
Tuen Mun	104	58	92	82	95	87	518
Tsuen Wan	5	6	8	6	13	10	48
Kwai Tsing	155	140	141	148	112	146	842
Islands	96	112	90	101	96	78	573
All Districts	1 291	1 310	1 297	1 321	1 222	1 262	7 703

Secondary level:

District	S1	S2	S3	S4	S5	S6	S7	Total
Central & Western	73	75	64	44	32	14	3	305
Wan Chai	75	61	58	31	28	16	9	278
Eastern	86	89	93	90	65	44	3	470
Southern	6	9	11	3	9	3	2	43
Yau Tsim Mong	162	178	142	147	102	59	6	796
Sham Shui Po	251	184	181	169	129	117	37	1 068
Kowloon City	20	40	27	13	20	18	4	142
Wong Tai Sin	4	1	3	2	6	2	-	18
Kwun Tong	244	249	232	197	129	136	7	1 194
Sai Kung	44	19	13	17	10	9	2	114
Sha Tin	13	6	14	13	12	101	82	241
Tai Po	5	4	4	4	8	4	-	29
North	1	2	5	3	4	1	-	16
Yuen Long	46	71	37	46	9	33	2	244
Tuen Mun	170	169	89	96	54	3	-	581
Tsuen Wan	6	12	3	4	4	-	-	29
Kwai Tsing	13	29	9	6	13	3	2	75
Islands	154	141	129	114	100	85	7	730
All Districts	1 373	1 339	1 114	999	734	648	166	6 373

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2012/13 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	74	95	76	73	56	46	420
Wan Chai	135	149	141	170	173	152	920
Eastern	26	17	11	16	10	7	87
Southern	2	-	2	4	4	3	15
Yau Tsim Mong	167	163	152	166	142	127	917
Sham Shui Po	120	101	139	147	129	149	785
Kowloon City	100	72	75	65	67	39	418
Wong Tai Sin	34	50	54	47	74	45	304
Kwun Tong	142	138	141	152	177	168	918
Sai Kung	35	27	40	23	15	13	153
Sha Tin	24	12	6	18	7	17	84
Tai Po	4	6	5	4	4	7	30
North	2	5	2	1	4	2	16
Yuen Long	121	138	154	128	124	100	765
Tuen Mun	107	112	60	97	94	102	572
Tsuen Wan	8	7	8	8	6	13	50
Kwai Tsing	170	158	134	141	150	106	859
Islands	123	109	104	97	103	96	632
All Districts	1 394	1 359	1 304	1 357	1 339	1 192	7 945

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	95	79	75	59	43	30	381
Wan Chai	86	75	59	50	21	26	317
Eastern	73	83	83	78	78	59	454
Southern	8	6	8	8	3	6	39
Yau Tsim Mong	138	155	164	147	134	92	830
Sham Shui Po	255	236	183	174	140	117	1 105
Kowloon City	46	27	38	19	11	16	157
Wong Tai Sin	8	4	-	3	2	4	21
Kwun Tong	211	232	238	240	186	121	1 228
Sai Kung	49	45	27	17	15	9	162
Sha Tin	9	13	6	17	80	85	210
Tai Po	6	7	4	7	1	7	32
North	2	1	1	4	3	3	14
Yuen Long	47	51	64	45	42	7	256
Tuen Mun	200	164	172	100	81	41	758
Tsuen Wan	5	5	11	4	2	4	31
Kwai Tsing	32	17	28	6	5	12	100
Islands	178	163	147	140	110	86	824
All Districts	1 448	1 363	1 308	1 118	957	725	6 919

Notes:

1. Figures refer to the position as at September of the respective years.
2. The data include NCS students in public sector and Direct Subsidy Scheme schools but exclude students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Educational support measures for non-Chinese speaking (NCS) students and
number of NCS students benefited in the 2012/13 school year**

Support measures	No. of NCS students Benefited
Focused support to schools with school-based support programmes specifically arranged for NCS students	8 788
Provision of grant to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	8 788
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	*
Training programmes for Chinese Language teachers teaching NCS students	*
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	503
Project of After-school Extended Chinese Learning for NCS Students under the Language Fund to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes	4 320
Summer Bridging Programmes for NCS students in primary schools	1 700
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	1 119
District-based programmes in collaboration with non-governmental organisations to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	About 900
University-School Support Programme project under the Education Development Fund introduced since the 2012/13 school year to support kindergartens in the learning and teaching of Chinese for NCS students	About 1 300

* The Supplementary Guide, which has been distributed to schools and uploaded onto the Education Bureau website, caters for the diverse needs and aspirations of NCS students. Similarly, all teachers teaching the Chinese Language to NCS students can join the professional development programmes. Figure on the number of students benefited is not available.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB479**

Question Serial No.

5367Head : 156 Government Secretariat:
Education BureauSubhead :
000 Operational ExpensesProgramme : (5) Other Educational Services and Subsidies
(7) Policy and SupportControlling Officer : Permanent Secretary for EducationDirector of Bureau : Secretary for EducationQuestion :

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

	2012-13 (As at the latest position)
(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	()
• \$6,240 to \$6,500	()
• Below \$6,240	()
(h) Years of service of agency workers	
• More than 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 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 breaks	()
Number of agency workers without paid meal breaks	()
(l) Number of agency workers working 5 days a week	()
Number of agency workers working 6 days a week	()

Figures in () denote percentage change when compared with the same period in 2011-12

Asked by : Hon. WONG Kwok-hing

Reply :

The information requested is tabulated at the **Annex**.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 11.4.2013

**Information on Employment of Workers Supplied by
Employment Agencies (EAs) in the Education Bureau (EDB)** ^{Note 1}

		2012-13 (As at 30 September 2012)
(a)	Number of EA Contracts	
	Number of EA contracts	45 (-48.28%)
(b)	Amount of Each EA Contract	
i.	\$0.5 million or less	40 (-50.00%)
ii.	More than \$0.5 million to \$1.43 million	5 (-28.57%)
(c)	Total Commission Paid for Each EA Contract <i>(Please refer to Note 2)</i>	
	Total commission paid for each EA contract	-
(d)	Duration of Each Contract	
i.	12 months or less	41 (-44.59%)
ii.	More than 12 months to 24 months	4 (-69.23%)
(e)	Number of Agency Workers	
	Number of agency workers	90 (-40.00%)
(f)	Nature of Posts Taken up by Agency Workers	
i.	General office support and customer service	85 (-38.85%)
ii.	Publicity, promotion and event management	4 (-50.00%)
iii.	Research-related work and technical support	1 (-66.67%)
(g)	Monthly Salaries of Agency Workers	
i.	\$30,001 or above	0 (-)
ii.	\$16,001 to \$30,000	7 (-12.50%)
iii.	\$8,001 to \$16,000	83 (-25.23%)
iv.	\$6,501 to \$8,000	0 (-100.00%)
v.	\$6,240 to \$6,500	0 (-)
vi.	Below \$6,240	0 (-)
(h)	Years of Service of Agency Workers <i>(Please refer to Note 3)</i>	
i.	More than 15 years	-
ii.	10 to 15 years	-
iii.	5 to 10 years	-
iv.	3 to 5 years	-
v.	1 to 3 years	-
vi.	Less than 1 year	-

(i)	Percentage of Agency Workers to the Total Number of Staff in EDB	
	Percentage of agency workers to the total number of staff in EDB	1.35% (-38.64%)
(j)	Percentage of Expenditure on Procuring the Service of EAs to the Total Staff Costs of EDB	
	Percentage of expenditure on procuring the service of EAs to the total staff costs of EDB	0.30% (-53.85%)
(k)	Meal Breaks of Agency Workers <i>(Please refer to Note 4)</i>	
i.	Number of agency workers with paid meal breaks	-
ii.	Number of agency workers without paid meal breaks	-
(l)	Number of Working Days of Agency Workers	
i.	Number of agency workers working 5 days a week	90 (-40.00%)
ii.	Number of agency workers working 6 days a week	-

Figures in () denote percentage change when compared with the same period in 2011-12

Note

- 1 The above table includes agency workers which are financed by the Quality Education 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.
- 2 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. 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.
- 3 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.
- 4 Regarding item (k), we have no information on whether, in accordance with the employment contracts between the agency workers and their employers, their meal breaks are paid.

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

EDB480

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):
000 Operational expenses

Question Serial No.

5368

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

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

	2012-13 (up to the latest position)
Number of outsourced service contracts	()
Total amount paid to service contractors	()
Contract service period of each contractor	()
Number of staff employed under outsourced service contracts	()
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	
Monthly salaries of staff employed under outsourced service contracts	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• \$6,240 or below	()
Length of employment of staff under outsourced service contracts in years	
• 15 years or above	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• less than 1 year	()
Percentage of staff 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 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 () denote changes in percentage as compared with the same period of time in 2011-12

Asked by: Hon. WONG Kwok-hing

Reply:

Details of employment of staff under outsourced service contracts in 2012-13 are as follows –

	2012-13 (projection up to 31.3.2013)	
Number of outsourced service contracts	475 (+7%) (estimated total)	
Total amount paid to service contractors	\$302,697,143 (+38%) (estimated total)	
Contract service period of each contractor	less than 12 months	316 (+1%)
	12 months to less than 24 months	117 (+15%)
	24 months and more	42 (+62%)
Number of staff employed under outsourced service contracts	Number of staff employed in 159 contracts	full-time: 878 (-8%) part-time: 138 (-9%) [Note: Information on number of staff employed is not specified in the other 316 contracts.]
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of staff 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 staff are not specified in the contracts.	
Monthly salaries of staff employed under outsourced service contracts • \$30,001 or above • \$16,001 to \$30,000 • \$8,001 to \$16,000 • \$6,501 to \$8,000 • \$6,240 to \$6,500 • \$6,240 or below	The number of staff 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 salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers. Out of the 475 outsourced service contracts, 7 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows –	

	2012-13 (projection up to 31.3.2013)	
	<ul style="list-style-type: none"> • \$8,001 to \$16,000 • \$6,501 to \$8,000 • \$6,240 to \$6,500 • \$6,240 or below 	<p>2 (-33%)</p> <p>4 (±0%)</p> <p>0 (±0%)</p> <p>1 [Note] (±0%)</p> <p>[Note: The concerned workers under this contract are working on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.]</p>
Length of employment of staff under outsourced service contracts in years <ul style="list-style-type: none"> • 15 years or above • 10 to 15 years • 5 to 10 years • 3 to 5 years • 1 to 3 years • less than 1 year 	<p>Information not available.</p> <p>[Note: The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For those outsourced service contracts specified with manpower requirements, the terms of employment, including the length of employment of staff, are agreed between the staff and the employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]</p>	
Percentage of staff under outsourced service contracts in the total number of staff in the Bureau	<p>13% (-7%)</p> <p>(Based on 159 contracts with the number of full-time staff employed specified)</p>	
Percentage of payment to service contractors in the total staff costs of the Bureau	<p>10% (+43%)</p>	
Number of staff with paid meal time Number of staff without paid meal time	<p>Information not available.</p> <p>[Note: The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For those outsourced service contracts specified with manpower requirements, the terms of employment, including whether the meal time is paid or not, are agreed between the staff and the employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]</p>	
Number of staff working 5 days a week Number of staff working 6 days a week	<p>Information not available.</p> <p>[Note: The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For</p>	

	2012-13 (projection up to 31.3.2013)
	those outsourced service contracts specified with manpower requirements, the terms of employment, including the number of working days in a week for the staff, are agreed between the staff and the employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]

Figures in () denote changes in percentage as compared with the same period of time in 2011-12

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB481**

Question Serial No.

5369

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

	2012-13 (as at the latest position)
Number of NCSC staff	()
Distribution of 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	()
- \$6,240 to \$6,500	()
- Less than \$6,240	()
Length of employment of NCSC staff in years	
- 15 years or above	()
- 10 to 15 years	()
- 5 to 10 years	()
- 3 to 5 years	()
- 1 to 3 years	()
- under 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	()
Number of staff applied for paternity leave	()
Number of staff granted approval for paternity leave	()

() Change in percentage as compared with 2011-12

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.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

Employment of NCSC Staff in Education Bureau

		2012-13 ^{Note 1}	
Number of NCSC staff		Government Schools	Headquarters
		917 (+3.50%)	330 (-6.25%)
	Total	1,247 (+0.73%)	
Nature of work performed by NCSC staff		Government Schools	Headquarters
	Administrative support	9 (-18.18%)	48 (+17.07%)
	Clerical support	177 (+1.72%)	43 (-2.27%)
	Education / Training	285 (+2.15%)	128 (-8.57%)
	IT support	62 (+1.64%)	8 (-11.11%)
	Project Co-ordinator	2 (N/A)	43 (-8.51%)
	Research	1 (-)	33 (-26.67%)
	Non-skilled	372 (+4.79%)	1 (-)
	Others	9 (+80.00%)	26 (+4.00%)
Salary expenditure for NCSC staff		Government Schools (‘000)	Headquarters (‘000)
		105,637 (+12.34%)	137,625 (+0.20%)
	Total	243,262 ^{Note 2} (+5.14%)	
Monthly salaries of NCSC staff		Government Schools	Headquarters
	\$30,001 or above	0 (-)	158 (-)
	\$16,001 to \$30,000	9 (-)	110 (-9.09%)
	\$8,001 to \$16,000	908 (+3.77%)	62 (-15.07%)
	\$6,501 to \$8,000	0 (-100%)	0 (-)
	\$6,240 to \$6,500	0	0

		2012-13 ^{Note 1}	
		(-)	(-)
	Less than \$6,240	0	0
		(-)	(-)
Length of employment of NCSC staff in years		Government Schools	Headquarters
	15 years or above	0 (-)	0 (-)
	10 years to less than 15 years	27 (-22.86%)	5 (+25.00%)
	5 years to less than 10 years	162 (+3.18%)	54 (+8.00%)
	3 years to less than 5 years	115 (-19.58%)	64 (-3.03%)
	1 year to less than 3 years	317 (-24.70%)	122 (+9.91%)
	Under 1 year	296 (+127.69%)	85 (-29.75%)
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 meet 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		18.68% (+3.78%)	
Percentage of payment for NCSC staff in the total staff costs of the Bureau		8.64% ^{Note 2} (+2.25%)	
		Government Schools	Headquarters
Number of staff with paid meal time		542 (+2.85%)	329 (-6.27%)
Number of staff without paid meal time		375 (+4.46%)	1 (-)
		Government Schools	Headquarters
Number of staff working 5 days a week		238 (-0.83%)	330 (-6.25%)
Number of staff with other work patterns (e.g, 5 ½ days a week, alternate Saturday off)		670 (+5.68%)	0 (-)
Number of staff working 6 days a week		9 (-25%)	0 (-)

	2012-13 ^{Note 1}	
	Government Schools	Headquarters
Number of staff applied for paternity leave ^{Note 3}	6 (N/A)	3 (N/A)
Number of staff granted approval for paternity leave ^{Note 3}	6 (N/A)	3 (N/A)

() **Change in percentage as compared with 2011-12**

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 2012.

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

Note 3: The two items on “number of staff applied for paternity leave” and “number of staff granted approval for paternity leave” are aggregated figures position as at 31 December 2012.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB482**

Question Serial No.

3950

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 offers vocational education programmes in a spectrum of disciplines, including applied science, design, engineering, hospitality, child education and community services, business and information technology. In this connection, 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 2013-14.

Asked by: Hon. WONG Kwok-kin

Reply:

The vocational education programmes offered by the Vocational Training Council are broadly grouped into a spectrum of disciplines including Applied Science, Business, Child Education and Community Services, Design, Engineering, Hospitality and Information Technology. For the 2013/14 academic year, 45 400 full-time places and 27 500 part-time places are planned, among which 29 740 and 5 000 respectively are subvented places. The breakdown on the numbers of programmes and planned places by discipline, and the distribution of subvention are as follows –

Discipline	Subvention (\$ million)	Full-time		Part-time	
		Number of Programmes	Planned Places	Number of Programmes	Planned Places
Applied Science	174.7	29	3 490	15	610
Business	130.9	71	11 300	54	5 730
Child Education and Community Services	73.5	7	1 300	9	980
Design	309.5	60	6 540	50	2 800
Engineering	732.3	67	10 480	120	13 930
Hospitality	320.9	60	7 170	8	1 750
Information Technology	217.9	41	5 120	39	1 700
	1,959.7	335	45 400	295	27 500

The enrolment figures for the 2013/14 academic year is not yet available.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 10.4.2013

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

EDB483

Question Serial No.

3890

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 Government is developing post-secondary education in the hope that Hong Kong will become a “regional education hub”. What are the plans of the Education Bureau to help post-secondary institutions attract students from the Southeast Asian region in order to prevent the post-secondary education sector from changing for the worse as a result of admitting an excessively large proportion of Mainland students?

Asked by: Hon. WONG Yuk-man

Reply:

In recent years, we have implemented/planned to implement a series of measures to develop Hong Kong as a regional education hub. One of the major measures is the internationalisation of the higher education sector.

We have implemented a basket of facilitating measures to attract non-local students to study in Hong Kong, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the 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 as well as allowing non-local students to stay in Hong Kong without limitations for 12 months after graduation. In the 2011/12 academic year, about 21 000 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies, of which 2.2% were from Southeast Asian economies. Besides, local higher education institutions have been arranging short-term exchange programmes for overseas students, including those from the Southeast Asian economies, to study in Hong Kong. In the 2011/12 academic year, 4.6% of these exchange students were from Southeast Asian countries.

To promote Hong Kong as an education hub, we have launched the Targeted Scholarships Scheme under the Government Scholarship Fund which offers up to ten scholarships every year to first-year full-time non-local students from ASEAN countries, India and Korea, who are enrolled in publicly-funded degree programmes in Hong Kong. The targeted scholarships cover the tuition fees of the students. In the 2012/13 academic year, 7 out of 10 targeted scholarship recipients come from the Southeast Asian region.

We will continue to step up our promotional and publicity efforts in overseas countries, including those in the Southeast Asian region, so as to diversify the source of non-local students in Hong Kong.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 11.4.2013

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

EDB484

Question Serial No.

3919

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 set out the eligible institutions and subjects under the scheme of providing scholarships for outstanding local students to study in "prestigious overseas universities".

What measures will be taken by the Government to ensure that students who receive the awards will continue to be teachers after teaching for 2 years so as to maximise the effectiveness of the scholarships?

Asked by: Hon. WONG Yuk-man

Reply:

Basically, there is no restriction on the applicants' choice of study programmes, but the relevance of their subject disciplines to teaching in local schools will be taken into account in the assessment of applications. In view of the limited quota and should the applications outstrip the quota available, priority is currently given to applicants who will pursue programmes specializing in English Language and Early Childhood Education. There will not be a ready list of the preferred institutions and related programmes for the proposed scholarship. Instead, a committee will be set up to assess and advise the Education Bureau on the academic standing of institutions in respect of the disciplines to be pursued by the applicants.

Selection will be based on the applicants' merit and their choice of universities and study programmes. When determining their merit, we will assess applicants' academic achievements, commitment to education as well as suitability for the teaching profession. This selection mechanism will ensure that applicants selected for the award of the scholarship are not only outstanding, but also have the aptitude for and an interest in joining the teaching profession. Moreover, for beginning teachers newly appointed to schools, induction and mentoring support programmes will be provided by the Education Bureau and schools respectively to enable them to settle in quickly in the school environment so that they will feel comfortable and capable to continue to teach in schools. We shall closely monitor the implementation of the proposed scholarship and review its details in the light of the experience gained in the initial years.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 8.4.2013

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

EDB485

Question Serial No.

3744

Head: 173 Student Financial
Assistance Agency

Subhead (No. & title):
000 Operational expenses

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:

It is mentioned in the Budget Speech that all student loan borrowers who complete their studies in 2013 would be given the option to start repaying their student loans one year after completion of studies. How many students are expected to benefit from this measure? Please provide the number of students that can benefit under various loan schemes. When submitting application, are students required to provide proof of financial burden borne by themselves or their family? During the one-year deferment, is it necessary to repay interest first? Furthermore, how many officers will be deployed to process these applications? How long does it take to finish processing an application?

Asked by: Hon. CHAN Hak-kan

Reply:

To help the community cope with short-term economic fluctuations, the Financial Secretary announced in the 2013-14 Budget a one-off measure to give all student loan borrowers who complete their studies in 2013 the option to start repaying their student loans one year after completion of studies so as to alleviate the financial burden of fresh graduates. We estimate that there will be about 23 000 student loan borrowers who will graduate in 2013 and be eligible under the measure. A breakdown of students under the various loan schemes is as follows –

Loan Schemes	Estimated Number of Student Loan Borrowers to Graduate in 2013
(A) Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS)	4 300
(B) Financial Assistance Scheme for Post-secondary Students (FASP)	4 300
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)	2 800
(D) Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)	4 900
(E) Extended Non-means-tested Loan Scheme (ENLS)	6 800
Total	23 100

We will inform these student loan borrowers about the option to commence repayment one year after completion of their studies. They are not required to submit any documentary proof to support their option. During the one-year deferment period, student loan borrowers concerned will not be required to make any repayment, including interest.

For means-tested loans under TSFS and FASP, interest on loans will only begin to accrue upon commencement of loan repayment. Therefore, graduates borrowing means-tested loans will not be required to pay interest during the one-year period. For non-means-tested loans under NLSFT, NLSPS and ENLS, as the loan schemes operate under no-gain-no-loss and full-cost recovery principles, interest is accrued upon loan drawdown. Hence, borrowers of non-means-tested loans will be required to pay interest for their loans during the one-year period if they take up the option. It is estimated that the additional interest charge will be \$2 to \$4 per month during the 15-year repayment period¹. When informing loan borrowers concerned about the option, we will remind borrowers of non-means-tested loans of the additional interest charges. Borrowers who do not take up the option should start to repay their loans six months after completion of studies, or they may apply for deferment under the existing deferment mechanism if they have genuine financial difficulties.

The Student Financial Assistance Agency will engage four staff, on a time-limited basis, to cope with the workload arising from the measure. The whole process involves different stages of work. For the majority of students who will complete their studies in summer, we would confirm with institutions and students about their graduation status in summer and invite loan borrowers concerned to exercise the option within an option period. After receiving the options, SFAA will inform loan borrowers concerned of the repayment schedule and will issue demand note to them for settlement of their instalments from July 2014.

¹ Based on the median loan amounts of \$42,000 to \$83,000 borrowed by 2011/12 graduates under the three non-means-tested loan schemes and the prevailing interest rate of 1.674% per annum

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

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

EDB486

Question Serial No.

3468

Head: 173 Student Financial
Assistance Agency

Subhead (No. & title):
000 Operational expenses

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:

The Student Financial Assistance Agency stated that it will step up efforts to recover student loans in arrears and tackle the default problem in 2013-14. What are the details and the estimated expenses involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In recent years, the Student Financial Assistance Agency has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We will continue to promote prudent financial management to students and appeal to loan borrowers who have difficulty repaying their loans to approach the Agency to restructure their loans or to apply for deferment of loan repayment. Separately, we will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, provide appropriate training to our staff to facilitate more effective debt recovery, and deploy more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal. In the 2013-14 financial year, the Agency will reorganise the Default Division and strengthen the manpower support in handling defaulted student loans in order to more expeditiously recover defaulted student loans through legal means. The estimated expenditure for recovering defaulted student loans in the 2013/14 academic year is \$27.7 million.

To further tackle the default problem, the Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year following the completion of the review of the non-means-tested loan schemes in 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB487

Question Serial No.

3469

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:

The Student Financial Assistance Agency stated that it will develop the Integrated Student Financial Assistance System (ISFAST) to support the administration of all student financial assistance schemes as well as scholarships and merit award schemes, with a view to improving the operational efficiency and effectiveness of the Agency in the administration and delivery of all student financial assistance schemes. What are the details and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Student Financial Assistance Agency is developing a new function-based ISFAST to replace the existing seven scheme-based computer systems with a view to improving the operational efficiency and effectiveness of the Agency in the administration and delivery of all student financial assistance schemes. We completed the tendering process and awarded the contract for the implementation in December 2011. System development is now underway and ISFAST is expected to be implemented by phases to be completed in 2015-16. The total non-recurrent expenditure for the implementation of ISFAST is about \$65.37 million while the estimated total recurrent expenditure of operating the new system is about \$13.78 million in a full year.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

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

EDB488

Question Serial No.

3470

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 assistance schemes, please provide the following information for the past three academic years (i.e. 2010/11, 2011/12 and 2012/13):

- (a) the number of default cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts;
- (b) the number of applications for deferment of loan repayment, the amount involved and the percentage of such applications in relation to the number of loan repayment accounts;
- (c) the number of bankruptcy applications, the amount involved and the percentage of such applications in relation to the number of loan repayment accounts; and
- (d) the number of write-off cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts.

Asked by: Hon. CHAN Ka-lok, Kenneth

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 (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS), the required information for the 2010/11 to 2012/13 academic years is provided as follows –

- (a) The number of default cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts are as follows –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of default cases	2 297	2 034	1 902
Amount in default (\$ million)	60.49	52.60	50.32
No. of loan repayment accounts	34 231	30 356	25 653
Default rate in terms of accounts	6.71%	6.70%	7.41%
(B) FASP			
No. of default cases	1 146	1 418	1 439
Amount in default (\$ million)	13.93	20.98	26.10
No. of loan repayment accounts	13 352	16 845	17 312
Default rate in terms of accounts	8.58%	8.42%	8.31%
(C) NLSFT			
No. of default cases	1 641	1 603	1 653
Amount in default (\$ million)	34.54	29.31	27.95
No. of loan repayment accounts	21 410	21 766	22 444
Default rate in terms of accounts	7.66%	7.36%	7.36%
(D) NLSPS			
No. of default cases	2 000	2 439	2 492
Amount in default (\$ million)	57.70	63.73	63.52
No. of loan repayment accounts	16 331	20 699	24 438
Default rate in terms of accounts	12.25%	11.78%	10.20%
(E) ENLS			
No. of default cases	9 440	9 147	9 160
Amount in default (\$ million)	121.19	117.51	115.72
No. of loan repayment accounts	61 148	66 771	68 547
Default rate in terms of accounts	15.44%	13.70%	13.36%
Total			
No. of default cases	16 524	16 641	16 646
Amount in default (\$ million)	287.85	284.13	283.61
No. of loan repayment accounts	146 472	156 437	158 394
Default rate in terms of accounts	11.28%	10.64%	10.51%

* As at 31 January 2013

- (b) The number of applications for deferment of loan repayment and the percentage of such applications in relation to the number of loan repayment accounts are as follows –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of deferment applications received [#]	1 767	1 744	606+
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of deferment applications in terms of loan repayment accounts [^]	5.16%	5.75%	2.36%

	Academic year		
	2010/11	2011/12	2012/13*
(B) FASP			
No. of deferment applications received [#]	2 046	2 320	630+
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of deferment applications in terms of loan repayment accounts [^]	15.32%	13.77%	3.64%
(C) NLSFT			
No. of deferment applications received [#]	676	712	394+
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of deferment applications in terms of loan repayment accounts [^]	3.16%	3.27%	1.76%
(D) NLSPS			
No. of deferment applications received [#]	2 245	2 768	1 519+
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of deferment applications in terms of loan repayment accounts [^]	13.75%	13.37%	6.22%
(E) ENLS			
No. of deferment applications received [#]	2 112	2 490	1 045+
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of deferment applications in terms of loan repayment accounts [^]	3.45%	3.73%	1.52%
Total			
No. of deferment applications received [#]	8 846	10 034	4 194+
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of deferment applications in terms of loan repayment accounts [^]	6.04%	6.41%	2.65%

* As at 31 January 2013.

The Student Financial Assistance Agency (SFAA) has not maintained statistics of the amount involved in deferment applications.

+ The figures exclude deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

[^] 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.

- (c) The number of bankruptcy applications, the amount involved and the percentage of such applications in relation to the number of loan repayment accounts are as follows. 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.

	Academic year		
	2010/11^	2011/12	2012/13*
(A) TSFS			
No. of bankruptcy applications	16	13	0
Amount involved (\$ million)	0.57	0.39	0.00
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of bankruptcy applications in terms of loan repayment accounts	0.05%	0.04%	0.00%
(B) FASP			
No. of bankruptcy applications	6	18	3
Amount involved (\$ million)	0.41	0.66	0.14
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of bankruptcy applications in terms of loan repayment accounts	0.04%	0.11%	0.02%
(C) NLSFT			
No. of bankruptcy applications	17	6	2
Amount involved (\$ million)	0.50	0.30	0.14
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of bankruptcy applications in terms of loan repayment accounts	0.08%	0.03%	0.01%
(D) NLSPS			
No. of bankruptcy applications	20	24	4
Amount involved (\$ million)	2.44	3.49	0.24
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of bankruptcy applications in terms of loan repayment accounts	0.12%	0.12%	0.02%
(E) ENLS			
No. of bankruptcy applications	176	152	32
Amount involved (\$ million)	8.33	7.22	1.95
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of bankruptcy applications in terms of loan repayment accounts	0.29%	0.23%	0.05%
Total			
No. of bankruptcy applications	235	213	41
Amount involved (\$ million)	12.25	12.06	2.47
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of bankruptcy applications in terms of loan repayment accounts	0.16%	0.14%	0.03%

^ The figures for the 2010/11 academic year have been revised as SFAA received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2012.

* As at 31 January 2013

- (d) The number of write-off cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts are as follows –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of write-off cases#	18	13	13
Amount involved (\$ million)	0.83	0.35	0.49
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of write-off cases in terms of loan repayment accounts	0.05%	0.04%	0.05%
(B) FASP			
No. of write-off cases#	4	4	3
Amount involved (\$ million)	0.20	0.25	0.11
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of write-off cases in terms of loan repayment accounts	0.03%	0.02%	0.02%
(C) NLSFT			
No. of write-off cases#	6	9	5
Amount involved (\$ million)	0.17	0.38	0.13
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of write-off cases in terms of loan repayment accounts	0.03%	0.04%	0.02%
(D) NLSPS			
No. of write-off cases#	3	3	3
Amount involved (\$ million)	0.30	0.09	0.20
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of write-off cases in terms of loan repayment accounts	0.02%	0.01%	0.01%
(E) ENLS			
No. of write-off cases#	48	27	32
Amount involved (\$ million)	1.78	0.76	1.22
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of write-off cases in terms of loan repayment accounts	0.08%	0.04%	0.05%

	Academic year		
	2010/11	2011/12	2012/13*
Total			
No. of write-off cases#	79	56	56
Amount involved (\$ million)	3.28	1.83	2.15
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of write-off cases in terms of loan repayment accounts	0.05%	0.04%	0.04%

* As at 31 January 2013

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). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s).

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB489

Question Serial No.

3471

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
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 defaulted student loans in the past three academic years (i.e. 2010/11, 2011/12 and 2012/13)?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of staff and the total expenditure involved in recovering defaulted student loans in the 2010/11 to 2012/13 academic years are as follows –

	Academic Year		
	2010/11	2011/12	2012/13
Total No. of Staff (Note)	90	95	100*
Total Expenditure (\$ million) (Note)	17.3	20.6	22.1 [#]

* As at 31 January 2013

[#] Estimated expenditure for the whole academic year

Note: The above figures include staff of both the Student Financial Assistance Agency (SFAA) and the Department of Justice (DoJ). In order to expedite debt recovery actions, DoJ has set up a dedicated team since October 2010 to handle defaulted student loan cases referred by SFAA.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB490

Question Serial No.

3472

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 is the manpower and estimated expenditure involved in recovering defaulted student loans for the 2013/14 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To strengthen the manpower support for recovering defaulted student loans, 15 permanent posts will be created, to replace a similar number of non-civil service contract staff positions, in the Student Financial Assistance Agency (SFAA) in the 2013/14 academic year. The number of positions involved in recovering defaulted student loans in the 2013/14 academic year, including civil servants and non-civil service contract staff of both SFAA and the Department of Justice, will be 116 and the estimated expenditure for the 2013/14 academic year is \$27.7 million.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB491**

Question Serial No.

3473Head: 173 Student Financial
Assistance AgencySubhead (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 studentsProgramme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

In the past three years (2010/11, 2011/12, 2012/13), how much interest was received from the no-gain-no-loss (NGNL) interest and risk-adjustment factor (RAF) (1.5%) under each non-means-tested loan scheme?

Asked by: Hon. CHAN Ka-lok, KennethReply:

The amounts of interest received from the NGNL interest rate and the 1.5% RAF rate in the 2010/11 to 2012/13 academic years under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

Loan Scheme	Academic Year					
	2010/11 (\$ million)		2011/12 (\$ million)		2012/13* (\$ million)	
	NGNL ¹	RAF ¹	NGNL ¹	RAF ¹	NGNL ¹	RAF ^{1,2}
NLSFT	32.46	18.51	25.44	17.22	10.90	2.18
NLSPS	33.37	19.98	32.26	23.13	15.03	2.74
ENLS	51.01	31.01	44.72	31.96	18.00	2.99

* As at 31 December 2012

- ¹ The amounts of interest received from NGNL interest rate and RAF rate in an academic year include interest demanded and received in the academic year concerned and interest demanded in the academic year concerned but received in subsequent years.
- ² Interest from RAF rate accrued during the study period is divided equally and repaid within the repayment period of student loan borrowers. With effect from 1 July 2012, RAF rate has been reduced to zero (subject to review 3 years after implementation).

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB492**

Question Serial No.

3474Head: 173 Student Financial
Assistance AgencySubhead (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 studentsProgramme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

In the past three academic years (i.e. 2010/11, 2011/12 and 2012/13), how many applications for deferment of loan repayment were received under various financial assistance and loan schemes for post-secondary students, and how many applications were approved?

Asked by: Hon. CHAN Ka-lok, KennethReply:

In the 2010/11 to 2012/13 academic years, the number of applications for deferment of loan repayment 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 (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

	Academic Year		
	2010/11	2011/12	2012/13*
(A) TSFS			
(i) No. of deferment applications received	1 767	1 744	606#
(ii) No. of deferment applications completed^	1 850	1 660	601
(iii) No. of deferment cases approved	1 556	1 390	530
(iv) Approval Rate [(iii)/(ii)]	84%	84%	88%

	Academic Year		
	2010/11	2011/12	2012/13*
(B) FASP			
(i) No. of deferment applications received	2 046	2 320	630#
(ii) No. of deferment applications completed^	2 051	2 222	670
(iii) No. of deferment cases approved	1 919	2 066	607
(iv) Approval Rate [(iii)/(ii)]	94%	93%	91%
(C) NLSFT			
(i) No. of deferment applications received	676	712	394#
(ii) No. of deferment applications completed^	713	697	381
(iii) No. of deferment cases approved	601	595	337
(iv) Approval Rate [(iii)/(ii)]	84%	85%	88%
(D) NLSPS			
(i) No. of deferment applications received	2 245	2 768	1 519#
(ii) No. of deferment applications completed^	2 286	2 637	1 069
(iii) No. of deferment cases approved	1 949	2 314	971
(iv) Approval Rate [(iii)/(ii)]	85%	88%	91%
(E) ENLS			
(i) No. of deferment applications received	2 112	2 490	1 045#
(ii) No. of deferment applications completed^	2 119	2 463	951
(iii) No. of deferment cases approved	1 610	1 922	756
(iv) Approval Rate [(iii)/(ii)]	76%	78%	79%
(F) All Schemes [(A) to (E)]			
(i) No. of deferment applications received	8 846	10 034	4 194#
(ii) No. of deferment applications completed^	9 019	9 679	3 672
(iii) No. of deferment cases approved	7 635	8 287	3 201
(iv) Approval Rate [(iii)/(ii)]	85%	86%	87%

* As at 31 January 2013

The figures exclude deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

^ 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.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

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

EDB493

Question Serial No.

3476

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:

In the past three school years (i.e. 2010/11, 2011/12 and 2012/13), how many parents with children attending kindergarten-cum-child care centres could receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2010/11, 2011/12 and 2012/13 school years, the number of parents with children attending kindergarten-cum-child care centres who receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme are appended below –

	2010/11 school year	2011/12 school year	2012/13 school year (up to 31.1.2013)
Children aged 3 or above attending kindergarten classes	3 995	8 628	8 671
Children aged between 0 and 3 receiving whole-day child care services	607	1 242	877
Total	4 602	9 870	9 548

For the 2011/12 and 2012/13 school years, there is a considerable increase in the number of parents receiving full fee remission. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency starting from the 2011/12 school year.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB494**

Question Serial No.

4207

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 number of students receiving textbook assistance at the full rate in each district in the past three school years, i.e. from the 2010/11 to 2012/13 school years.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2010/11, 2011/12 and 2012/13 school years, the number of students receiving textbook assistance under the School Textbook Assistance Scheme at the full rate are listed in the table below –

School Year	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of students receiving full grant of textbook assistance	76 428	157 696	143 997

In the 2011/12 school year, there is a considerable increase in the number of students receiving textbook assistance at the full rate. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 school year, though because of a drop in the student population at the secondary level, the overall number of full-grant students has correspondingly reduced.

The number of students receiving textbook assistance at the full rate according to the districts in which their schools are located in the 2011/12 and 2012/13 school years are set out below –

Area	District that the students' schools are located	No. of students receiving full grant of textbook assistance	
		2011/12 school year	2012/13 school year (up to 31.1.2013)
Hong Kong Island	Central and Western	2 140	1 876
	Eastern	8 024	7 326
	Southern	3 857	3 358
	Wan Chai	1 955	1 688
Hong Kong Island subtotal		15 976	14 248

Area	District that the students' schools are located	No. of students receiving full grant of textbook assistance	
		2011/12 school year	2012/13 school year (up to 31.1.2013)
Kowloon	Kowloon City	7 730	6 934
	Kwun Tong	16 016	15 103
	Sham Shui Po	10 440	9 559
	Wong Tai Sin	9 975	9 260
	Yau Tsim Mong	5 876	5 158
Kowloon subtotal		50 037	46 014
New Territories	Islands	3 358	2 914
	Kwai Tsing	14 317	13 107
	North	10 845	10 663
	Sai Kung	7 954	6 935
	Sha Tin	11 957	10 865
	Tai Po	6 508	5 922
	Tsuen Wan	5 391	4 950
	Tuen Mun	13 447	12 176
	Yuen Long	17 906	16 203
New Territories subtotal		91 683	83 735
Total		157 696	143 997

The Student Financial Assistance Agency has only maintained breakdowns on the students receiving textbook assistance by school districts since the 2011/12 school year. Relevant breakdown in the 2010/11 school year is not available.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

Reply Serial No.

EDB495

Question Serial No.

4208

Head: 173 Student Financial Assistance Agency Subhead (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 students receiving assistance under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) administered by the Student Financial Assistance Agency in the past three years (i.e. 2010/11, 2011/12 and 2012/13 academic years), how many are from families in receipt of Comprehensive Social Security Assistance (CSSA)?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2010/11 to 2012/13 academic years, the number of successful applications from families in receipt of CSSA under the two means-tested financial assistance schemes for post-secondary students, i.e. TSFS and FASP, are as follows –

Scheme	Academic Year		
	2010/11	2011/12	2012/13*
TSFS	5 573	5 270	5 792
FASP	5 852	5 916	6 434

* As at 31.1.2013

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB496

Question Serial No.

4209

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
228 Student financial assistance
254 Loans to Students 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 past three academic years (i.e. 2010/11, 2011/12 and 2012/13), what are the number of applications for the Financial Assistance Scheme for Post-secondary Students from students pursuing sub-degree and degree programmes respectively?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of applications from students pursuing sub-degree and degree / top-up degree programmes under the Financial Assistance Scheme for Post-secondary Students in the 2010/11 to 2012/13 academic years are set out below –

Academic Year	Number of Applications		
	Sub-degree	Degree / Top-up degree	Total
2010/11	21 837	6 296	28 133
2011/12	20 838	6 922	27 760
2012/13*	24 551	9 190	33 741

* As at 31 January 2013

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB497**

Question Serial No.

4210

Head: 173 Student Financial Assistance Agency Subhead (No. & title):

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

It is indicated by the Agency that tuition fee is reimbursed to eligible students taking modules under the Yi Jin Diploma (YJD). What are the details, amount of tuition fee reimbursed, number of eligible students and the expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The YJD programme was introduced in the 2012/13 academic year upon the lapse of the former Project Yi Jin. All YJD students are eligible for a non-means-tested reimbursement of 30% of the tuition fee paid for each satisfactorily completed module, subject to their having attained an overall pass in the module and achieved 80% attendance or above for the module as confirmed by the institutions. Needy students meeting the course assessment and attendance criteria and being assessed to be eligible for full level or half level of assistance under the means test administered by the Student Financial Assistance Agency are eligible for 100% or 50% reimbursement of the tuition fee paid for each satisfactorily completed module.

The estimated number of applications for tuition fee reimbursement under the YJD programme and the amount of fees to be reimbursed for the 2012/13 and 2013/14 academic years are as follows. Since tuition fees are reimbursed to eligible students upon their completion of the courses, tuition fee reimbursement for the 2012/13 and 2013/14 academic years will only be made in the 2013-14 and 2014-15 financial years respectively.

Academic Year	2012/13	2013/14
Estimated number of applications for tuition fee reimbursement	8 645	11 866
100% fee reimbursement	1 878	2 576
50% fee reimbursement	564	775
30% fee reimbursement	6 203	8 515
Estimated total amount of fees to be reimbursed (\$ million)	85.9	117.9
100% fee reimbursement	46.2	63.4
50% fee reimbursement	8.2	11.3
30% fee reimbursement	31.5	43.2

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB498

Question Serial No.

4211

Head: 173 Student Financial
Assistance Agency

Subhead (No. & title):

254 Loans to Students

102 Non-means-tested loan scheme

202 Non-means-tested loan scheme

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

Regarding non-means-tested loan schemes, has the Government studied if change can be made so that interest is only charged after the student loan borrower has graduated from his study? If yes, what are the details and expenditure involved? If no, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The non-means-tested loan schemes are aimed at providing financial assistance for post-secondary students who cannot pass the means test or do not want to go through any means test. They are different from the means-tested loan schemes which target students from low-income families who lack the means to pursue post-secondary study. To ensure the proper use of public funds, the non-means-tested-loan schemes operate on a no-gain-no-loss and full-cost recovery basis. Interest is accrued upon loan drawdown and throughout the study period until the loan is repaid in full.

The Government completed a review on the operation of the non-means-tested loan schemes in 2012 and implemented a package of improvement measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. Commencing from the 2012/13 academic year, the risk-adjusted-factor rate has been reduced from 1.5% to 0% per annum (subject to review three years after implementation) and as a result, the interest rate for loan repayment has been reduced from 3.174% to 1.674% per annum. In addition, the standard loan repayment period has been extended from ten years to 15 years. Moreover, under the relaxed deferment arrangement which has been made recurrent since the 2012/13 academic year, loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, further full-time study or serious illness and have been granted approval for deferment of loan repayment will be allowed an extension of loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years.

Taking a student pursuing a four-year post-secondary programme and obtaining a total loan amount of \$100,000 under the non-means-tested loan schemes as an illustration, after the reduction of interest rate and extension of repayment period, the monthly repayment amount has been reduced from \$1,040 by about 40% to \$650.

If interest is waived during the study period, it would mean students who cannot pass the means test or do not want to go through any means test could take out loans at zero cost from the Government during the study period. This would induce some students to take out the interest-free loans, potentially leading to unnecessary and/or excessive borrowing, and increasing the borrowers' repayment burden in the future.

Taking the above into account, the Government considers that the present arrangement for charging interest on non-means-tested loans during the study period is appropriate.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB499

Question Serial No.

4212

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

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:

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and Financial Assistance Scheme for Post-secondary Students (FASP), has the Government studied if change can be made so that the two Schemes provide interest-free loan? If yes, what are the details and expenditure involved? If no, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government completed a review on the interest rate mechanism of the means-tested loans offered under TSFS and FASP in 2012 and implemented two major improvement measures to ease the repayment burden of student loan borrowers, i.e. reducing the interest rate from 2.5% to 1% per annum and extending the standard repayment period from five years to 15 years with effect from the 2012/13 academic year. In addition, under the relaxed deferment arrangement which has been made recurrent since the 2012/13 academic year, loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, further full-time study or serious illness and have been granted approval for deferment of loan repayment will be allowed an extension of loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years.

The interest rate for means-tested loans is fixed and the loans are interest free during study period. Assuming that a student pursues a four-year programme and repays the loan in 15 years after graduation, the effective interest rate is at 0.74% per annum only. Taking the median loan amount of \$37,250 (being the median loan amount of TSFS students with repayment accounts activated in 2011/12) as an illustration, after the reduction of interest rate and extension of repayment period, the monthly repayment amount has been reduced from \$662 by 66% to \$223 per month. To ensure proper use of public funds and to encourage students to apply only for what they genuinely need, the Government considers that the present interest rate of 1% per annum for the means-tested loans is appropriate.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB500**

Question Serial No.

5141

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 primary and secondary students who had applied for student financial assistance over the past ten years (i.e. 2003/04 to 2012/13), and the breakdown of the figures by family income, family size, number of children, type of housing (public housing / Home Ownership Scheme housing / private housing), gender, district of residence and age.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

In the school years from 2003/04 to 2012/13, the number of primary and secondary students receiving financial assistance under the School Textbook Assistance Scheme (STAS)¹ at the full rate and half rate are set out below –

School Year		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13 (up to 31.1.2013)
No. of students receiving textbook assistance	Primary	166 202	154 099	140 093	133 452	121 215	116 232	111 024	105 406	105 734	102 306
	Full rate	48 031	44 677	35 728	32 440	31 097	31 636	32 631	31 310	62 986	62 956
	Half rate	118 171	109 422	104 365	101 012	90 118	84 596	78 393	74 096	42 748	39 350
	Secondary	210 860	208 462	199 615	193 977	186 800	177 805	170 875	160 666	170 269	146 660
	Full rate	63 929	65 469	56 468	52 292	51 405	48 823	49 188	45 118	94 710	81 041
	Half rate	146 931	142 993	143 147	141 685	135 395	128 982	121 687	115 548	75 559	65 619
Total		377 062	362 561	339 708	327 429	308 015	294 037	281 899	266 072	276 003	248 966

¹ Financial assistance schemes available for needy primary and secondary students include STAS, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme. STAS covers the largest number of recipients among these schemes.

Note: In the 2011/12 school year, there was a considerable increase in the number of students receiving textbook assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 school year, though because of a drop in the student population at the secondary level, the overall number of full-grant students has correspondingly reduced.

The number of students receiving financial assistance under STAS at the full rate and half rate according to the districts in which their schools are located in the 2011/12 and 2012/13 school years are set out below –

Area	School Year	2011/12			2012/13 (up to 31.1.2013)		
	No. of students receiving textbook assistance District that the students' schools are located	Full rate	Half rate	Total	Full rate	Half rate	Total
Hong Kong Island	Central and Western	2 140	1 880	4 020	1 876	1 610	3 486
	Eastern	8 024	6 927	14 951	7 326	6 123	13 449
	Southern	3 857	3 640	7 497	3 358	3 167	6 525
	Wan Chai	1 955	1 812	3 767	1 688	1 522	3 210
Hong Kong Island subtotal:		15 976	14 259	30 235	14 248	12 422	26 670
Kowloon	Kowloon City	7 730	6 493	14 223	6 934	5 642	12 576
	Kwun Tong	16 016	11 437	27 453	15 103	10 377	25 480
	Sham Shui Po	10 440	6 374	16 814	9 559	5 956	15 515
	Wong Tai Sin	9 975	7 727	17 702	9 260	6 892	16 152
	Yau Tsim Mong	5 876	3 786	9 662	5 158	3 372	8 530
Kowloon subtotal:		50 037	35 817	85 854	46 014	32 239	78 253
New Territories	Islands	3 358	3 100	6 458	2 914	2 754	5 668
	Kwai Tsing	14 317	10 292	24 609	13 107	9 346	22 453
	North	10 845	5 916	16 761	10 663	5 289	15 952
	Sai Kung	7 954	7 087	15 041	6 935	6 139	13 074
	Sha Tin	11 957	9 460	21 417	10 865	8 352	19 217
	Tai Po	6 508	4 847	11 355	5 922	4 134	10 056
	Tsuen Wan	5 391	3 993	9 384	4 950	3 722	8 672
	Tuen Mun	13 447	11 089	24 536	12 176	9 416	21 592
	Yuen Long	17 906	12 447	30 353	16 203	11 156	27 359
New Territories subtotal:		91 683	68 231	159 914	83 735	60 308	144 043
Total		157 696	118 307	276 003	143 997	104 969	248 966

We have only maintained the breakdown of students receiving financial assistance under STAS by school districts since the 2011/12 school year. Relevant breakdown in or before the 2010/11 school year is not available.

The number of primary and secondary students receiving financial assistance under STAS by family size, range of equivalent monthly family income and level of assistance for the period from the 2008/09 to the 2012/13 school years are set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of primary and secondary students receiving financial assistance by type of housing, gender, age and the number of children in the family.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

Appendix

2008/09 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 3,359	0	3	3,360 - 8,971	0	0
2 ^{Note}	0 - 5,039	1 743	2 729	5,040 - 13,457	2 327	3 612
3 ^{Note}	0 - 6,718	5 398	7 509	6,719 - 17,943	18 198	19 127
4	0 - 8,398	12 777	17 591	8,399 - 22,429	42 376	69 268
5	0 - 10,078	7 657	13 364	10,079 - 26,914	15 473	27 686
6	0 - 11,758	3 058	5 396	11,759 - 31,400	5 149	7 651
7	0 - 13,437	778	1 662	13,438 - 35,886	912	1 391
8	0 - 15,117	180	444	15,118 - 40,372	144	213
9	0 - 16,797	32	91	16,798 - 44,858	11	23
10	0 - 18,477	11	28	18,478 - 49,344	6	11
11	0 - 20,156	1	2	20,157 - 53,829	0	0
12	0 - 21,836	0	1	21,837 - 58,315	0	0
13	0 - 23,516	0	0	23,517 - 62,801	0	0
14	0 - 25,196	1	3	25,197 - 67,287	0	0
Total		31 636	48 823		84 596	128 982

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2009/10 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 3,480	0	3	3,481 - 9,294	0	0
2 ^{Note}	0 - 5,220	1 924	2 928	5,221 - 13,941	2 406	3 797
3 ^{Note}	0 - 6,960	5 897	8 013	6,961 - 18,589	17 676	19 845
4	0 - 8,701	13 366	18 549	8,702 - 23,236	37 665	63 921
5	0 - 10,441	7 389	12 737	10,422 - 27,883	14 387	25 262
6	0 - 12,181	3 152	5 057	12,182 - 32,531	5 199	7 225
7	0 - 13,921	719	1 462	13,922 - 37,178	911	1 405
8	0 - 15,662	148	354	15,663 - 41,825	132	186
9	0 - 17,402	28	70	17,403 - 46,473	13	31
10	0 - 19,142	7	8	19,143 - 51,120	2	12
11	0 - 20,882	1	3	20,883 - 55,767	2	3
12	0 - 22,623	0	1	22,624 - 60,415	0	0
13	0 - 24,363	0	0	24,364 - 65,062	0	0
14	0 - 26,103	0	3	26,104 - 69,709	0	0
Total		32 631	49 188		78 393	121 687

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2010/11 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 3,494	0	4	3,495 - 9,331	0	1
2 ^{Note}	0 - 5,241	2 058	3 074	5,242 - 13,997	2 333	3 973
3 ^{Note}	0 - 6,988	5 992	8 137	6,989 - 18,663	17 050	20 044
4	0 - 8,736	12 569	17 071	8,737 - 23,329	35 013	59 686
5	0 - 10,483	6 793	10 883	10,484 - 27,995	13 475	23 325
6	0 - 12,230	3 042	4 301	12,231 - 32,661	5 176	7 034
7	0 - 13,977	676	1 265	13,978 - 37,327	906	1 276
8	0 - 15,725	152	289	15,726 - 41,993	122	188
9	0 - 17,472	21	74	17,473 - 46,659	21	18
10	0 - 19,219	5	14	19,220 - 51,325	0	0
11	0 - 20,966	2	6	20,967 - 55,990	0	0
12	0 - 22,714	0	0	22,715 - 60,656	0	0
13	0 - 24,461	0	0	24,462 - 65,322	0	0
14	0 - 26,208	0	0	26,209 - 69,988	0	3
Total		31 310	45 118		74 096	115 548

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2011/12 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 4,956	0	3	4,957 - 9,583	0	0
2 ^{Note}	0 - 7,434	4 136	7 032	7,435 - 14,375	780	1 315
3 ^{Note}	0 - 12,000	15 408	20 023	12,001 - 19,167	8 473	11 906
4	0 - 13,800	26 652	40 598	13,801 - 23,959	19 900	39 414
5	0 - 14,869	10 781	17 937	14,870 - 28,751	9 117	16 937
6	0 - 17,347	4 724	6 793	17,348 - 33,543	3 731	5 075
7	0 - 19,825	1 035	1 804	19,826 - 38,335	625	792
8	0 - 22,304	209	396	22,305 - 43,127	113	112
9	0 - 24,782	36	103	24,783 - 47,919	9	8
10	0 - 27,260	4	11	27,261 - 52,711	0	0
11	0 - 29,738	1	7	29,739 - 57,502	0	0
12	0 - 32,217	0	0	32,218 - 62,294	0	0
13	0 - 34,695	0	0	34,696 - 67,086	0	0
14	0 - 37,173	0	3	37,174 - 71,878	0	0
Total		62 986	94 710		42 748	75 559

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2012/13 School Year (up to 31.1.2013)						
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 5,233	0	3	5,234 - 10,120	0	0
2 ^{Note}	0 - 7,850	4 481	6 998	7,851 - 15,180	738	1 326
3 ^{Note}	0 - 12,672	15 951	18 529	12,673 - 20,240	7 818	11 336
4	0 - 14,573	26 590	34 268	14,574 - 25,301	18 429	33 803
5	0 - 15,701	10 293	14 344	15,702 - 30,361	8 345	14 094
6	0 - 18,318	4 443	5 128	18,319 - 35,421	3 403	4 239
7	0 - 20,935	989	1 405	20,936 - 40,481	520	730
8	0 - 23,552	175	284	23,553 - 45,542	87	74
9	0 - 26,169	29	60	26,170 - 50,602	10	17
10	0 - 28,786	4	19	28,787 - 55,662	0	0
11	0 - 31,403	1	3	31,404 - 60,722	0	0
Total		62 956	81 041		39 350	65 619

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB501**

Question Serial No.

5142

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 applicants who have applied to the Student Financial Assistance Agency (SFAA) for fee remission due to excessive tuition fees of kindergartens, the number of successful applicants, the amount of fee remission, and the breakdown of the figures by district, family income and type of housing (public housing / private housing) over the past five years (i.e. from 2008 to 2012).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

SFAA currently provides fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) to needy students attending kindergartens (KG) on top of the fee subsidy from the Pre-primary Education Voucher Scheme if the fee subsidy cannot fully cover the tuition fee of KG.

In the past five school years (i.e. from 2008/09 to 2012/13), the number of applications for fee remission under KCFRS for children attending KG classes and the number of successful applications are set out in the table below –

School Year	2008/09	2009/10	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of applications for KCFRS for KG children	46 923	41 273	38 959	35 193	37 460
No. of successful applications for KCFRS for KG children	35 796	28 161	25 057	33 054 [^]	34 010 [^]
Total fee remission amount for KG children (\$ million)	244.94	209.08	179.06	331.78 [^]	200.16 [^]

[^] In the 2011/12 school year, there was a considerable increase in the number of students receiving fee remission under KCFRS and in the fee remission amount disbursed. This was as a result of the relaxation of the income ceiling for full level of assistance under the means test mechanism of SFAA and the implementation of various improvement measures for KCFRS. The situation continues in the 2012/13 school year.

Detailed breakdown of the number of successful applications by family size, monthly family income, fee remission level and the amount of fee remission for the past five school years are set out at the Appendix.

We do not have information on the distribution of the successful applicants by district and type of housing.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

2008/09 School Year									
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance	Total amount of fee remitted (\$ million)
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,718*	4 292	33.04	6,719-9,766*	398	3.22	9,767-17,943*	154	0.68
3	0-6,718^	4 986	39.70	6,719-9,766^	2 469	11.33	9,767-17,943^	1 518	6.46
4	0-8,398	4 974	40.27	8,399-12,208	4 253	21.58	12,209-22,429	2 456	10.87
5	0-10,078	3 140	28.41	10,079-14,650	2 015	13.08	14,651-26,914	1 324	5.83
6	0-11,758	1 444	14.13	11,759-17,092	1 025	7.02	17,093-31,400	587	2.68
7	0-13,437	296	3.19	13,438-19,533	181	1.30	19,534-35,886	120	0.59
8	0-15,117	74	0.93	15,118-21,975	38	0.26	21,976-40,372	31	0.14
9	0-16,797	12	0.17	16,798-24,417	8	0.05	24,418-44,858	Nil	Nil
10	0-18,477	1	0.01	18,478-26,859	Nil	Nil	26,860-49,344	Nil	Nil
Total		19 219	159.85		10 387	57.84		6 190	27.25

* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2009/10 School Year									
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance	Total amount of fee remitted (\$ million)
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,960*	864	11.60	6,961-10,118*	378	3.14	10,119-18,589*	134	0.54
3	0-6,960^	3 071	28.52	6,961-10,118^	2 200	11.19	10,119-18,589^	1 350	5.23
4	0-8,701	4 695	41.10	8,702-12,647	3 548	19.81	12,648-23,236	2 158	8.57
5	0-10,441	2 923	28.65	10,442-15,177	1 846	12.69	15,178-27,883	1 254	5.12
6	0-12,181	1 461	16.14	12,182-17,707	922	7.16	17,708-32,531	598	2.43
7	0-13,921	303	3.72	13,922-20,236	185	1.43	20,237-37,178	111	0.47
8	0-15,662	70	0.93	15,663-22,766	43	0.34	22,767-41,825	30	0.13
9	0-17,402	9	0.10	17,403-25,295	8	0.07	25,296-46,473	Nil	Nil
10	0-19,142	Nil	Nil	19,143-27,825	Nil	Nil	27,826-51,120	Nil	Nil
Total		13 396	130.76		9 130	55.83		5 635	22.49

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2010/11 School Year									
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance	Total amount of fee remitted (\$ million)
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,988*	868	10.91	6,989-10,158*	301	2.57	10,159-18,663*	121	0.32
3	0-6,988^	2 942	26.27	6,989-10,158^	1 465	7.95	10,159-18,663^	1 258	3.25
4	0-8,736	4 648	38.34	8,737-12,698	2 413	14.77	12,699-23,329	2 140	5.70
5	0-10,483	2 741	26.01	10,484-15,238	1 447	10.47	15,239-27,995	1 207	3.22
6	0-12,230	1 447	15.33	12,231-17,778	743	5.88	17,779-32,661	615	1.66
7	0-13,977	304	3.52	13,978-20,317	160	1.40	20,318-37,327	98	0.28
8	0-15,725	57	0.68	15,726-22,857	39	0.38	22,858-41,993	28	0.08
9	0-17,472	6	0.02	17,473-25,397	7	0.04	25,398-46,659	1	0.003
10	0-19,219	1	0.01	19,220-27,937	Nil	Nil	27,938-51,325	Nil	Nil
Total		13 014	121.09		6 575	43.46		5 468	14.51

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2011/12 School Year									
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance	Total amount of fee remitted (\$ million)
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,000*	1 222	16.02	12,001-12,142*	6	0.05	12,143-19,167*	102	0.69
3	0-12,000^	5 876	64.67	12,001-12,142^	114	1.13	12,143-19,167^	2 063	12.15
4	0-13,800	8 917	97.60	13,801-15,178	921	8.00	15,179-23,959	3 012	17.59
5	0-14,869	4 272	50.46	14,870-18,213	910	8.60	18,214-28,751	1 449	9.21
6	0-17,347	2 296	27.77	17,348-21,249	351	3.49	21,250-33,543	762	5.24
7	0-19,825	459	5.78	19,826-24,285	46	0.45	24,286-38,335	107	0.81
8	0-22,304	100	1.39	22,305-27,320	20	0.20	27,321-43,127	26	0.19
9	0-24,782	17	0.23	24,783-30,356	2	0.03	30,357-47,919	1	0.01
10	0-27,260	2	0.02	27,261-33,392	1	0.001	33,393-52,711	Nil	Nil
Total		23 161	263.94		2 371	21.95		7 522	45.89

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^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2012/13 School Year (as at 31.1.2013)									
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Total amount of fee remitted (\$ million)	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance	Total amount of fee remitted (\$ million)
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,672*	1 043	8.24	12,673-12,822*	9	0.06	12,823-20,240*	121	0.48
3	0-12,672^	5 981	40.24	12,673-12,822^	105	0.55	12,823-20,240^	2 417	8.16
4	0-14,573	9 410	62.75	14,574-16,028	1 076	5.43	16,029-25,301	3 584	12.11
5	0-15,701	4 066	28.14	15,702-19,233	859	4.72	19,234-30,361	1 586	5.78
6	0-18,318	1 997	14.51	18,319-22,439	359	1.97	22,440-35,421	750	2.84
7	0-20,935	376	2.73	20,936-25,645	44	0.26	25,646-40,481	101	0.40
8	0-23,552	62	0.46	23,553-28,850	12	0.06	28,851-45,542	24	0.09
9	0-26,169	14	0.10	26,170-32,056	7	0.05	32,057-50,602	7	0.03
10	0-28,786	Nil	Nil	28,787-35,262	Nil	Nil	35,263-55,662	Nil	Nil
Total		22 949	157.17		2 471	13.10		8 590	29.89

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^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB502**

Question Serial No.

5143

Head: 173 Student Financial
Assistance AgencySubhead (No. & title):

254 Loans to Students 102 Non-means-tested loan scheme

202 Non-means-tested loan scheme

Programme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

Please provide the number of student loan borrowers, the amounts of loan disbursed (lowest, average, median and highest), repayment periods, districts of residence and types of housing (public housing/home ownership scheme estates/ private housing), sex and age profile by different study levels of the programmes (publicly-funded degree, sub-degree and self-financed degree) covered under the Non-means-tested Loan Schemes in the past ten years (i.e. from 2003/04 to 2012/13).

Asked by: Hon. CHEUNG Chiu-hung, FernandoReply:

The number of student loan borrowers and the amounts of loan disbursed (total, lowest, average, median and highest) in the 2003/04 to 2012/13 academic years under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPTS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

Non-means-tested Loan Scheme for Full-time Tertiary Students [for full-time students pursuing publicly-funded programmes from sub-degree to postgraduate level covered under the Tertiary Student Finance Scheme – Publicly-funded Programmes]

Loan amount disbursed +	Academic Year									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (As at 31.1.2013)
(i) Degree or above										
No. of students receiving loan	6 657	6 425	5 103	4 419	4 236	4 769	4 977	4 735	4 274	5 693
Total (\$ million)	244.97	235.23	192.64	163.99	160.97	182.87	192.00	183.64	169.69	228.69

Loan amount disbursed ⁺	Academic Year									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (As at 31.1.2013)
Lowest (\$)	2,380	2,350	3,720	3,720	3,970	3,714	3,450	3,000	5,000	4,200
Average (\$)	36,799	36,612	37,750	37,110	38,000	38,346	38,577	38,784	39,703	40,170
Median (\$)	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100
Highest (\$)	58,080	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100
(ii) Sub-degree										
No. of students receiving loan	2 408	2 190	1 440	1 136	1 052	1 167	1 371	1 279	1 083	1 129
Total (\$ million)	53.51	49.40	33.23	25.26	23.78	28.10	32.43	30.90	27.96	30.71
Lowest (\$)	213	1,026	2,690	2,800	4,670	2,230	3,320	2,610	4,000	3,400
Average (\$)	22,222	22,557	23,076	22,236	22,605	24,079	23,654	24,159	25,817	27,201
Median (\$)	21,950	21,950	21,950	23,100	24,700	26,700	26,700	26,700	27,600	29,000
Highest (\$)	31,575	32,000	31,575	32,100	33,700	41,305	37,960	37,960	40,350	41,750
Total: (i) + (ii)										
No. of students receiving loan	9 065	8 615	6 543	5 555	5 288	5 936	6 348	6 014	5 357	6 822
Total (\$ million)	298.48	284.63	225.87	189.25	184.75	210.97	224.43	214.54	197.65	259.40
Lowest (\$)	213	1,026	2,690	2,800	3,970	2,230	3,320	2,610	4,000	3,400
Average (\$)	32,927	33,039	34,521	34,068	34,938	35,541	35,354	35,673	36,896	38,024
Median (\$)	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100
Highest (\$)	58,080	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100	42,100

Non-means-tested Loan Scheme for Post-secondary Students# [for full-time students pursuing self-financing, locally-accredited sub-degree and degree programmes covered under the Financial Assistance Scheme for Post-secondary Students]

Loan amount disbursed ⁺	Academic Year									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (As at 31.1.2013)
(i) Degree / Top-up degree										
No. of students receiving loan	433	637	854	907	1 102	1 814	2 266	2 397	2 434	3 734
Total (\$ million)	21.64	30.24	41.09	45.69	56.69	109.91	143.47	153.85	174.08	190.61
Lowest (\$)	2,000	5,000	7,000	3,310	2,000	1,940	1,080	1,120	5,000	730
Average (\$)	49,977	47,473	48,115	50,375	51,443	60,590	63,314	64,184	71,520	51,047
Median (\$)	45,000	43,000	45,000	45,000	45,000	60,000	60,000	63,000	70,000	50,500
Highest (\$)	115,390	82,590	92,350	100,580	105,020	145,385	130,000	143,710	278,960	247,731
(ii) Sub-degree										
No. of students receiving loan	4 236	5 760	5 987	5 287	5 943	5 041	5 800	6 628	5 959	6 801
Total (\$ million)	221.28	285.67	289.85	269.35	308.22	285.29	336.94	389.71	380.45	304.10
Lowest (\$)	5,200	5,000	3,000	2,000	4,000	1,916	1,730	1,525	1,370	2,500
Average (\$)	52,238	49,595	48,413	50,946	51,863	56,594	58,093	58,798	63,845	44,714
Median (\$)	50,000	45,000	44,800	45,000	45,770	55,391	59,176	60,000	65,000	48,630
Highest (\$)	99,240	106,315	95,000	102,100	109,310	100,860	108,280	102,560	137,960	94,600
Total: (i) + (ii)										
No. of students receiving loan	4 669	6 397	6 841	6 194	7 045	6 855	8 066	9 025	8 393	10 535
Total (\$ million)	242.92	315.91	330.94	315.04	364.91	395.20	480.41	543.56	554.53	494.71
Lowest (\$)	2,000	5,000	3,000	2,000	2,000	1,916	1,080	1,120	1,370	730
Average (\$)	52,028	49,384	48,376	50,862	51,797	57,651	59,560	60,228	66,071	46,959
Median (\$)	50,000	45,000	45,000	45,000	45,702	57,000	60,000	60,000	67,935	48,750
Highest (\$)	115,390	106,315	95,000	102,100	109,310	145,385	130,000	143,710	278,960	247,731

Extended Non-means-tested Loan Scheme® [for eligible students pursuing specific part-time and full-time post-secondary and continuing and professional education courses]

Loan amount disbursed ⁺	Academic Year									
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13 (As at 31.1.2013)
No. of students receiving loan	15 983	19 597	16 139	12 534	10 718	10 553	12 256	11 403	7 529	6 142
Total (\$ million)	480.90	586.43	483.76	402.56	401.71	388.53	517.42	473.62	341.21	229.64
Lowest (\$)	1,280	1,200	1,050	1,610	2,080	1,375	1,740	2,700	2,320	2,100
Average (\$)	30,088	29,924	29,975	32,117	37,480	36,817	42,218	41,535	45,319	37,388
Median (\$)	24,000	25,000	26,000	28,000	28,000	29,500	31,650	29,500	29,500	32,000
Highest (\$)	480,000	625,000	300,000	393,750	348,000	620,000	585,000	790,000	520,000	300,000

+ The figures in the table denote the loan amount 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.

In the 2003/04 to 2005/06 academic years, the NLSPS loans were to cover tuition fees and living expenses. In the 2006/07 to 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans were to cover tuition fees only.

@ The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not maintain statistics according to the study level.

Prior to the implementation of the measure to extend the standard repayment period from ten years to 15 years commencing from the 2012/13 academic year, loan borrowers of non-means-tested loan schemes were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

We do not have information on the distribution of loan borrowers by districts of residence, types of housing, sex and age profile.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB503**

Question Serial No.

5147

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 a breakdown of the number of applications received by the Student Financial Assistance Agency (SFAA) for fee remission on top of partially subsidised kindergarten fees, the number of successful applications and the number of applicants granted with different levels of assistance by district, family income and type of housing (public/private housing) in the past five school years (from 2008/09 to 2012/13).

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

SFAA currently provides fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) to needy students attending kindergartens (KG) on top of the fee subsidy from the Pre-primary Education Voucher Scheme if the fee subsidy cannot fully cover the tuition fee of KG.

In the past five school years (i.e. from 2008/09 to 2012/13), the number of applications for fee remission under KCFRS for children attending KG classes and the number of successful applications are set out in the table below –

School Year	2008/09	2009/10	2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of applications for KCFRS for KG children	46 923	41 273	38 959	35 193	37 460
No. of successful applications for KCFRS for KG children	35 796	28 161	25 057	33 054 [^]	34 010 [^]

[^] In the 2011/12 school year, there was a considerable increase in the number of students receiving fee remission under KCFRS. This was as a result of the implementation of various improvement measures for KCFRS in the year. The situation continues in the 2012/13 school year.

Detailed breakdown of the number of successful applications of different family size by monthly family income and the levels of fee remission for the past five years are set out at the Appendix.

We do not have information on the distribution of the successful applicants by district and type of housing.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

2008/09 School Year

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,718*	4 292	6,719-9,766*	398	9,767-17,943*	154
3	0-6,718^	4 986	6,719-9,766^	2 469	9,767-17,943^	1 518
4	0-8,398	4 974	8,399-12,208	4 253	12,209-22,429	2 456
5	0-10,078	3 140	10,079-14,650	2 015	14,651-26,914	1 324
6	0-11,758	1 444	11,759-17,092	1 025	17,093-31,400	587
7	0-13,437	296	13,438-19,533	181	19,534-35,886	120
8	0-15,117	74	15,118-21,975	38	21,976-40,372	31
9	0-16,797	12	16,798-24,417	8	24,418-44,858	Nil
10	0-18,477	1	18,478-26,859	Nil	26,860-49,344	Nil
Total		19 219		10 387		6 190

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2009/10 School Year

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,960*	864	6,961-10,118*	378	10,119-18,589*	134
3	0-6,960^	3 071	6,961-10,118^	2 200	10,119-18,589^	1 350
4	0-8,701	4 695	8,702-12,647	3 548	12,648-23,236	2 158
5	0-10,441	2 923	10,442-15,177	1 846	15,178-27,883	1 254
6	0-12,181	1 461	12,182-17,707	922	17,708-32,531	598
7	0-13,921	303	13,922-20,236	185	20,237-37,178	111
8	0-15,662	70	15,663-22,766	43	22,767-41,825	30
9	0-17,402	9	17,403-25,295	8	25,296-46,473	Nil
10	0-19,142	Nil	19,143-27,825	Nil	27,826-51,120	Nil
Total		13 396		9 130		5 635

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^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2010/11 School Year

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,988*	868	6,989-10,158*	301	10,159-18,663*	121
3	0-6,988^	2 942	6,989-10,158^	1 465	10,159-18,663^	1 258
4	0-8,736	4 648	8,737-12,698	2 413	12,699-23,329	2 140
5	0-10,483	2 741	10,484-15,238	1 447	15,239-27,995	1 207
6	0-12,230	1 447	12,231-17,778	743	17,779-32,661	615
7	0-13,977	304	13,978-20,317	160	20,318-37,327	98
8	0-15,725	57	15,726-22,857	39	22,858-41,993	28
9	0-17,472	6	17,473-25,397	7	25,398-46,659	1
10	0-19,219	1	19,220-27,937	Nil	27,938-51,325	Nil
Total		13 014		6 575		5 468

* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2011/12 School Year

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,000*	1 222	12,001-12,142*	6	12,143-19,167*	102
3	0-12,000^	5 876	12,001-12,142^	114	12,143-19,167^	2 063
4	0-13,800	8 917	13,801-15,178	921	15,179-23,959	3 012
5	0-14,869	4 272	14,870-18,213	910	18,214-28,751	1 449
6	0-17,347	2 296	17,348-21,249	351	21,250-33,543	762
7	0-19,825	459	19,826-24,285	46	24,286-38,335	107
8	0-22,304	100	22,305-27,320	20	27,321-43,127	26
9	0-24,782	17	24,783-30,356	2	30,357-47,919	1
10	0-27,260	2	27,261-33,392	1	33,393-52,711	Nil
Total		23 161		2 371		7 522

* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2012/13 School Year (as at 31.1.2013)

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,672*	1 043	12,673-12,822*	9	12,823-20,240*	121
3	0-12,672^	5 981	12,673-12,822^	105	12,823-20,240^	2 417
4	0-14,573	9 410	14,574-16,028	1 076	16,029-25,301	3 584
5	0-15,701	4 066	15,702-19,233	859	19,234-30,361	1 586
6	0-18,318	1 997	18,319-22,439	359	22,440-35,421	750
7	0-20,935	376	20,936-25,645	44	25,646-40,481	101
8	0-23,552	62	23,553-28,850	12	28,851-45,542	24
9	0-26,169	14	26,170-32,056	7	32,057-50,602	7
10	0-28,786	Nil	28,787-35,262	Nil	35,263-55,662	Nil
Total		22 949		2 471		8 590

* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ 3-member single-parent families are likewise treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB504**

Question Serial No.

4127

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:

- (a) Please list out the number of primary students receiving full-grant rates of textbook assistance and the amount granted, broken down by household size, age, monthly household income, number of household members in employment, type of housing (public housing / Home Ownership Scheme housing / private housing) and asset value of the recipients in the years from 2003/04 to 2012/13.
- (b) Please list out the number of primary students receiving half-grant rates of textbook assistance and the amount granted, broken down by household size, age, monthly household income, number of household members in employment, type of housing (public housing / Home Ownership Scheme housing / private housing) and asset value of the recipients in the years from 2003/04 to 2012/13.
- (c) Please list out the number of secondary students receiving full-grant rates of textbook assistance and the amount granted, broken down by household size, age, monthly household income, number of household members in employment, type of housing (public housing / Home Ownership Scheme housing / private housing) and asset value of the recipients in the years from 2003/04 to 2012/13.
- (d) Please list out the number of secondary students receiving half-grant rates of textbook assistance and the amount granted, broken down by household size, age, monthly household income, number of household members in employment, type of housing (public housing / Home Ownership Scheme housing / private housing) and asset value of the recipients in the years from 2003/04 to 2012/13.

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the school years from 2003/04 to 2012/13, the number of primary and secondary students receiving textbook assistance under the School Textbook Assistance Scheme at the full rate and half rate and the amount of textbook assistance disbursed are set out below –

School Year		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13 (up to 31.1.2013)
No. of students receiving textbook assistance	Primary	166 202	154 099	140 093	133 452	121 215	116 232	111 024	105 406	105 734	102 306
	Full rate	48 031	44 677	35 728	32 440	31 097	31 636	32 631	31 310	62 986	62 956
	Half rate	118 171	109 422	104 365	101 012	90 118	84 596	78 393	74 096	42 748	39 350
	Secondary	210 860	208 462	199 615	193 977	186 800	177 805	170 875	160 666	170 269	146 660
	Full rate	63 929	65 469	56 468	52 292	51 405	48 823	49 188	45 118	94 710	81 041
	Half rate	146 931	142 993	143 147	141 685	135 395	128 982	121 687	115 548	75 559	65 619
	Total	377 062	362 561	339 708	327 429	308 015	294 037	281 899	266 072	276 003	248 966
Amount of textbook assistance disbursed (\$ million)		497.14	486.74	461.26	465.75	446.87	470.62	433.72	440.61	657.21	637.67

Note: In the 2011/12 school year, there was a considerable increase in the number of students receiving textbook assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 school year, though because of a drop in the student population at the secondary level, the overall number of full-grant students has correspondingly reduced.

The number of primary and secondary students receiving textbook assistance by family size, range of equivalent monthly family income and level of assistance as well as the amount of textbook assistance disbursed for the period from the 2008/09 to the 2012/13 school years are set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of primary and secondary students receiving financial assistance by type of housing, age and number of household members in employment. In addition, as applications for financial assistance for primary and secondary students are not subject to the asset test, we do not have information on the asset value of the applicants' families.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

2008/09 School Year										
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)	
		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
1	0 - 3,359	0	3	0	0.01	3,360 - 8,971	0	0	0	0
2 ^{Note}	0 - 5,039	1 743	2 729	4.44	6.80	5,040 - 13,457	2 327	3 612	2.97	4.54
3 ^{Note}	0 - 6,718	5 398	7 509	13.76	18.52	6,719 - 17,943	18 198	19 127	23.19	24.18
4	0 - 8,398	12 777	17 591	32.55	43.99	8,399 - 22,429	42 376	69 268	53.99	86.73
5	0 - 10,078	7 657	13 364	19.51	33.12	10,079 - 26,914	15 473	27 686	19.71	34.12
6	0 - 11,758	3 058	5 396	7.79	13.25	11,759 - 31,400	5 149	7 651	6.56	9.47
7	0 - 13,437	778	1 662	1.98	4.08	13,438 - 35,886	912	1 391	1.16	1.71
8	0 - 15,117	180	444	0.46	1.10	15,118 - 40,372	144	213	0.18	0.26
9	0 - 16,797	32	91	0.08	0.22	16,798 - 44,858	11	23	0.01	0.03
10	0 - 18,477	11	28	0.03	0.07	18,478 - 49,344	6	11	0.01	0.01
11	0 - 20,156	1	2	0.003	0.01	20,157 - 53,829	0	0	0	0
12	0 - 21,836	0	1	0	0.003	21,837 - 58,315	0	0	0	0
13	0 - 23,516	0	0	0	0	23,517 - 62,801	0	0	0	0
14	0 - 25,196	1	3	0.003	0.01	25,197 - 67,287	0	0	0	0
Total		31 636	48 823	80.61	121.18		84 596	128 982	107.78	161.05

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2009/10 School Year										
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)	
		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
1	0 - 3,480	0	3	0	0.01	3,481 - 9,294	0	0	0	0
2 ^{Note}	0 - 5,220	1 924	2 928	4.67	6.99	5,221 - 13,941	2 406	3 797	2.93	4.58
3 ^{Note}	0 - 6,960	5 897	8 013	14.32	18.73	6,961 - 18,589	17 676	19 845	21.55	23.97
4	0 - 8,701	13 366	18 549	32.46	43.60	8,702 - 23,236	37 665	63 921	45.92	75.56
5	0 - 10,441	7 389	12 737	17.95	29.54	10,422 - 27,883	14 387	25 262	17.54	29.47
6	0 - 12,181	3 152	5 057	7.66	11.66	12,182 - 32,531	5 199	7 225	6.34	8.47
7	0 - 13,921	719	1 462	1.75	3.38	13,922 - 37,178	911	1 405	1.11	1.65
8	0 - 15,662	148	354	0.36	0.81	15,663 - 41,825	132	186	0.16	0.22
9	0 - 17,402	28	70	0.07	0.16	17,403 - 46,473	13	31	0.02	0.04
10	0 - 19,142	7	8	0.02	0.02	19,143 - 51,120	2	12	0.002	0.01
11	0 - 20,882	1	3	0.002	0.01	20,883 - 55,767	2	3	0.002	0.004
12	0 - 22,623	0	1	0	0.002	22,624 - 60,415	0	0	0	0
13	0 - 24,363	0	0	0	0	24,364 - 65,062	0	0	0	0
14	0 - 26,103	0	3	0	0.01	26,104 - 69,709	0	0	0	0
Total		32 631	49 188	79.26	114.92		78 393	121 687	95.57	143.97

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2010/11 School Year										
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)	
		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
1	0 - 3,494	0	4	0	0.01	3,495 - 9,331	0	1	0	0.001
2 ^{Note}	0 - 5,241	2 058	3 074	5.14	8.11	5,242 - 13,997	2 333	3 973	2.92	5.30
3 ^{Note}	0 - 6,988	5 992	8 137	14.97	21.41	6,989 - 18,663	17 050	20 044	21.32	26.70
4	0 - 8,736	12 569	17 071	31.42	44.68	8,737 - 23,329	35 013	59 686	43.77	78.39
5	0 - 10,483	6 793	10 883	16.98	28.21	10,484 - 27,995	13 475	23 325	16.85	30.33
6	0 - 12,230	3 042	4 301	7.60	11.18	12,231 - 32,661	5 176	7 034	6.47	9.17
7	0 - 13,977	676	1 265	1.69	3.28	13,978 - 37,327	906	1 276	1.13	1.68
8	0 - 15,725	152	289	0.38	0.74	15,726 - 41,993	122	188	0.15	0.25
9	0 - 17,472	21	74	0.05	0.19	17,473 - 46,659	21	18	0.03	0.02
10	0 - 19,219	5	14	0.01	0.04	19,220 - 51,325	0	0	0	0
11	0 - 20,966	2	6	0.01	0.02	20,967 - 55,990	0	0	0	0
12	0 - 22,714	0	0	0	0	22,715 - 60,656	0	0	0	0
13	0 - 24,461	0	0	0	0	24,462 - 65,322	0	0	0	0
14	0 - 26,208	0	0	0	0	26,209 - 69,988	0	3	0	0.004
Total		31 310	45 118	78.25	117.87		74 096	115 548	92.64	151.85

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2011/12 School Year										
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)	
		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
1	0 - 4,956	0	3	0	0.01	4,957 - 9,583	0	0	0	0
2 ^{Note}	0 - 7,434	4 136	7 032	12.86	21.24	7,435 - 14,375	780	1 315	1.21	1.99
3 ^{Note}	0 - 12,000	15 408	20 023	47.92	60.31	12,001 - 19,167	8 473	11 906	13.17	18.10
4	0 - 13,800	26 652	40 598	82.91	121.08	13,801 - 23,959	19 900	39 414	30.93	58.39
5	0 - 14,869	10 781	17 937	33.54	52.91	14,870 - 28,751	9 117	16 937	14.17	24.98
6	0 - 17,347	4 724	6 793	14.70	20.07	17,348 - 33,543	3 731	5 075	5.80	7.54
7	0 - 19,825	1 035	1 804	3.22	5.33	19,826 - 38,335	625	792	0.97	1.20
8	0 - 22,304	209	396	0.65	1.16	22,305 - 43,127	113	112	0.18	0.16
9	0 - 24,782	36	103	0.11	0.31	24,783 - 47,919	9	8	0.01	0.01
10	0 - 27,260	4	11	0.01	0.03	27,261 - 52,711	0	0	0	0
11	0 - 29,738	1	7	0.003	0.02	29,739 - 57,502	0	0	0	0
12	0 - 32,217	0	0	0	0	32,218 - 62,294	0	0	0	0
13	0 - 34,695	0	0	0	0	34,696 - 67,086	0	0	0	0
14	0 - 37,173	0	3	0	0.01	37,174 - 71,878	0	0	0	0
Total		62 986	94 710	195.92	282.48		42 748	75 559	66.44	112.37

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2012/13 School Year (up to 31.1.2013)										
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of students receiving <u>full</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)		Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of students receiving <u>half</u> grant textbook assistance		Amount of textbook assistance disbursed (\$ million)	
		Primary	Secondary	Primary	Secondary		Primary	Secondary	Primary	Secondary
1	0 - 5,233	0	3	0	0.01	5,234 - 10,120	0	0	0	0
2 ^{Note}	0 - 7,850	4 481	6 998	14.70	22.73	7,851 - 15,180	738	1 326	1.20	2.14
3 ^{Note}	0 - 12,672	15 951	18 529	52.32	60.16	12,673 - 20,240	7 818	11 336	12.71	18.28
4	0 - 14,573	26 590	34 268	87.25	111.09	14,574 - 25,301	18 429	33 803	29.97	53.71
5	0 - 15,701	10 293	14 344	33.78	46.22	15,702 - 30,361	8 345	14 094	13.57	22.31
6	0 - 18,318	4 443	5 128	14.58	16.62	18,319 - 35,421	3 403	4 239	5.53	6.83
7	0 - 20,935	989	1 405	3.25	4.55	20,936 - 40,481	520	730	0.85	1.17
8	0 - 23,552	175	284	0.56	0.91	23,553 - 45,542	87	74	0.14	0.11
9	0 - 26,169	29	60	0.10	0.19	26,170 - 50,602	10	17	0.02	0.03
10	0 - 28,786	4	19	0.01	0.06	28,787 - 55,662	0	0	0	0
11	0 - 31,403	1	3	0.003	0.01	31,404 - 60,722	0	0	0	0
Total		62 956	81 041	206.55	262.55		39 350	65 619	63.99	104.58

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

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

EDB505

Question Serial No.

3491

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 2010/11, 2011/12 and 2012/13 academic years:

- (a) the number of default cases and the amount involved;
- (b) the percentage of default cases in relation to the number of loan repayment accounts;
- (c) the number of applications for deferment of loan repayment and the amount involved;
- (d) the percentage of applications for deferment of loan repayment in relation to the number of loan repayment accounts;
- (e) the number of bankruptcy applications and the amount involved;
- (f) the percentage of bankruptcy applications in relation to the number of loan repayment accounts;
- (g) the number of write off-cases and the amount involved; and
- (h) 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 Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS), the required information for the 2010/11 to 2012/13 academic years is provided as follows –

(a) The number of default cases and the amount involved –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of default cases	2 297	2 034	1 902
Amount in default (\$ million)	60.49	52.60	50.32
(B) FASP			
No. of default cases	1 146	1 418	1 439
Amount in default (\$ million)	13.93	20.98	26.10
(C) NLSFT			
No. of default cases	1 641	1 603	1 653
Amount in default (\$ million)	34.54	29.31	27.95
(D) NLSPS			
No. of default cases	2 000	2 439	2 492
Amount in default (\$ million)	57.70	63.73	63.52
(E) ENLS			
No. of default cases	9 440	9 147	9 160
Amount in default (\$ million)	121.19	117.51	115.72
Total			
No. of default cases	16 524	16 641	16 646
Amount in default (\$ million)	287.85	284.13	283.61

* As at 31 January 2013

(b) The percentage of default cases in relation to the number of loan repayment accounts –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of default cases	2 297	2 034	1 902
No. of loan repayment accounts	34 231	30 356	25 653
Default rate in terms of accounts	6.71%	6.70%	7.41%
(B) FASP			
No. of default cases	1 146	1 418	1 439
No. of loan repayment accounts	13 352	16 845	17 312
Default rate in terms of accounts	8.58%	8.42%	8.31%
(C) NLSFT			
No. of default cases	1 641	1 603	1 653
No. of loan repayment accounts	21 410	21 766	22 444
Default rate in terms of accounts	7.66%	7.36%	7.36%
(D) NLSPS			
No. of default cases	2 000	2 439	2 492
No. of loan repayment accounts	16 331	20 699	24 438
Default rate in terms of accounts	12.25%	11.78%	10.20%
(E) ENLS			
No. of default cases	9 440	9 147	9 160
No. of loan repayment accounts	61 148	66 771	68 547
Default rate in terms of accounts	15.44%	13.70%	13.36%
Total			
No. of default cases	16 524	16 641	16 646
No. of loan repayment accounts	146 472	156 437	158 394
Default rate in terms of accounts	11.28%	10.64%	10.51%

* As at 31 January 2013

- (c) The number of applications for deferment of loan repayment –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS	1 767	1 744	606#
(B) FASP	2 046	2 320	630#
(C) NLSFT	676	712	394#
(D) NLSPS	2 245	2 768	1 519#
(E) ENLS	2 112	2 490	1 045#
Total	8 846	10 034	4 194#

Note: The Student Financial Assistance Agency (SFAA) has not maintained statistics of the amount involved in deferment applications.

* As at 31 January 2013

The figures exclude deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

- (d) The percentage of applications for deferment of loan repayment in relation to the number of loan repayment accounts –

	Academic Year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of deferment applications received	1 767	1 744	606#
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of deferment applications in terms of loan repayment accounts^	5.16%	5.75%	2.36%
(B) FASP			
No. of deferment applications received	2 046	2 320	630#
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of deferment applications in terms of loan repayment accounts^	15.32%	13.77%	3.64%
(C) NLSFT			
No. of deferment applications received	676	712	394#
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of deferment applications in terms of loan repayment accounts^	3.16%	3.27%	1.76%
(D) NLSPS			
No. of deferment applications received	2 245	2 768	1 519#
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of deferment applications in terms of loan repayment accounts^	13.75%	13.37%	6.22%

	Academic Year		
	2010/11	2011/12	2012/13*
(E) ENLS			
No. of deferment applications received	2 112	2 490	1 045#
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of deferment applications in terms of loan repayment accounts^	3.45%	3.73%	1.52%
Total			
No. of deferment applications received	8 846	10 034	4 194#
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of deferment applications in terms of loan repayment accounts^	6.04%	6.41%	2.65%

* As at 31 January 2013

^ 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.

The figures exclude deferment applications from student loan borrowers who have also made the option to start repaying their loans one year after completion of their studies in 2012. This measure of deferred activation of loan repayment was introduced in the 2012-13 Budget to alleviate the financial burden of fresh graduates.

- (e) The number of bankruptcy applications and the amount involved are as follows. 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.

	Academic year		
	2010/11~	2011/12	2012/13*
(A) TSFS			
No. of bankruptcy applications	16	13	0
Amount involved (\$ million)	0.57	0.39	0.00
(B) FASP			
No. of bankruptcy applications	6	18	3
Amount involved (\$ million)	0.41	0.66	0.14
(C) NLSFT			
No. of bankruptcy applications	17	6	2
Amount involved (\$ million)	0.50	0.30	0.14
(D) NLSPS			
No. of bankruptcy applications	20	24	4
Amount involved (\$ million)	2.44	3.49	0.24

	Academic year		
	2010/11~	2011/12	2012/13*
(E) ENLS			
No. of bankruptcy applications	176	152	32
Amount involved (\$ million)	8.33	7.22	1.95
Total			
No. of bankruptcy applications	235	213	41
Amount involved (\$ million)	12.25	12.06	2.47

~ The figures for the 2010/11 academic year have been revised as SFAA received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2012.

* As at 31 January 2013

- (f) The percentage of bankruptcy applications in relation to the number of loan repayment accounts is as follows. 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.

	Academic year		
	2010/11~	2011/12	2012/13*
(A) TSFS			
No. of bankruptcy applications	16	13	0
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of bankruptcy applications in terms of loan repayment accounts	0.05%	0.04%	0.00%
(B) FASP			
No. of bankruptcy applications	6	18	3
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of bankruptcy applications in terms of loan repayment accounts	0.04%	0.11%	0.02%
(C) NLSFT			
No. of bankruptcy applications	17	6	2
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of bankruptcy applications in terms of loan repayment accounts	0.08%	0.03%	0.01%
(D) NLSPS			
No. of bankruptcy applications	20	24	4
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of bankruptcy applications in terms of loan repayment accounts	0.12%	0.12%	0.02%
(E) ENLS			
No. of bankruptcy applications	176	152	32
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of bankruptcy applications in terms of loan repayment accounts	0.29%	0.23%	0.05%

	Academic year		
	2010/11~	2011/12	2012/13*
Total			
No. of bankruptcy applications	235	213	41
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of bankruptcy applications in terms of loan repayment accounts	0.16%	0.14%	0.03%

~ The figures for the 2010/11 academic year have been revised as SFAA received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2012.

* As at 31 January 2013

(g) The number of write off-cases and the amount involved –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of write-off cases§	18	13	13
Amount involved (\$ million)	0.83	0.35	0.49
(B) FASP			
No. of write-off cases§	4	4	3
Amount involved (\$ million)	0.20	0.25	0.11
(C) NLSFT			
No. of write-off cases§	6	9	5
Amount involved (\$ million)	0.17	0.38	0.13
(D) NLSPS			
No. of write-off cases§	3	3	3
Amount involved (\$ million)	0.30	0.09	0.20
(E) ENLS			
No. of write-off cases§	48	27	32
Amount involved (\$ million)	1.78	0.76	1.22
Total			
No. of write-off cases§	79	56	56
Amount involved (\$ million)	3.28	1.83	2.15

* As at 31 January 2013

§ 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). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by SFAA.

(h) The percentage of write-off cases in relation to the number of loan repayment accounts –

	Academic year		
	2010/11	2011/12	2012/13*
(A) TSFS			
No. of write-off cases§	18	13	13
No. of loan repayment accounts	34 231	30 356	25 653
Percentage of write-off cases in terms of loan repayment accounts	0.05%	0.04%	0.05%
(B) FASP			
No. of write-off cases§	4	4	3
No. of loan repayment accounts	13 352	16 845	17 312
Percentage of write-off cases in terms of loan repayment accounts	0.03%	0.02%	0.02%
(C) NLSFT			
No. of write-off cases§	6	9	5
No. of loan repayment accounts	21 410	21 766	22 444
Percentage of write-off cases in terms of loan repayment accounts	0.03%	0.04%	0.02%
(D) NLSPS			
No. of write-off cases§	3	3	3
No. of loan repayment accounts	16 331	20 699	24 438
Percentage of write-off cases in terms of loan repayment accounts	0.02%	0.01%	0.01%
(E) ENLS			
No. of write-off cases§	48	27	32
No. of loan repayment accounts	61 148	66 771	68 547
Percentage of write-off cases in terms of loan repayment accounts	0.08%	0.04%	0.05%
Total			
No. of write-off cases§	79	56	56
No. of loan repayment accounts	146 472	156 437	158 394
Percentage of write-off cases in terms of loan repayment accounts	0.05%	0.04%	0.04%

* As at 31 January 2013

§ 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). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by SFAA.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB506

Question Serial No.

3532

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:

Will the Administration advise this Committee on the amounts of interest received from the no-gain-no-loss (NGNL) interest and risk-adjustment factor (RAF) (1.5%) under each non-means-tested loan scheme in the 2010/11, 2011/12 and 2012/13 academic years?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The amounts of interest received from the NGNL interest rate and the 1.5% RAF rate in the 2010/11 to 2012/13 academic years under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

Loan Scheme	Academic Year					
	2010/11 (\$ million)		2011/12 (\$ million)		2012/13* (\$ million)	
	NGNL ¹	RAF ¹	NGNL ¹	RAF ¹	NGNL ¹	RAF ^{1,2}
NLSFT	32.46	18.51	25.44	17.22	10.90	2.18
NLSPS	33.37	19.98	32.26	23.13	15.03	2.74
ENLS	51.01	31.01	44.72	31.96	18.00	2.99

* As at 31 December 2012

- ¹ The amounts of interest received from NGNL interest rate and RAF rate in an academic year include interest demanded and received in the academic year concerned and interest demanded in the academic year concerned but received in subsequent years.
- ² Interest from RAF rate accrued during the study period is divided equally and repaid within the repayment period of student loan borrowers. With effect from 1 July 2012, RAF rate has been reduced to zero (subject to review 3 years after implementation).

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB507**

Question Serial No.

3533

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:

Would the Administration please advise on the number of students receiving full grant under the Student Travel Subsidy (STS) Scheme and the median amount of subsidy they received in the past three school years from 2010/11 to 2012/13? Please give a breakdown by their levels of study (primary, secondary and post-secondary levels).

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of students receiving full grant under the STS Scheme and the median amount of subsidy they received by levels of study in the past three school years from 2010/11 to 2012/13 are as follows –

School Year	2010/11	2011/12	2012/13 (up to 31.1.2013)
Primary			
No. of students receiving full-grant STS^	15 218	31 328	31 582
Median STS amount received by full-grant students	\$1,360	\$1,393	\$1,444
Secondary*			
No. of students receiving full-grant STS^	38 361	72 058	61 891
Median STS amount received by full-grant students	\$1,901	\$1,873	\$1,971
Post-secondary			
No. of students receiving full-grant STS^	17 631	27 929	11 917
Median STS amount received by full-grant students	\$2,986	\$3,074	\$3,423

^ In the 2011/12 school year, there is a considerable increase in the number of students receiving full grant under the STS Scheme. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 school year, though at the secondary level, because of a drop in the student population, the number of full-grant students has correspondingly reduced. For the post-secondary level in 2012/13 school year, pending confirmation with the post-secondary institutions on the students residing in hostels, more applications for the STS Scheme will be approved.

* Including students pursuing full-time Project Yi Jin or Yi Jin Diploma programmes and full-time programmes of the Vocational Training Council that are pitched at the secondary level.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB508

Question Serial No.

3534

Head: 173 Student Financial Assistance Agency Subhead (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 number of students receiving financial assistance and the number of students provided with full grant under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in different institutions in the past three academic years from 2010/11 to 2012/13?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2010/11 to 2012/13 academic years, the number of students receiving grant and the number of students receiving full grant under (i) TSFS and (ii) FASP in different institutions are as follows –

(i) TSFS

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(A) City University of Hong Kong			
Number of students receiving grant	3 388	3 361	3 292
Number of students receiving full grant	1 167	2 026	2 066

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(B) Hong Kong Baptist University			
Number of students receiving grant	1 654	1 597	1 869
Number of students receiving full grant	588	990	1 159
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council			
Number of students receiving grant	8 608	7 529	5 960
Number of students receiving full grant	3 393	4 834	3 891
(D) Hong Kong University of Science and Technology			
Number of students receiving grant	1 642	1 581	1 813
Number of students receiving full grant	601	942	1 070
(E) Lingnan University			
Number of students receiving grant	922	895	940
Number of students receiving full grant	326	552	614
(F) The Chinese University of Hong Kong			
Number of students receiving grant	3 216	3 022	3 676
Number of students receiving full grant	1 140	1 816	2 160
(G) The Hong Kong Academy of Performing Arts			
Number of students receiving grant	144	143	113
Number of students receiving full grant	51	84	60
(H) The Hong Kong Institute of Education			
Number of students receiving grant	1 288	1 433	1 620
Number of students receiving full grant	492	908	997

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(I) The Hong Kong Polytechnic University			
Number of students receiving grant	4 798	4 567	4 557
Number of students receiving full grant	1 611	2 717	2 855
(J) The Prince Philip Dental Hospital			
Number of students receiving grant	17	14	8
Number of students receiving full grant	7	5	4
(K) The University of Hong Kong			
Number of students receiving grant	2 224	2 099	2 079
Number of students receiving full grant	771	1 275	1 309
Total			
Number of students receiving grant	27 901	26 241	25 927
Number of students receiving full grant[^]	10 147	16 149	16 185

* As at 31 January 2013. Figures represent the number of students offered with grant/full grant.

[^] The number of students receiving full grant increased considerably in 2011/12 and 2012/13 as a result of the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency.

(ii) FASP

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education			
Number of students receiving grant	2 652	2 483	1 783
Number of students receiving full grant	1 079	1 549	1 240
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education			
Number of students receiving grant	1 106	1 239	1 005
Number of students receiving full grant	479	831	732

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong			
Number of students receiving grant	5 079	4 659	3 746
Number of students receiving full grant	2 069	3 034	2 503
(D) Hong Kong University of Science and Technology			
Number of students receiving grant	1	1	1
Number of students receiving full grant	0	1	1
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education			
Number of students receiving grant	774	944	1 178
Number of students receiving full grant	343	662	909
(F) The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies			
Number of students receiving grant	1 425	1 349	1 092
Number of students receiving full grant	604	867	775
(G) The Hong Kong Institute of Education			
Number of students receiving grant	200	332	298
Number of students receiving full grant	89	225	219
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development			
Number of students receiving grant	3 268	3 735	3 528
Number of students receiving full grant	1 205	2 153	2 051
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education			
Number of students receiving grant	2 481	2 446	2 757
Number of students receiving full grant	1 098	1 585	1 950

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education			
Number of students receiving grant	1 954	2 099	1 722
Number of students receiving full grant	764	1 274	1 120
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers			
Number of students receiving grant	490	382	295
Number of students receiving full grant	224	263	220
(L) Hong Kong Institute of Technology			
Number of students receiving grant	76	84	66
Number of students receiving full grant	36	58	53
(M) Hang Seng Management College			
Number of students receiving grant	270	369	554
Number of students receiving full grant	84	221	384
(N) Tung Wah College			
Number of students receiving grant	0	89	285
Number of students receiving full grant	0	57	179
(O) Hong Kong College of Technology			
Number of students receiving grant	309	275	207
Number of students receiving full grant	132	180	139
(P) Hong Kong Shue Yan University			
Number of students receiving grant	1 602	1 612	1 528
Number of students receiving full grant	563	960	882

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(Q) Chu Hai College of Higher Education			
Number of students receiving grant	456	442	489
Number of students receiving full grant	195	299	332
(R) Hong Kong Art School			
Number of students receiving grant	13	7	12
Number of students receiving full grant	5	6	8
(S) Hong Kong Central College			
Number of students receiving grant	23	11	0
Number of students receiving full grant	8	6	0
(T) Yew Chung Community College			
Number of students receiving grant	1	1	1
Number of students receiving full grant	1	1	1
(U) The Hospital Authority			
Number of students receiving grant	287	269	215
Number of students receiving full grant	111	185	152
(V) Sacred Heart Canossian College of Commerce			
Number of students receiving grant	0	15	33
Number of students receiving full grant	0	6	20
(W) Savannah College of Arts and Design, Inc.			
Number of students receiving grant	0	1	3
Number of students receiving full grant	0	1	3

Institution	Academic Year		
	2010/11	2011/12	2012/13*
(X) Centennial College			
Number of students receiving grant	0	0	30
Number of students receiving full grant	0	0	25
(Y) YMCA College of Careers			
Number of students receiving grant	0	0	4
Number of students receiving full grant	0	0	4
(Z) Hong Kong Buddhist College			
Number of students receiving grant	0	0	3
Number of students receiving full grant	0	0	2
Total			
Number of students receiving grant	22 467	22 844	20 835
Number of students receiving full grant[^]	9 089	14 424	13 904

* As at 31 January 2013. Figures represent the number of students offered with grant/full grant.

[^] The number of students receiving full grant increased considerably in 2011/12 and 2012/13 as a result of the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB509**

Question Serial No.

3535

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:

Would the Bureau please advise on the number of students receiving full grant and half grant of textbook assistance in each district in the past three school years from 2010/11 to 2012/13?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2010/11, 2011/12 and 2012/13 school years, the number of students receiving textbook assistance under the School Textbook Assistance Scheme at the full rate and half rate are listed in the table below –

School Year		2010/11	2011/12	2012/13 (up to 31.1.2013)
No. of students receiving textbook assistance	Full rate [^]	76 428	157 696	143 997
	Half rate	189 644	118 307	104 969
	Total	266 072	276 003	248 966

[^] In the 2011/12 school year, there is a considerable increase in the number of students receiving textbook assistance at the full rate. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 school year, though because of a drop in the student population at the secondary level, the overall number of full-grant students has correspondingly reduced.

The number of students receiving textbook assistance at the full rate and half rate according to the districts in which their schools are located in the 2011/12 and 2012/13 school years are set out below –

Area	School Year	2011/12			2012/13 (up to 31.1.2013)		
	No. of students receiving textbook assistance District that the students' schools are located	Full rate	Half rate	Total	Full rate	Half rate	Total
Hong Kong Island	Central and Western	2 140	1 880	4 020	1 876	1 610	3 486
	Eastern	8 024	6 927	14 951	7 326	6 123	13 449
	Southern	3 857	3 640	7 497	3 358	3 167	6 525
	Wan Chai	1 955	1 812	3 767	1 688	1 522	3 210
Hong Kong Island subtotal		15 976	14 259	30 235	14 248	12 422	26 670

Area	School Year	2011/12			2012/13 (up to 31.1.2013)		
	No. of students receiving textbook assistance District that the students' schools are located	Full rate	Half rate	Total	Full rate	Half rate	Total
Kowloon	Kowloon City	7 730	6 493	14 223	6 934	5 642	12 576
	Kwun Tong	16 016	11 437	27 453	15 103	10 377	25 480
	Sham Shui Po	10 440	6 374	16 814	9 559	5 956	15 515
	Wong Tai Sin	9 975	7 727	17 702	9 260	6 892	16 152
	Yau Tsim Mong	5 876	3 786	9 662	5 158	3 372	8 530
Kowloon subtotal		50 037	35 817	85 854	46 014	32 239	78 253
New Territories	Islands	3 358	3 100	6 458	2 914	2 754	5 668
	Kwai Tsing	14 317	10 292	24 609	13 107	9 346	22 453
	North	10 845	5 916	16 761	10 663	5 289	15 952
	Sai Kung	7 954	7 087	15 041	6 935	6 139	13 074
	Sha Tin	11 957	9 460	21 417	10 865	8 352	19 217
	Tai Po	6 508	4 847	11 355	5 922	4 134	10 056
	Tsuen Wan	5 391	3 993	9 384	4 950	3 722	8 672
	Tuen Mun	13 447	11 089	24 536	12 176	9 416	21 592
	Yuen Long	17 906	12 447	30 353	16 203	11 156	27 359
New Territories subtotal		91 683	68 231	159 914	83 735	60 308	144 043
Total		157 696	118 307	276 003	143 997	104 969	248 966

The Student Financial Assistance Agency has only maintained breakdowns on the students receiving textbook assistance by school districts since the 2011/12 school year. Relevant breakdown in the 2010/11 school year is not available.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB510

Question Serial No.

3536

Head: 173 Student Financial Assistance Agency Subhead (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 who successfully applied for financial assistance from the Student Financial Assistance Agency in the past three academic years from 2010/11 to 2012/13, how many are from families in receipt of Comprehensive Social Security Assistance (CSSA)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2010/11 to 2012/13 academic years, the number of successful applications from families in receipt of CSSA 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		
	2010/11	2011/12	2012/13*
TSFS	5 573	5 270	5 792
FASP	5 852	5 916	6 434

* As at 31.1.2013

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB511

Question Serial No.

3537

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

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 inform this Committee of the average loan amount of post-secondary students under the loan schemes of the Student Financial Assistance Agency in the 2011/12 and 2012/13 academic years. What is their repayment situation?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2011/12 and 2012/13 academic years, the average loan amount 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 (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

Average loan amount disbursed within the year	Academic year	
	2011/12 (\$) ⁺	2012/13 (As at 31.1.2013) (\$) ⁺
TSFS (loans are to cover living expenses)	28,657	30,092
FASP (loans are to cover living expenses)	29,300	28,567
NLSFT (loans are to cover tuition fees)	36,896	38,024
NLSPS (loans are to cover tuition fees)	66,071 [#]	46,959
ENLS (loans are to cover tuition fees)	45,319	37,388

+ The figures in the table denote the loan amount 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.

For the 2011/12 academic year, the NLSPS loans were to cover tuition fees, academic expenses and living expenses.

Students borrowing loans in the 2011/12 and 2012/13 academic years may not yet commence repayment and we do not have readily available information on their loan repayment situation. Based on the median loan amount borrowed by student loan borrowers who commenced repayment in 2011/12, the monthly repayment amount under various schemes are as follows –

Scheme*	Median loan amount (\$)	Monthly repayment amount [#] (\$)
TSFS	37,250	223
FASP	37,065	222
NLSFT	61,400	401
NLSPS	83,227	543
ENLS	42,000	274

* For TSFS and FASP, interest is charged from the commencement of loan repayment period. For NLSFT, NLSPS and ENLS, interest will accrue once the loan is drawn down.

Based on a 4-year study period and a 15-year repayment period at the prevailing interest rate of 1% for TSFS and FASP and 1.674% for NLSFT, NLSPS and ENLS.

Name in block letters: Ms NANCY SO
Post Title: Controller, Student Financial Assistance Agency
Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB512**

Question Serial No.

5449Head: 173 Student Financial
Assistance AgencySubhead (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
studentsProgramme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

Would the Secretary for Education provide figures on the average and maximum monthly repayment amounts of non-means-tested loan borrowers on non-degree programmes, their average and lowest monthly income after graduation, and the percentage of those who failed to repay their loans in the past 3 years?

Asked by: Hon. LEUNG Kwok-hungReply:

The average and maximum monthly repayment amounts of student loan borrowers studying non-degree programmes under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) who commenced repayment in the 2009/10 to 2011/12 academic years are as follows –

Loan Scheme	Academic Year					
	2009/10		2010/11		2011/12	
	Average repayment amount	Maximum repayment amount	Average repayment amount	Maximum repayment amount	Average repayment amount	Maximum repayment amount
NLSFT	\$362	\$951	\$432	\$1,133	\$430	\$929
NLSPS	\$894	\$5,004 [#]	\$909	\$4,707 [#]	\$909	\$4,006 [#]

[#] The monthly repayment amount of 90% of student loan borrowers under NLSPS who commenced loan repayment in the 2009/10 to 2011/12 academic years is less than \$1,800.

The Extended Non-means-tested Loan Scheme (ENLS) provides loans to eligible students pursuing specific part-time and full-time post-secondary and continuing and professional education courses. We do not maintain the information on the average and maximum monthly repayment amounts of student loan borrowers studying non-degree programmes under the scheme. Such information on all loan borrowers under the scheme is as follows –

ENLS	Academic Year					
	2009/10		2010/11		2011/12	
	Average repayment amount	Maximum repayment amount	Average repayment amount	Maximum repayment amount	Average repayment amount	Maximum repayment amount
	\$506	\$7,762^	\$474	\$9,468^	\$455	\$9,556^

^ The monthly repayment amounts of 90% of student loan borrowers under ENLS who commenced loan repayment in the 2009/10 and 2010/11 academic years and in the 2011/12 academic year are less than \$620 and \$1,000 respectively.

We do not have the information on the income level of student loan borrowers under non-means-tested loan schemes upon their graduation.

The number of default cases and the default rate in relation to the number of loan repayment accounts for student loan borrowers studying non-degree programmes under NLSFT and NLSPS for the 2010/11 to 2012/13 academic years are as follows –

	Academic Year		
	2010/11	2011/12	2012/13*
NLSFT			
No. of default cases	658	641	687
No. of loan repayment accounts	6 202	6 331	6 417
Default rate in terms of accounts	10.61%	10.12%	10.71%
NLSPS			
No. of default cases	1 870	2 255	2 315
No. of loan repayment accounts	14 348	17 658	20 432
Default rate in terms of accounts	13.03%	12.77%	11.33%

* As at 31 January 2013

We do not maintain the information on the number of default cases and the default rate in relation to the number of loan repayment accounts for student loan borrowers studying non-degree programmes under ENLS. The default information on all student loan borrowers under ENLS is as follows –

	Academic Year		
	2010/11	2011/12	2012/13*
ENLS			
No. of default cases	9 440	9 147	9 160
No. of loan repayment accounts	61 148	66 771	68 547
Default rate in terms of accounts	15.44%	13.70%	13.36%

* As at 31 January 2013

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB513

Question Serial No.

5450

<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:

Would the Secretary for Education please provide information on the number of applicants for grant and loan in the 10 years before the implementation of the Non-means-tested Loan Schemes (NLS), the proportion of such applicants in relation to students pursuing higher education and the annual average amount approved? Would the Secretary for Education please provide information on the annual number of applicants for grant and loan since the implementation of NLS, the proportion of such applicants in relation to students pursuing higher education and the annual average amount approved? Would the Secretary for Education please provide information on the number of applications received annually and the proportion of applicants to students pursuing higher education under NLS since its introduction?

Asked by: Hon. LEUNG Kwok-hung

Reply:

At present, the Student Financial Assistance Agency administers two financial assistance schemes providing means-tested grants and loans to needy students pursuing post-secondary education programmes, i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) (formerly known as Local Student Finance Scheme), introduced since 1969 for students pursuing full time publicly-funded post-secondary programmes and the Financial Assistance Scheme for Post-secondary Students (FASP), introduced in 2001 for students pursuing full time locally-accredited self-financing sub-degree/degree programmes. NLS was first introduced in the 1998/99 academic year to provide loans to students who cannot pass the means test or do not want to go through the means test required under TSFS. The Scheme was subsequently expanded and the scheme for students covered under TSFS is now named as the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT). When FASP was introduced in the 2001/02 academic year, the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) was also introduced to provide loans to students who cannot pass the means test or do not want to go through the means test.

(a) The number of applications for TSFS and FASP, the application rate, the total amount of grant and loan disbursed and the average amount of grant and loan disbursed in the ten years before introduction of the NLS in the 1998/99 academic year and the relevant information in the academic years thereafter are as follows –

Academic Year	Student population	Number of applications received	Application rate	Total grant disbursed (\$ million)	Total loan disbursed (\$ million)	Average grant disbursed (\$)	Average loan disbursed (\$)
1988/89	29 330	9 748	33.24%	33.50	70.83	5,166	8,829
1989/90	30 850	9 591	31.09%	37.23	73.81	5,925	9,375
1990/91	32 490	10 555	32.49%	45.50	85.37	6,650	9,858
1991/92	38 429	15 372	40.00%	68.18	128.72	7,595	10,848
1992/93	42 562	17 237	40.50%	99.32	169.17	8,662	12,356
1993/94	46 613	23 598	50.63%	278.77	436.11	14,920	21,308
1994/95	55 020	34 130	62.03%	481.41	616.94	18,106	21,379
1995/96	61 443	40 860	66.50%	750.29	806.10	22,807	23,041
1996/97	63 476	43 746	68.92%	968.37	880.16	27,985	24,566
1997/98	63 961	41 978	65.63%	1,034.11	884.54	31,185	25,959
1998/99¹	65 096	39 753	61.07%	886.97	714.48	27,194	23,541
1999/2000	64 359	36 688	57.01%	843.64	629.69	27,986	22,719
2000/01	76 792	41 194	53.64%	832.32	606.18	25,207	21,561
2001/02²	88 660	43 759	49.36%	845.19	568.38	24,520	21,061
2002/03	97 983	47 407	48.38%	931.42	575.99	25,363	21,609
2003/04	99 594	51 511	51.72%	1,029.52	577.52	26,157	22,010
2004/05	108 127	55 112	50.97%	1,082.41	552.99	27,334	22,461
2005/06	117 614	55 082	46.83%	1,109.96	536.68	28,435	23,038
2006/07	122 028	53 657	43.97%	1,274.42	397.25	28,502	22,809
2007/08	128 460	52 477	40.85%	1,300.99	341.19	29,548	23,631
2008/09	136 360	52 889	38.79%	1,371.67	469.73	30,566	24,280
2009/10	144 794	57 663	39.82%	1,536.80	513.71	31,546	25,323
2010/11	151 328	59 318	39.20%	1,622.90	516.26	32,221	25,882
2011/12	150 197	56 970	37.93%	1,883.24	529.40	38,367	28,989

¹ The NLSFT was introduced in 1998/99 to provide loans to eligible students covered under TSFS.

² FASP was introduced in 2001/02 to provide grants and loans to eligible students pursuing full time locally-accredited self-financing sub-degree/degree programmes. NLSPS was introduced in the same year to provide loans to eligible students covered under FASP.

(b) The number of applications received and the application rates under NLSFT and NLSPS are as follows –

Academic Year	Student population	Number of applications received	Application rate
1998/99	65 096	15 067	23.15%
1999/2000	64 359	12 389	19.25%
2000/01	76 792	12 619	16.43%
2001/02³	88 660	15 897	17.93%
2002/03	97 983	20 216	20.63%
2003/04	99 594	23 391	23.49%
2004/05	108 127	26 384	24.40%
2005/06	117 614	18 323	15.58%

Academic Year	Student population	Number of applications received	Application rate
2006/07	122 028	15 638	12.82%
2007/08	128 460	15 934	12.40%
2008/09	136 360	17 876	13.11%
2009/10	144 794	20 560	14.20%
2010/11	151 328	21 515	14.22%
2011/12	150 197	20 714	13.79%

³ NLSPS was introduced in 2001/02 to provide loans to eligible students covered under FASP.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB514

Question Serial No.

5025

<u>Head</u> :	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):	000	Operational expenses
	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:

Paragraph 130(g) of the Budget Speech mentions (the measure of) “giving all student loan borrowers who complete their studies in 2013 the option to start repaying their student loans one year after completion of studies. This will alleviate the financial burden of fresh graduates.” Has the Administration assessed its effectiveness in improving the repayment rate of student loans, and what is the performance indicator? What are the details of expenditure incurred by the implementation of the measure? What is the indicator of its effectiveness in alleviating students’ financial burden? How does the new measure differ from the current practice of application for the deferment of repayment? And what is the difference of the cumulative increase in interest under different loan schemes if students choose to repay loans one year after completion of studies?

Has the Administration planned to defer the interest commencement date of non-means-tested loan schemes until the completion of studies by the student loan borrowers, and to lower the interest rate for loans to further relieve the students’ financial burden? If yes, what are the details of expenditure? If no, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

The Financial Secretary announced in the 2013-14 Budget a one-off measure to give all student loan borrowers who complete their studies in 2013 the option to start repaying their student loans one year after completion of studies. The measure is intended to alleviate the financial burden of fresh graduates and is not meant to help improve the repayment ratio. Student loan borrowers can choose to exercise the option having regard to their own needs and circumstances. The Student Financial Assistance Agency (SFAA) will invite all loan borrowers who complete their studies in 2013 to consider if they should accept the option, and will monitor the take-up rate of the option and feedback of the graduates to this measure. To cope with the workload arising from the measure, four staff will be engaged on a time-limited basis and the estimated staff cost involved is \$1 million.

Under the existing deferment mechanism, loan borrowers who have difficulty in repaying their loans on grounds of further full-time study, financial hardship or serious illness may apply for deferment of loan repayment by providing documentary proofs. Those student loan borrowers completing their studies in 2013 who accept the option to start repaying their loans one year after completion of studies need not submit any documentary proof and they will not be regarded as having deferred their loan repayment. In other words they will still be eligible to apply for deferment under the prevailing deferment mechanism.

For means-tested loans, interest on loans will only begin to accrue upon commencement of loan repayment. Therefore, graduates borrowing means-tested loans will not be required to pay interest during the one-year period.

The non-means-tested loan schemes are aimed at providing financial assistance for post-secondary students who cannot pass the means test or do not want to go through any means test. They are different from the means-tested loan schemes which target students from low-income families who lack the means to pursue post-secondary study. To ensure the proper use of public funds, the non-means-tested-loan schemes operate on a no-gain-no-loss and full-cost recovery basis. Interest is accrued upon loan drawdown and throughout the study period until the loan is repaid in full. Hence, borrowers of non-means-tested loans will be required to pay interest for their loans during the one-year period if they take up the option. It is estimated that the additional interest charge will be \$2 to \$4 per month during the 15-year repayment period¹. When informing loan borrowers concerned about the option, we will remind borrowers of non-means-tested loans of the additional interest charges. Borrowers who do not take up the option should start to repay their loans six months after completion of studies, or they may apply for deferment under the existing deferment mechanism if they have difficulty repaying their loans.

The Government completed a review on the operation of the non-means-tested loan schemes in 2012 and implemented a package of improvement measures to reduce the repayment burden of students, prevent excessive borrowing by students and tighten the eligibility of courses. Commencing from the 2012/13 academic year, the risk-adjusted-factor rate has been reduced from 1.5% to 0% per annum (subject to review three years after implementation) and as a result, the interest rate for loan repayment has been reduced from 3.174% to 1.674% per annum. In addition, the standard loan repayment period has been extended from ten years to 15 years. Moreover, under the relaxed deferment arrangement which has been made recurrent since the 2012/13 academic year, loan borrowers who have difficulty in repaying their loans on grounds of financial hardship, further full-time study or serious illness and have been granted approval for deferment of loan repayment will be allowed an extension of loan repayment period without interest during the approved deferment period, subject to a maximum of two years. Together with the standard repayment period of 15 years, the entire repayment period can be up to 17 years.

Taking a student obtaining a total loan amount of \$100,000 under the non-means-tested loan scheme as an example, after the reduction of interest rate and extension of repayment period, the monthly repayment amount has been reduced from \$1,040 by about 40% to \$650.

If interest is waived during the study period, it would mean students who cannot pass the means test or do not want to go through any means test could take out loans at zero cost from the Government during the study period. This would induce some students to take out the interest-free loans, potentially leading to unnecessary and/or excessive borrowing, and increasing the borrowers' repayment burden in the future.

Taking the above into account, the Government considers that the present commencement date for charging interest on non-means-tested loans and the interest rate for such loans as appropriate.

¹ Based on the median loan amounts of \$42,000 to \$83,000 borrowed by student loan borrowers who commenced repayment in 2011/12 under the three non-means-tested loan schemes and the prevailing interest rate of 1.674% per annum

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB515

Question Serial No.

5370

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 engagement of agency workers, please provide the following information –

	2012-13 (the latest position)
Number of contracts with employment agencies	()
Contract sum paid to each employment agency	()
Total amount of commission paid to each employment agency	()
Duration of service of 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 to \$30,000	()
\$8,001 to \$16,000	()
\$6,501 to \$8,000	()
\$6,240 to \$6,500	()
under \$6,240	()
Length of service of agency workers	
15 years or above	()
10 to 15 years	()
5 to 10 years	()
3 to 5 years	()
1 to 3 years	()
under 1 year	()

	2012-13 (the latest position)
Percentage of agency workers against the total number of staff in the Department	()
Percentage of payments to employment agencies against total staff costs of the Department	()
Number of workers with paid meal break	()
Number of workers without paid meal break	()
Number of workers working 5 days per week	()
Number of workers working 6 days per week	()

() *Change in percentage as compared with 2011-12*

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 –

		2012-13 (as at 28.2.2013)
Number of contracts for engaging agency workers		6 (+200.0%)
Contract sum awarded to each employment agency (\$ million)		3 contracts – 1.43 2 contracts – 0.60 1 contract – 0.20
Length of contract for each employment agency		3 contracts – 12 months 3 contracts – 4.5 months
Number of agency workers		34 (+78.9%)
Breakdown of positions held by agency workers	Administration / Executive Support	1 (N/A)
	Scheme Administration	16 (+166.7%)
	General Office Support	17 (+30.8%)

	2012-13 (as at 28.2.2013)
Monthly salary range of agency workers	
• \$30,001 or above	0 (0.0%)
• \$16,001 - \$30,000	1 (N/A)
• \$8,001 - \$16,000	33 (+73.7%)
• \$6,501 - \$8,000	0 (0.0%)
• \$6,240 - \$6,500	0 (0.0%)
• below \$6,240	0 (0.0%)
Percentage of agency workers among the total number of staff in the Department	3.4% (N/A)
Percentage of amount paid to employment agencies among the total departmental staff cost	1.2% [#] (N/A)
Number of agency workers on five-day week	34 (+78.9%)
Number of agency workers on six-day week	0 (0.0%)

() Change in percentage as compared with 2011-12. The latest position as at 28.2.2013 as compared with the position as at 31.3.2012.

The percentage is computed on the basis of actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

Remarks:

1. Please note that the above table excludes information technology staff engaged by SFAA under the term contract centrally administered by the Office of the Government Chief Information Officer.
2. We do not keep information on “total amount of commission paid to each employment agency” and “number of workers with/without remunerated 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. Therefore, we do not keep detailed records of such information.
3. 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 employment 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.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB516**

Question Serial No.

5371

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 engagement of outsourced workers, please provide the following information –

	2012-13 (the latest position)
Number of outsourced service contracts	()
Total amount paid to outsourced service providers	()
Length of contract for each outsourced service provider	()
Number of outsourced workers engaged through outsourced service providers	()
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• under \$6,240	()

	2012-13 (the latest position)
Length of service of outsourced workers	
• 15 years or above	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()
Percentage of outsourced workers against the total number of staff in the Department	()
Percentage of payments to outsourced service providers against the total staff costs of the Department	()
Number of workers with paid meal break	()
Number of workers without paid meal break	()
Number of workers working 5 days per week	()
Number of workers working 6 days per week	()

() *Change in percentage as compared with 2011-12*

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 –

	2012-13 (as at 28.2.2013)	
Number of outsourced service contracts	59 (+31.1%)	
Total amount paid to outsourced service providers	\$18.6 million @ (+3.3%)	
Length of contract for each outsourced service provider	2 weeks – 39 months	
Number of outsourced workers engaged through outsourced service providers	Number of workers employed in 4 contracts	7
	(Note: Information on the number of workers engaged is not specified in the other 55 contracts.)	

	2012-13 (as at 28.2.2013)
Distribution of monthly salary level of outsourced workers[^]	
▪ \$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%)
▪ \$6,240 - \$6,500	0 (0.0%)
▪ under \$6,240	0 (0.0%)
Percentage of amount paid to outsourced service providers to the total departmental staff cost	7.4%# (N/A)

() Change in percentage as compared with 2011-12. The latest position as at 28.2.2013 as compared with the position as at 31.3.2012.

@ Actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

[^] The outsourced contractors have not engaged full-time non-skilled workers remunerated on a monthly basis in 2012-13.

The percentage is computed on the basis of actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

Remarks:

1. We do not keep information on “monthly salary of outsourced workers (except non-skilled workers)”, “details of position held by outsourced workers”, “length of service of outsourced workers”, “number of outsourced workers with / without paid meal break” and “number of outsourced workers on five-day / six-day week”. The mode of outsourcing is that SFAA enters into a service contract under which the outsourced companies provide 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.
2. As long as the outsourced contractors provide the required services, it is operationally unnecessary to specify the number of outsourced workers the contractors should employ for providing the services to SFAA. Therefore, we do not have information on “percentage of outsourced workers to the total number of staff in the Department”.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB517**

Question Serial No.

5372

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 the following information –

	2012-13 (the latest position)
Number of NCSC staff	()
Details of the positions held by NCSC staff	
Payroll costs of NCSC staff	()
Monthly salary range of NCSC staff	
• \$30,001 or above	()
• \$16,001 to \$30,000	()
• \$8,001 to \$16,000	()
• \$6,501 to \$8,000	()
• \$6,240 to \$6,500	()
• below \$6,240	()
Length of service of NCSC staff	
• over 15 years	()
• 10 to 15 years	()
• 5 to 10 years	()
• 3 to 5 years	()
• 1 to 3 years	()
• under 1 year	()

	2012-13 (the latest position)
Number of NCSC staff successfully appointed as civil servants	()
Number of NCSC staff who failed to be appointed as civil servants	()
Percentage of NCSC staff against the total number of staff in the Department	()
Percentage of staff costs for NCSC staff against the total staff costs of the Department	()
Number of NCSC staff with paid meal break	()
Number of NCSC staff without paid meal break	()
Number of NCSC staff working 5 days per week	()
Number of NCSC staff working 6 days per week	()
Number of NCSC staff applying for paternity leave	()
Number of NCSC staff granted approval for paternity leave	()

() Change in percentage as compared with 2011-12

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 –

		2012-13 (as at 28.2.2013)
Number of NCSC staff		427 (-12.3%)
Details of the positions held by NCSC staff	Administration / Executive Support	79 (-16.0%)
	Scheme Administration	320 (-11.6%)
	General Office Support	20 (-13.0%)
	IT Support	8 (0.0%)
Payroll costs of NCSC staff		\$97.9 million @ (+3.9%)

	2012-13 (as at 28.2.2013)
Monthly salary range of NCSC staff	
▪ \$30,001 or above	9 (-10.0%)
▪ \$16,001 to \$30,000	104 (-15.4%)
▪ \$8,001 to \$16,000	314 (-11.3%)
▪ \$6,501 to \$8,000	0 (0.0%)
▪ \$6,240 to \$6,500	0 (0.0%)
▪ below \$6,240	0 (0.0%)
Length of service of NCSC staff	
▪ over 15 years	0 (0.0%)
▪ 10 to 15 years	40 (+53.8%)
▪ 5 to 10 years	142 (-2.1%)
▪ 3 to 5 years	79 (-30.1%)
▪ 1 to 3 years	112 (-6.7%)
▪ under 1 year	54 (-34.9%)
Number of NCSC staff successfully appointed as civil servants	Remarks
Number of NCSC staff who failed to be appointed as civil servants	Remarks
Percentage of NCSC staff against the total number of staff in the Department	43.2 % (N/A)
Percentage of staff costs for NCSC staff against the total staff costs of the Department	39.2%# (N/A)
Number of NCSC staff with paid meal break	427 (-12.3%)
Number of NCSC staff without paid meal break	0 (0.0%)

	2012-13 (as at 28.2.2013)
Number of NCSC staff working 5 days per week	427 (-12.3%)
Number of NCSC staff working 6 days per week	0 (0.0%)
Number of NCSC staff applying for paternity leave	1 (N/A)
Number of NCSC staff granted approval for paternity leave	1 (N/A)

() Change in percentage as compared with 2011-12. The latest position as at 28.2.2013 as compared with the position as at 31.3.2012.

@ Actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

The percentage is computed on the basis of actual expenditure up to 28.2.2013 plus projected expenditure in March 2013.

Remarks: 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 staff successfully appointed as civil servants” and “number of staff who failed to be appointed as civil servants”.

Name in block letters: Ms NANCY SO

Post Title: Controller, Student Financial Assistance Agency

Date: 9.4.2013

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

EDB518

Question Serial No.

3369

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 preparation for the New Academic Structure (NAS) for Senior Secondary Education and Higher Education, the University Grants Committee (UGC) stated that the institutions had implemented a number of measures, including recruitment of additional staff and strengthened support for student admission in order to prepare for the admission of two cohorts of students at the same time. What are the details and expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The New Academic Structure (NAS) was smoothly implemented in the higher education sector in September 2012. To cope with the increase of students arising from the implementation of the NAS and the admission of the double cohorts, the University Grants Committee (UGC)-funded institutions had been recruiting additional academic and administrative staff, so as to ensure that sufficient manpower would be in place well before September 2012. According to the institutions, the increase in the number of academic staff for the preparation and implementation of the four-year undergraduate curriculum is set out at Annex. Some institutions have already reached the recruitment target, while the recruitment efforts of some other institutions are still ongoing.

To prepare for the NAS, institutions had revamped their curriculum in order to provide students with greater flexibility, more broad-based and student centered learning experience. Institutions had put in extra efforts to ensure that the four-year undergraduate programme, comprising the core, major and elective courses with an emphasis on general education and exposure to both academic and non-academic skills and knowledge, would be coherent, and the additional year is not simply an add-on to the past three-year curriculum. To pave the way for the smooth transition to the NAS, some institutions had piloted some new undergraduate programmes or incorporated new elements (e.g. inter-disciplinary or multi-disciplinary, all-round/whole-person education, etc.) to the three-year curriculum before 2012, so as to benefit the students under the old curriculum and solicit their feedback for further enhancing the courses.

To ensure that the IT systems would have sufficient capacity to deal with a sudden increase in usage volume, institutions had upgraded and expanded the capacity of their IT systems for admission, student orientation and class enrolment. Some institutions had also taken this opportunity to install and develop new software and learning management system to support/facilitate exchanges between teachers and students. Academic departments were also encouraged to develop effective and innovative teaching and learning skills and pedagogies with more usage on web-based/e-learning and online multimedia materials. To avoid system breakdown, particularly during the commencement of the semester, institutions had carried out sufficient test-runs/rehearsals on the online admission and class enrolment systems since early 2012.

The substantial increase in the overall number of students arising from the double cohort exerts great demand on other supporting measures. On student counseling and advisory services, institutions had strengthened their academic and non-academic advisory services through engaging additional counsellors,

expanding student/peer mentoring, and developing web-based self-help advising systems. Some institutions had arranged and matched each of the first year students with an advisor/mentor to provide academic, career and other advice. On library resources, institutions had optimized the spatial configuration of their libraries to develop more learning common areas, as well as acquired more e-resources and materials to cater for the needs of the double cohort students. Some institutions had also constructed new canteens/cafeteria in their new academic buildings or renovated old catering facilities to provide more spaces. Temporary catering areas, mobile kiosks and outlets were also provided to meet the increasing demand from the additional students and the staff. Besides, to meet the increase in demand for transportation services, institutions had liaised with the bus/mini-bus companies to increase bus services to and from the nearest railway stations during peak hours.

Arising from the implementation of the NAS and the increase in undergraduate student numbers, UGC recurrent grants for its funded institutions will increase by more than \$3 billion, from \$11.3 billion in the 2011/12 academic year to \$15 billion in the 2014/15 academic year, the bulk of which is allocated in the form of block grants. Funding for the above measures is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. UGC is therefore unable to identify and attribute the expenditure on each of the support measures taken forward by the institutions for the implementation of the NAS.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 10.4.2013

Overall increase in the number of staff of the eight UGC-funded institutions for the preparation and implementation of the new academic structure

Institutions	Number of additional academic staff for the new academic structure (position as at late 2012)	
	previously planned by institutions	already in post by late 2012
CityU	103	92
HKBU	52	51
LU	14	14
CUHK	186	186
HKIEd	16	16
PolyU	124	104
HKUST	109	72
HKU	190	166

Legend:

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

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

EDB519

Question Serial No.

3371

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:

Starting from the 2013/14 academic year, the existing \$100.0 million annual recurrent subvention allocated to the Research Grants Council will be replaced by the investment income generated from the additional injection of \$2 billion into the Research Endowment Fund. Please advise on the details and the estimated expenditure.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Prior to the 2013/14 academic year, earmarked research grants distributed through the Research Grants Council (RGC) to the University Grants Committee (UGC)-funded institutions comprised funding derived from the investment income of the Research Endowment Fund (REF) and another \$100 million annual recurrent subvention from the Government to the RGC. The Finance Committee approved in January 2012 an additional injection of \$5 billion into the REF. Investment income generated from \$2 billion of the injection will be used to replace the \$100 million annual recurrent subvention from the Government from the 2013/14 academic year onwards.

The investment income of the \$2 billion injection will be expended and distributed as earmarked research grants to the institutions in the 2013/14 academic year.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB520

Question Serial No.

3375

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 much did the Government spend on academic research in the past 3 academic years (i.e. 2010/11, 2011/12 and 2012/13)? What percentages Gross Domestic Product (GDP) did such expenditure account for in the corresponding year? What is the estimated expenditure on academic research for 2013/14 academic year and the percentage of GDP it accounts for?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

According to information provided by the University Grants Committee (UGC)-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the 2010/11 academic year was \$5,660.3 million, accounting for 0.3% of Hong Kong's Gross Domestic Product (GDP). In the 2011/12 academic year, the amount was \$5,916.2 million, accounting for 0.3% of Hong Kong's GDP.

Information in respect of the 2012/13 and 2013/14 academic years is not available as such information is only reported by institutions on completion of an academic year.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB521

Question Serial No.

3400

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:

For programmes funded by the University Grants Committee (UGC), please list the number of places to be reallocated on competitive basis among the eight institutions at UGC's request, the percentage of the total number of places these reallocated places account for, the number of places originally available in each institution, the number of places available upon competitive allocation, and the change in the number of places as a percentage of the total number of places.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The UGC conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. To ensure the precious publicly-funded student places are put to their best use for the benefit of the community, we need to have a mechanism to re-distribute places from time to time to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, we have adopted a performance-based competitive allocation mechanism since the 2009/10 to 2011/12 triennium to distribute First-Year-First-Degree (FYFD) places. In the process, all FYFD places that are subject to specific manpower requirements (e.g. medical doctors, nurses, teacher education, etc) are excluded from the exercise.

In the 2012/13 to 2014/15 triennium, Lingnan University (LU) and six other UGC-funded institutions were each required to notionally set aside 4% and 6% respectively of their FYFD places that are not subject to manpower requirements to a central pool, for subsequent possible re-distribution among institutions to reflect comparative merits among themselves as assessed against agreed criteria. The remaining bulk of the FYFD places, which in effect accounted for 94.6% of all FYFD places, are unaffected. As agreed with the institutions, the competitive allocation applied to the 15 000 FYFD places allocated under the four-year normative curriculum only.

The required data are set out at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

Approved FYFDs allocated to the eight UGC-funded institution, for each year in the 2012/13 to 2014/15 triennium (Four-year normative curriculum)

	CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	Total
(a) Non-manpower-planned places	2 035	1 137	553	2 548	120	1 822	1 874	2 297	12 386
(b) Number of places set aside for competitive allocation [i.e. 6% of (a)] ^{Note 1}	122	68	22	153	0	109	112	138	724
(c) Number of places earned back after competitive allocation (% change as compared to the original number of non-manpower-planned places)	122 (0%)	34 (-3%)	22 (0%)	261 (+4.2%)	0 (0%)	0 (-6%)	139 (+1.4%)	236 (+4.2%)	814 ^{Note 2} (+0.7%)
(d) Overall distribution of FYFD places (for each year in the 2012-15 triennium) (including both non-manpower and manpower places)	2 095	1 223	553	3 247	621	2 337	1 901	3 023	15 000
(e) Final overall distribution of FYFD places for 2011/12 (% change between 2011/12 and 2012/13)	2 095 (0%)	1 251 (-2.2%)	553 (0%)	3 083 (+5.3%)	610 (+1.8%)	2 260 (+3.4%)	1 894 (+0.3%)	2 874 (+5.2%)	14 620 (+2.6%)

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

Note 1 Each institution was required to set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and HKIED. LU was required to set aside 4% of its FYFD places because of its “small size”. HKIED did not need to set aside any places for competitive allocation, since most of its programmes were either subject to the Administration’s manpower planning requirement or “protected” areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to HKIED to provide non-teacher-education programmes starting from 2010/11 onwards to pave way for its development into a multi-disciplinary institution.

Note 2 There will be an increase of 380 FYFD places (i.e. from 14 620 to 15 000) for each cohort for each year in the 2012-15 triennium. Of the increase, 290 places have been allocated to meet manpower requirements and the remaining 90 places have been added to the central pool for competitive allocation to institutions.

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

EDB522

Question Serial No.

3401

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 assessment criteria of the mechanisms concerning the progression of sub-degree graduates to senior years of UGC-funded undergraduate programmes of each institution in the past five years (from 2008-09 to 2012-13)? What are the respective percentages of these criteria?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded institutions. To ensure transparency, all UGC-funded institutions have stipulated the entrance requirements for admission to the senior years of their UGC-funded programmes at the Information Portal for Accredited Post-secondary Programmes (iPASS) website managed by the Education Bureau.

Each institution has its own student admission policy in assessing applications of sub-degree graduates that meet the entrance requirements of their senior year places. Students are selected based on individual merits in a number of aspects, including their academic attainment (e.g. results in public examinations and the sub-degree programmes), performance in interviews and tests, non-academic achievements and interest. According to the institutions, they do not have a pre-determined ratio for the abovementioned criteria in assessing the applications as applications are considered by respective academic faculties/departments in a holistic manner.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 11.4.2013

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

EDB523

Question Serial No.

3424

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 respect of the study on “Aspirations for the Higher Education System in Hong Kong”, what are the recommendations that UGC has adopted from the report? What is the progress of implementing each recommendation? What are the expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The University Grants Committee (UGC) submitted the report “Aspirations for the Higher Education System in Hong Kong” report (the report) to the Government in December 2010. Following the Government’s announcement in November 2011 its endorsement of the overall strategies and directions recommended in the report, the UGC has taken actions to follow up the recommendations relevant to the UGC sector, including (i) measures to facilitate students’ progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; and (iii) the enhancement of teaching and learning, and research.

Progression Pathways

The report recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Administration agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system. The UGC, having conducted a study on CATS in other jurisdictions and the developments in Hong Kong, has submitted an implementation framework aiming to increase clarity of the articulation process from sub-degree programmes to senior years of undergraduate studies to the Administration. The cost of the study was \$450,000 and the report is now under consideration by the Administration.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC-funded institutions supported the UGC’s suggestion of a centralised, user-friendly online portal for the disclosure of comprehensive and relevant information on senior year articulation opportunities. As proposed by the UGC-funded institutions, the Education Bureau has enriched the website of its Information Portal for Accredited Self-financing Post-secondary Programmes (IPASS) system to include the information on the senior year/top-up degree programmes. The relevant expenditure was borne by the Education Bureau.

Internationalisation and Engagement with Mainland China

To follow up the report’s recommendations on internationalisation and engagement with Mainland China, the UGC has conducted strategic dialogues with all the UGC-funded institutions with a view to developing strategies supported by the institutions and identifying areas where the UGC may provide further assistance. The UGC will further deliberate on how best to follow up with the results of the dialogues.

Recognising the importance of global engagement, additional funding of \$20 million has been earmarked in this triennium to further enhance internationalisation in the UGC-funded sector. The funding will mainly be used for institutions to strengthen their pursuit of internationalisation, particularly by addressing challenges that had been identified.

Teaching and Language Enhancement

In the 2012/13 to 2014/15 triennium, \$32.1 billion or around 75% of the total recurrent grant to institutions is used to support teaching. The UGC also allocates other grants for specific purposes in the triennium to enhance teaching and learning, including: (i) \$37.6 million per annum as Teaching Development Grants to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$7 million to support inter-institutional collaborative projects for the enhancement of teaching and learning; (iii) a fund of \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; (iv) \$5 million per annum to support professional development activities of all frontline teaching staff; and (v) up to \$1.5 million per annum for the conduct of the Annual UGC Teaching Awards to honour those who excel in teaching in the UGC-funded sector.

Over and above these efforts, additional funding of \$50 million has been earmarked in this triennium to further enhance teaching and learning in the UGC-funded sector. The funding will mainly be used to motivate institutions to accelerate the adoption of necessary pedagogical changes and innovations, with a view to meeting the learning needs of the new generation of students, and enhancing students' learning experience.

Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". The first recommendation is being implemented through competitive allocations of increasing proportions of the research postgraduate places and the research portion of the Block Grant starting from the 2012/13 academic year. On the second recommendation, the review on the Research Assessment Exercise has been completed, and, as agreed with the institutions, the next exercise will be conducted in 2014. Preparatory work is underway. The expenditure of the upcoming exercise is estimated at about \$60 million.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. In this respect, the Finance Committee approved in January 2012 the Government's proposal to inject \$5 billion into the Research Endowment Fund, of which the investment income from \$3 billion will support academic and research development in the self-financing degree sector. The Education Bureau invited the Research Grants Council (RGC) to oversee the new resources, including formulation of new funding schemes and implementation and monitoring of the schemes. The RGC has formed a working group to oversee the matter. The working group conducted a series of visits and meetings with the stakeholders to understand the research needs of the sector. Formulation of new funding schemes is underway. Consultation on the implementation details of the proposed new schemes will be arranged. Two additional posts at Executive Officer I and Assistant Clerical Officer levels respectively at a total Notional Annual Mid-point Salary of \$0.81 million will be provided in 2013-14 to support the new initiative in extending the current role of the Research Endowment Fund to cover the local self-financing degree sector in addition to the UGC-funded institutions.

Name in block letters: RICHARD T ARMOUR
Post Title: Secretary-General, University Grants Committee
Date: 11.4.2013

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

EDB524

Question Serial No.

3425

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 2013/14 academic year, the Government will allocate \$39.6 m and \$118.8 m as Teaching Development Grant and Language Enhancement Grant respectively to UGC-funded institutions to promote work on these areas. What are the details?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

“Teaching and learning” is central to the roles and missions of all higher education institutions. 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, the UGC provides UGC-funded institutions with Teaching Development Grants (TDGs). In the 2013/14 academic year, \$37.6 million will be disbursed as direct allocation to institutions. According to the institutions, they will use the funding on projects that facilitate the enhancement of teaching and learning, such as exploration of creative teaching methods, use of new technologies in education, enhancement and support for curriculum development and promotion of good teaching practices. In addition to the abovementioned allocation, the UGC has earmarked \$2 million in 2013/14 academic year to support institutions’ collaborative projects on teaching and learning enhancement, which may be of larger scale with wider impact on the UGC sector.

Language Enhancement Grants (LEGs) provide additional support to UGC-funded institutions in promoting students’ language proficiency in both English and Chinese (including Putonghua). In the 2013/14 academic year, a total of \$118.8 million will be allocated to institutions. According to the institutions, they will continue to make use of the LEGs and other funding sources for organising various language enhancement activities to help improve students’ language proficiency. These include formal language enhancement courses and programmes offered by language departments or language centres, some of which will target specific groups such as first-year, research postgraduate and non-local students. Institutions will also make use of the grants to provide extra-curricular activities such as language study tours/immersion programmes and speaking/writing contests. In addition, some institutions will use the LEGs to develop e-learning and web-based tools to enhance students’ interest and capability in self-learning, and language diagnostic tests to identify students’ weaknesses, so that more targeted efforts can be made to improve their language proficiency.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 11.4.2013

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

EDB525

Question Serial No.

3426

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 Quality Assurance Council (QAC)'s first round of audits of the eight UGC-funded institutions was completed in 2011. The QAC states that it is conducting a review of the quality audits in consultation with the institutions and is finalising the framework for the second audit cycle. What are the details and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To prepare for the second audit cycle, the Quality Assurance Council (QAC) has embarked on a review. An external consultant, the Quality Assurance Agency for Higher Education in the United Kingdom, has been engaged to assist in the review. The consultant conducted two rounds of consultation with the UGC-funded institutions in January and June 2012 respectively to gauge the institutions' views on the revised audit methodology. The QAC aims to finalise a revised Audit Manual in consultation with the institutions by mid-2013, with a view to conducting the second round of quality audits during 2014/15 and 2015/16.

The consultancy fee of the review is around GBP 64,000.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 11.4.2013

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

EDB526

Question Serial No.

3427

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 has started the preparation for the Research Assessment Exercise 2014. What is the framework of the exercise and what are the details and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Research Assessment Exercise (RAE) aims at assessing the research quality of institutions and encouraging world-class research. The upcoming 2014 exercise will produce quality profiles of individual cost centres (or academic units) of the eight University Grants Committee (UGC)-funded institutions in Hong Kong, using international benchmarks and sharpened measures, to delineate their areas of relative strengths and weaknesses. The dimensions of assessment include research outputs, research inputs and esteem measures and each eligible academic staff member may submit up to four research outputs for assessment. The assessment will take place in 2014 by 13 panels of local and non-local experts covering 68 cost centres. The RAE results, in the form of quality profiles, will be announced in 2015 and will inform UGC's allocation of research funding to reward, support and encourage more world-class research conducted by the eight UGC-funded institutions. In consultation with the eight UGC-funded institutions, the UGC has worked out the Framework and Guidance Notes for the RAE 2014 which have been published on the UGC website. The estimated expenditure for the exercise is around \$7 million in the 2013-14 financial year.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB527

Question Serial No.

3428

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 Finance Committee approved in January 2012 an additional injection of \$5 billion into the Research Endowment Fund. Investment income generated from the other \$3 billion of the injection will provide new competitive research funds for the local self-financing degree sector. What are the details?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The investment income from \$3 billion of the injection will fund the local self-financing degree sector on a competitive basis to enhance the academic and research development. The Education Bureau invited the Research Grants Council (RGC) to oversee the new resources, including formulation of new funding schemes and implementation and monitoring of the schemes. The RGC has formed a working group to take forward the matter. The working group conducted a series of visits and meetings with the stakeholders to understand the research needs of the sector. Formulation of new funding schemes is underway. Consultation on the implementation details of the proposed new schemes are being arranged.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB528

Question Serial No.

3430

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 and initiatives will the UGC adopt in 2013-14 to make their work more transparent and open?
What is the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The University Grants Committee (UGC) attaches great importance to enhancing the transparency of its work and 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. All major reports published by the UGC (e.g. the report on its Higher Education Review in 2010 titled "*Aspirations for the Higher Education System in Hong Kong*") are available on its website. The UGC also organises consultation forums for its stakeholders on specific topics (e.g. the Research Assessment Exercise 2014 and Higher Education Review in 2010). It produces an Annual Report on its work, announces details of major initiatives through press briefings and press releases, and makes available speeches made by the Chairman and a wealth of relevant up-to-date information and statistics on its website.

Upon taking up the chairmanship in September 2011, the Chairman of UGC has visited each of the eight UGC-funded institutions and met with their senior management to develop a better understanding of the institutions and exchange views on the work of the UGC and the development of higher education. He also took the opportunity to meet with student representatives. The Chairman is now in the process of visiting the eight institutions again to meet with all the Deans and Department Heads as well as staff representatives. Meanwhile, the Secretary-General is also conducting his round of visits to the institutions to meet with Provosts/Registrars of funded institutions. In addition, it is an established practice for the full UGC as a group to visit the institutions in the margins of each of the UGC meeting. Starting from 2012, instead of visiting one institution, the UGC expedites the process by visiting up to two institutions to meet with their management, faculty staff and student representatives, thus UGC members will complete each cycle of visits to all institutions within 18 months.

The above activities are part and parcel of the day-to-day work of the UGC and hence the expenditure involved is absorbed within the overall operational expenses of the UGC Secretariat.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB529

Question Serial No.

3431

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 2013-14, the UGC will work with the UGC-funded institutions to help ensure their continuing good financial governance and sound financial planning. What are the details and estimated expenditure involved?

Asked by: Hon. CHAN Ka- lok, Kenneth

Reply:

The University Grants Committee (UGC) has established the Financial Affairs Working Group (FAWG) to work with institutions to help ensure their continuing good financial governance, having due regard to the principle of institutional autonomy. Having worked with each of the eight UGC-funded institutions to understand their finances, sought information and clarifications where necessary, and held meetings with their senior management, the FAWG will finalise its report in 2013-14. The estimated expenditure involved is about \$800,000.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

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

EDB530

Question Serial No.

3455

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please provide the figures on the shortage of hostel places regarding local, overseas and Mainland students in each institution from the 2011/12 academic year to 2014/15 academic year.

Asked by: Hon. CHAN Ka- lok, KennethReply:

Under the prevailing hostel policy, the University Grants Committee (UGC)-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria¹: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. The UGC strives to provide its funded institutions with publicly-funded hostel places according to the above calculation criteria. Nevertheless, the allocation of publicly-funded and privately-funded student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places as well as temporary places to both local and non-local students according to their own established criteria and procedures and taking into account the actual number and individual merits of applications received from local and non-local students. Hence, there are no breakdown figures on the additional requirements for publicly-funded hostel places in respect of local, overseas and mainland students. The overall additional requirements for publicly-funded hostel places above the prevailing level of supply in the 2011/12 to 2014/15 academic years is tabulated below –

Institution	Additional requirements for publicly-funded hostel places above the prevailing level of supply		
	2011/12 academic year (actual enrolment rate of non-local students)	2012/13 academic year (actual enrolment rate of non-local students)	Indicative requirements in 2014/15 academic year* (to enable institutions to fully utilise the 20% non-local student quota)
City University of Hong Kong	797	1 164	2 987
Hong Kong Baptist University	544	633	1 331
Lingnan University	-	-	-

¹ The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided 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) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

The Chinese University of Hong Kong	107	957	2 469
The Hong Kong Institute of Education	-	-	-
The Hong Kong Polytechnic University	100	533	2 706
The Hong Kong University of Science and Technology	669	938	1 188
The University of Hong Kong	666	1 769	2 381
Total	2 883	5 994	13 062

- * The indicative requirements in the 2014/15 academic year are assessed against the prevailing hostel policy on the basis of the approved student numbers allocated for the 2012/13 to 2014/15 triennium. The figures are for planning purpose as at January 2013. The actual requirements are subject to a number of factors such as the actual non-local student ratio, ratio of students with a daily travelling time in excess of four hours, etc.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

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

Reply Serial No.

EDB531

Question Serial No.

3456

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 distribution of senior year places for articulation offered by the Government within the 2010/11 to 2012/13 triennium by institution and academic discipline.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The approved senior year undergraduate intake places of the UGC-funded programmes by institution and discipline from the 2010/11 academic year to the 2012/13 academic year are at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2010/11 to 2012/13**

Institution	Programme/Discipline	2010/11	2011/12	2012/13
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	149	149	124
	Bachelor of Arts/Bachelor of Science	-	-	72
	Bachelor of Business Administration	286	286	286
	Bachelor of Engineering	31	31	51
	Bachelor of Science	62	62	78
	Bachelor of Social Sciences	156	156	184
	Sub-total	684	684	795
HKBU	Bachelor of Arts	59	59	76
	Bachelor of Business Administration	42	42	58
	Bachelor of Science	31	31	38
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46	61
	Sub-total	178	178	233
LU	Bachelor of Arts	52	52	52
	Bachelor of Business Administration	44	44	44
	Bachelor of Social Sciences	28	28	28
	Sub-total	124	124	124
CUHK	Bachelor of Arts	34	34	34
	Bachelor of Business Administration	10	10	10
	Bachelor of Engineering	30	30	30
	Bachelor of Nursing	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	15	15	65
	Bachelor of Social Sciences	6	6	36
	Sub-total	155	155	235
HKIEd	Bachelor of Arts	-	-	13
	Bachelor of Social Sciences	-	-	7
	Sub-total	-	-	20
PolyU	Bachelor of Arts	226	226	299
	Bachelor of Business Administration	48	48	54
	Bachelor of Business Administration/Bachelor of Science	85	85	93
	Bachelor of Engineering	93	93	100
	Bachelor of Science	242	242	259
	Sub-total	694	694	805

Institution	Programme/Discipline	2010/11	2011/12	2012/13
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
HKUST	Bachelor of Business Administration	-	-	15
	Bachelor of Engineering	57	57	65
	Bachelor of Science	-	-	20
	Sub-total	57	57	100
HKU	Bachelor of Arts	27	27	35
	Bachelor of Engineering	-	-	20
	Bachelor of Nursing	-	-	25
	Bachelor of Science	48	48	65
	Bachelor of Social Sciences	20	20	30
	Sub-total	95	95	175
Total		1 987	1 987	2 487

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

1. HKIED did not have approved senior year places before 2012/13.

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

EDB532

Question Serial No.

3457

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 distribution of senior year places for articulation to be offered by the Government in the 2013/14 academic year by institution and academic discipline.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The approved senior year undergraduate intake places of the UGC-funded programmes by institution and discipline for the 2013/14 academic year are at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2013/14**

Institution	Programme/Discipline	2013/14
		Penultimate Year (Intake)
CityU	Bachelor of Arts	185
	Bachelor of Arts/Bachelor of Science	72
	Bachelor of Business Administration	286
	Bachelor of Engineering	64
	Bachelor of Science	87
	Bachelor of Social Sciences	233
	Sub-total	927
HKBU	Bachelor of Arts	92
	Bachelor of Business Administration	74
	Bachelor of Science	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	77
	Sub-total	288
LU	Bachelor of Arts	52
	Bachelor of Business Administration	44
	Bachelor of Social Sciences	28
	Sub-total	124
CUHK	Bachelor of Arts	65
	Bachelor of Business Administration	10
	Bachelor of Engineering	30
	Bachelor of Nursing	60
	Bachelor of Science (including Bachelor of Health Science)	105
	Bachelor of Social Sciences	45
	Sub-total	315
HKIEd	Bachelor of Arts	27
	Bachelor of Social Sciences	14
	Sub-total	41
PolyU	Bachelor of Arts	336
	Bachelor of Business Administration	62
	Bachelor of Business Administration/Bachelor of Science	103
	Bachelor of Engineering	151
	Bachelor of Science	285
	Sub-total	937
HKUST	Bachelor of Business Administration	15
	Bachelor of Engineering	65
	Bachelor of Science	20
	Sub-total	100

Institution	Programme/Discipline	2013/14
		Penultimate Year (Intake)
HKU	Bachelor of Arts	50
	Bachelor of Engineering	30
	Bachelor of Nursing	25
	Bachelor of Science	110
	Bachelor of Social Sciences	40
	Sub-total	255
Total		2 987

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

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

EDB533

Question Serial No.

3458

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 research projects funded by the University Grants Committee and the Research Grants Council had been terminated within the 2010/11 to 2012/13 triennium? How much funds were involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The total number of research projects monitored by the University Grants Committee and the Research Grants Council, as well as the number of research projects terminated in the 2010/11, 2011/12 and 2012/13 academic years are as follows:

Academic Year	No. of projects monitored by UGC/ RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC/ RGC (\$ million)
2010/11	4 530	6 (0.13%)	2.8	0.8
2011/12	4 751	13 (0.27%)	9.2	1.3
2012/13*	5 144	11 (0.21%)	7.0	2.6

* Position up to 14 March 2013

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB534**

Question Serial No.

3459Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please list out by programme offered by various institutions the tuition fee for non-local students (overseas and Mainland students) in the 2012/13 academic year.

Asked by: Hon. CHAN Ka-lok, KennethReply:

The University Grants Committee (UGC)-funded institutions are free to decide and set their own tuition fee for non-local students. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places, 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 2012/13 academic year by level of study is as follows –

	Sub-degree (\$)	Undergraduate (\$)	Taught Postgraduate (\$)	Research Postgraduate (\$)
CityU	-	100,000	100,000	42,100
HKBU	-	100,000	100,000	42,100
LU	-	100,000	-	42,100
CUHK	-	100,000	100,000	42,100
HKIED	-	85,000	85,000	42,100
PolyU	75,000	100,000	-	42,100
HKUST	-	100,000	-	42,100
HKU	-	119,000	119,000	42,100

Notes :

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

Name in block letters: RICHARD T ARMOURPost Title: Secretary-General, University Grants CommitteeDate: 27.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB535**

Question Serial No.

3462Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please provide a breakdown, by institution, of the amounts of private donations raised and matching grants received by post-secondary institutions in the past five rounds of the Matching Grant Scheme.

Asked by: Hon. CHAN Ka-lok, KennethReply:

The amount of donations raised and reported by individual institutions, together with the matching grants allocated, in the past five rounds of the Matching Grant Scheme are tabulated below -

Institutions	Donations raised (\$ million)	Matching grants (\$ million)	Total (\$ million)
City University of Hong Kong	465	266	731
Hong Kong Baptist University	596	356	952
Lingnan University	185	180	365
The Chinese University of Hong Kong	2,766	1,198	3,964
The Hong Kong Institute of Education	137	136	273
The Hong Kong Polytechnic University	746	530	1,276
The Hong Kong University of Science and Technology	1,244	754	1,998
The University of Hong Kong	2,756	1,220	3,976
The Open University of Hong Kong*	151	116	267
Hong Kong Shue Yan University*	31	21	52
Hong Kong Academy for Performing Arts^	32	32	64
Chu Hai College of Higher Education^	110	77	187
Total	9,219	4,888	14,107

Note Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

Name in block letters: RICHARD T ARMOURPost Title: Secretary-General, University Grants CommitteeDate: 11.4.2013

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

Reply Serial No.

EDB536

Question Serial No.

3463

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 about the sixth MGS, the donations and grants awarded by institutions so far.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Sixth Matching Grant Scheme (MGS) was launched in August 2012 with \$2,500 million earmarked as Government grants to match private donations. The number of participating institutions has increased from 12 in the fifth round to 17 in this sixth round to cover all statutory post-secondary institutions and approved post-secondary colleges. Unlike past rounds of MGS which lasted for about one year, the duration for the current round has been extended to two years to allow more time and flexibility for the institutions to identify and discuss with their donors, as well as to give new participating institutions more time to gear up their fund-raising capabilities and networks. In line with the practices for previous rounds, final allocation results will only be released after completion of the sixth round in the latter part of 2014.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 8.4.2013

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

EDB537

Question Serial No.

3477

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) stated that the 12 capital works projects necessary for the New Academic Structure (NAS) had been completed, and it would continue to monitor the consequential spatial reorganisation works. What are the details of each capital works project and the expenditure involved? And what are the details of the spatial reorganisation works and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The details of the 12 capital works projects of the University Grants Committee (UGC)-funded institutions for implementation of the new academic structure are at Annex.

The UGC-funded institutions have been carrying out spatial reorganisation works for their existing academic buildings under the UGC Alterations, Additions, Repairs and Improvements Programme (i.e. Subhead 8100EX) in order to meet the requirements of the new academic structure. In the 2013-14 financial year, there are 37 on-going projects and 17 new projects related to the new academic structure with a total project estimate of some \$991 million and a total cash-flow of some \$442 million.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

Capital works projects for the implementation of new academic structure

Project Code	Project Title	Institution¹	Approved Project Estimate (\$ million)	Space Provided (in net operational floor area) (m²)
8024EJ	Academic and administration building	CityU	888.5	20 500
8020EH	Baptist University Road campus development ²	HKBU	945.1	19 715
8005EU ³	New academic block	LU	216.0	2 978
	New student hostel			300 hostel places
8049EF	Student amenity centre	CUHK	206.5	4 120
8050EF	Extension to the existing University Library at Central Campus	CUHK	251.7	6 347
8051EF	An integrated teaching building	CUHK	176.0	4 300
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	455.8	9 860
8026EK	Phase 8 development	PolyU	1,337.4	25 600
8010EL	New academic building	HKUST	668.5	12 460
8011EL	Extension to the existing Academic Building ⁴	HKUST	116.1	3 000
8054EG	Centennial Campus, phase 1	HKU	1,099.8	22 750
Total			6,361.4	131 630⁵

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 m² in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m² 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.
- 5 Excluding the net operational floor area of student hostel under 8005EU.

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

EDB538

Question Serial No.

5283

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:

1. Please list the number of students with special education needs pursuing tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special education needs and all tertiary students for the past five financial years (i.e. from 2008-09 to 2012-13).
2. Please list the number of students with special education needs graduated from tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special education needs and all tertiary graduates for the past five financial years.
3. Please list the number of students with special education needs pursuing tertiary programmes outside Hong Kong for the five financial years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The number of full-time students with special education needs (SENs) enrolled in the University Grants Committee (UGC)-funded sub-degree and undergraduate programmes and the respective percentages to the total student enrolment from the 2008/09 to 2012/13 academic years are at Annex A. The number of full-time SEN students enrolled in the final year of the UGC-funded sub-degree and undergraduate programmes and the respective percentages to final year student enrolment from the 2008/09 to 2012/13 academic years are at Annex B. We do not have figures on graduates of UGC-funded programmes with SENs.

We do not have any data regarding SEN students pursuing tertiary education outside Hong Kong in the past five years.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013

Number of Full-time Students with Special Education Needs (SENs) in UGC-funded Sub-degree and Undergraduate Programmes, 2008/09 to 2012/13

headcount

Academic year	Level of study	Total number of SEN students	Percentage share to total number of students
2008/09	Sub-degree	7	0.2%
	Undergraduate	203	0.4%
	Total	210	0.4%
2009/10	Sub-degree	7	0.2%
	Undergraduate	187	0.3%
	Total	194	0.3%
2010/11	Sub-degree	11	0.2%
	Undergraduate	197	0.4%
	Total	208	0.3%
2011/12	Sub-degree	13	0.3%
	Undergraduate	181	0.3%
	Total	194	0.3%
2012/13#	Sub-degree	12	0.2%
	Undergraduate	244	0.3%
	Total	256	0.3%

Note:

Provisional figures

Annex B

Number of Full-time Final Year Students with Special Education Needs (SENs)
in UGC-funded Sub-degree and Undergraduate Programmes, 2008/09 to 2012/13

headcount

Academic year	Level of study	Total number of final year students with SENs	Percentage share to total number of final year students
2008/09	Sub-degree	3	0.2%
	Undergraduate	68	0.4%
	Total	71	0.4%
2009/10	Sub-degree	4	0.2%
	Undergraduate	61	0.3%
	Total	65	0.3%
2010/11	Sub-degree	5	0.2%
	Undergraduate	77	0.4%
	Total	82	0.4%
2011/12	Sub-degree	6	0.3%
	Undergraduate	62	0.3%
	Total	68	0.3%
2012/13#	Sub-degree	6	0.3%
	Undergraduate	82	0.5%
	Total	88	0.4%

Note:

Provisional figures

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

Reply Serial No.

EDB539

Question Serial No.

4114

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 advise on the numbers of local non-Chinese speaking students admitted to publicly-funded degree programmes via the Joint University Programmes Admissions System in the 2010/11, 2011/12 and 2012/13 academic years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of local non-Chinese speaking (NCS) students (i.e. students whose ethnicity and/or spoken language at home is not Chinese) admitted to the UGC-funded first-year-first-degree programmes through the Joint University Programmes Admissions System in the 2010/11, 2011/12 and 2012/13 academic years are 51, 60 and 120 respectively. In addition, another 90, 85 and 129 local NCS students are admitted via the non-JUPAS route respectively in the 2010/11, 2011/12 and 2012/13 academic years.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB540**

Question Serial No.

3670Head: 190 University Grants CommitteeSubhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Regarding the records management work over the past three years (2010-11, 2011-12, 2012-13):

1. Please provide information on the number and rank of officers designated to perform such work. If there is no officer designated for such work, please provide information on the number of officers and the hours of work involved in records management duties, and the other duties they have to undertake in addition to records management;
2. Please list in the table below information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal:

Category of records	Years covered by the records	Number and linear metres of records	Retention period approved by GRS	Are they confidential documents

3. Please list in the table below information on programme and administrative records which have been transferred to GRS for retention:

Category of records	Years covered by the records	Number and linear metres of records	Years that the records were transferred to GRS	Retention period approved by GRS	Are they confidential documents

4. Please list in the table below information on records which have been approved for destruction by GRS:

Category of records	Years covered by the records	Number and linear metres of records	Years that the records were transferred to GRS	Retention period approved by GRS	Are they confidential documents

Asked by: Hon. HO Sau-lan, CydReply:

1. Information on officers performing records management work over the past 3 years (from 2010 to 2012) is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at Senior Executive Officer level, assisted by an Assistant Departmental Records Manager (ADRM) at Executive Officer II level, have been designated to establish and implement a comprehensive departmental records management programme for the UGC Secretariat. A directorate officer has also been designated to oversee the subject.

Around 20 staff members involving executive, clerical and secretarial officers were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. The other duties of these officers are to provide general executive, clerical and secretarial support to the office. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed in the past three years pending transfer to Government Records Service (GRS) for appraisal is listed below:

Category of records	Years covered by the records	Number and linear metres of records	Retention period approved by GRS	Are they confidential documents
I. Programme Records				
Programme Records	1991 – 2013	540 / 27 lm	Proposed retention periods pending the endorsement of GRS	39 files are confidential
II. Administrative Records				
Personnel, Finance and General	1988 – 2012	202 / 10 lm	1 – 7 years	3 files are confidential
Records Management	2010 – 2012	10 / 0.1 lm	Permanent	No

3. No programme or administrative records were transferred to GRS for retention in the past three years.
4. Information on records which have been approved for destruction by GRS in the past three years are listed below:

Category of records	Years covered by the records	Number and linear metres of records	Years that the records were transferred to GRS	Retention period approved by GRS	Are they confidential documents
Administrative Records	1966 – 2004	651/ 32.5 lm	N/A	2 – 7 years	No

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 12.4.2013

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

EDB541

Question Serial No.

4646

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 2008/09 and 2011/12 academic years, there were 8 392 and 10 770 non-local students pursuing publicly-funded programmes respectively in the institutions funded by the University Grants Committee. How many of them were enrolled in degree and research degree programmes? Which countries/regions did they come from? What were their numbers?

Asked by: Hon. KWOK, Dennis

Reply:

The number of non-local students in UGC-funded programmes by level of study and place of origin, in the academic years of 2008/09 and 2011/12 is at Annex.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Level of Study and Place of Origin, 2008/09 and 2011/12**

Academic Year	Level of Study	(headcount)			
		Place of Origin			Total
		The Mainland of China	Other Places in Asia [^]	The Rest of the World [#]	
2008/09	Sub-degree	2	1	2	5
	Undergraduate	4 348	286	156	4 790
	Taught Postgraduate	39	13	6	58
	Research Postgraduate	3 324	118	98	3 539
	Sub-total	7 713	418	262	8 392
2011/12	Sub-degree	-	1	1	2
	Undergraduate	4 583	1 057	274	5 914
	Taught Postgraduate	55	17	15	87
	Research Postgraduate	4 298	280	188	4 767
	Sub-total	8 936	1 355	478	10 770

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. “-” denotes “nil”.
5. [^] - “Other Places in Asia” include Korea, Malaysia, Taiwan, India, Macau, etc.
6. [#] - “The Rest of the World” include USA, Canada, the United Kingdom, Germany, Russia, etc.

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

EDB542

Question Serial No.

4647

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-funded institutions admit a certain number of non-local students to further their studies in Hong Kong each year. Would the Administration please advise:

- (a) the number of non-local students in the 2012/13 academic year? How many of them were enrolled in degree and research degree programmes? Which countries/regions did they come from? What were their numbers?
- (b) Following the implementation of the New Senior Secondary Academic Structure, some 70 000 candidates sat the first Hong Kong Diploma of Secondary Education Examination last year and more than 26 000 of them met the minimum entrance requirement of publicly-funded universities. However, about 12 000 candidates were not admitted due to insufficient places in local universities. Will the Administration consider setting quota for non-local undergraduates to make more places available for admitting local students? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) The number of non-local students in UGC-funded programmes by level of study and place of origin for the academic year of 2012/13 is at the Annex. These figures are provisional.
- (b) For sub-degree, undergraduate and taught postgraduate programmes, the Government has already put in place a policy in respect of non-local students that institutions may enroll up to 20% of the approved UGC-funded student numbers of these programmes. This 20% enrolment comprises up to 4% within the UGC-funded number and up to 16% outside the UGC-funded number. In other words, non-local students are primarily admitted through over-enrolment beyond the approved student number targets and hence would not constitute direct competition with local students.

The UGC believes that internationalisation will help, enhance cultural exchanges, broaden the horizons of the local students and help ensure that our graduates are globally competitive and able to study and work in a multi-cultural environment. Internationalisation will also diversify the local higher education sector and enhance the competitiveness of our students and Hong Kong.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 27.3.2013

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Level of Study and Place of Origin, 2012/13**

Academic Year	Level of Study	(headcount)			
		Place of Origin			Total
		The Mainland of China	Other Places in Asia [^]	The Rest of the World [#]	
2012/13 (Provisional figures)	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate	4 586	335	246	5 166
	Sub-total	10 963	2 105	593	13 660

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding.
4. “-” denotes “nil”.
5. [^] “Other Places in Asia” include Korea, Malaysia, Taiwan, India, Macau, etc.
6. [#] “The Rest of the World” include USA, Canada, the United Kingdom, Germany, Russia, etc.

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

EDB543

Head: 190 University Grants Committee

Subhead (No. & title):

Question Serial No.

Programme: University Grants Committee

3918

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

Has the University Grants Committee (UGC) reviewed the proportion of non-local students in funded institutions? Has the UGC conducted any review of the proportion of Mainland students to see whether they will have an impact on the environment, teaching and management of institutions? Does the UGC have any plan to attract more students from overseas to study in Hong Kong?

Asked by: Hon. WONG Yuk-man

Reply:

For sub-degree, undergraduate and taught postgraduate programmes, the Government policy in respect of non-local students is that institutions may enroll up to 20% of the approved UGC-funded student number for these programmes. This 20% comprises up to 4% within the UGC-funded number and up to 16% outside the UGC-funded number. In other words, non-local students are primarily admitted through over-enrolment beyond the approved student number targets and hence would not constitute direct competition with local students. The UGC believes that a 20% quota for admission of non-local students is comparable with international benchmarks of countries or regions with good-quality universities.

The UGC believes that internationalisation will help diversify the local higher education sector and enhance the competitiveness of our students and Hong Kong. In particular, a multi-cultural learning environment, with students coming from other countries / regions including the Mainland, will help enhance cultural exchanges, broaden the horizons of the local students and help ensure that our graduates are globally competitive and able to study and work in a multi-cultural environment.

The UGC has also been encouraging diversity in the student population. To this end, institutions have stepped up their effort in organising recruitment campaigns, providing scholarships to non-local students, developing the curriculum to incorporate a broad range of regional, international and intercultural elements with a view to enhancing its global relevance to appeal to a diverse international student population, etc. In 2012/13, UGC-funded institutions admitted students from over 70 countries. The Hong Kong PhD Fellowship Scheme (HKPFS) launched in 2009 also attracted applications from 106 jurisdictions for 2013/14. In addition, the UGC also encourages institutions to promote their exchange programmes. In the 2011/12 academic year, there were 4217 outgoing students and 4414 incoming students to the UGC-funded programmes. These efforts would help diversify the source of students in the UGC-funded institutions.

The UGC will continue to devise strategies and provide incentives to encourage greater internationalisation within funded institutions.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 9.4.2013

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

EDB544

Question Serial No.

4974

Head: 708 - Capital Subventions and
Major Systems and Equipment

Subhead (No. & title):

Programme:

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

Regarding the 7 projects concerning the Chinese University of Hong Kong, namely 8047EF, 8049EF, 8050EF, 8051EF, 8052EF, 8053EF and 8054EF:

- (A) What are the respective progress of these projects?
(B) What will be the uses of the estimated provision in 2013-14?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

Six of the seven mentioned projects of The Chinese University of Hong Kong have been completed. As regards the on-going project 8047EF "Stabilisation of slopes within the university campus, phase 13", the works of 25 slopes have been completed while the works of the remaining seven slopes are planned for completion in phases by mid 2014. The 2013-14 estimates for the six completed projects are mainly for procurement of furniture and equipment and settlement of final accounts while the estimates for the project 8047EF is for payment of new slope works and settlement of final accounts of completed slope works.

Name in block letters: RICHARD T ARMOUR

Post Title: Secretary-General, University Grants Committee

Date: 10.4.2013