

**Replies to supplementary questions raised by Finance Committee Members in  
examining the Estimates of Expenditure 2014-15**

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

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**CONTROLLING OFFICER'S REPLY**

**S-EDB01**

**(Question Serial No. S0212)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

According to Reply Serial No. EDB033, the Administration indicates that details of the Task Force on Vocational Education are being worked out. In this connection, when will it expect the related work to be completed and the related details to be reported to the Legislative Council? Will representatives from the labour sector be included in the membership to ensure that the work concerning the promotion of vocational education will not become an image project only?

Asked by: Hon. CHAN Yuen-han

Reply:

The Education Bureau plans to set up the Task Force on Vocational Education in the second quarter of 2014. We are now working out the details including the terms of reference and membership.

For vocational education to flourish, the entrenched bias among some towards traditional academic pursuits needs to be tackled. Therefore, the 2014 Policy Address proposes the establishment of the Task Force. The Task Force is dedicated to mapping out a strategy and concrete proposals to promote vocational education to students, parents, teachers, schools and the general public, raising their awareness and recognition of vocational education, taking into account good local and international practices and views of key stakeholders.

**CONTROLLING OFFICER'S REPLY****S-EDB02****(Question Serial No. S0213)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Question No. (EDB121)

The degree of awareness of the Qualifications Framework (QF), including the Recognition of Prior Learning (RPL) mechanism, is low. In this connection, has the Administration conducted any survey on the degree of awareness of this mechanism? If yes, what are the results? If no, will the Administration conduct a survey and subsequently adjust the strategies?

Asked by: Hon. CHAN Yuen-han

Reply:

The Government launched the Qualifications Framework (QF) in 2008. We have so far assisted 19 industries in setting up Industry Advisory Training Committees (ITACs) to implement QF in the respective industries. Among them, eight have launched the Recognition of Prior Learning (RPL) mechanism.

Although we have not conducted any survey on the degree of awareness of the RPL mechanism, we observe a growing awareness of the RPL mechanism as reflected in the significant increase in the number of applications processed under the RPL mechanism over the past four years, from about 950 applications involving around 3 000 clusters as at end September 2009 to over 9 790 applications involving about 18 200 clusters of competencies as at end February 2014. The boost is also partly attributable to the improvement of operating parameters of the QF Support Schemes since July 2011. Indeed, we have stepped up promotion and publicity efforts to support the implementation of QF including the RPL mechanism in the past few years. Our major promotion and publicity activities include –

- (a) promotion of QF via Announcement of Public Interests (API) on TV and Road Show;
- (b) briefing sessions and major promotional events (e.g. QF Commendation Ceremony, QF Stakeholders Forum, Career Information Series, RPL Sharing Session, etc.);
- (c) visits to trade associations / labour unions / individual companies;
- (d) promotion at events of trade associations / labour unions / professional organisations (e.g. exhibitions, competitions);
- (e) promotion in partnership with trade associations / labour unions / professional organisations (e.g. collecting RPL applications through these associations / unions / organisations);
- (f) advertisements and featured articles in newspapers and newsletters of trade associations / labour unions; and
- (g) distribution of promotional leaflets / souvenirs.

Separately, the Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the QF Fund, to provide a steady source of income to support the sustainable development and implementation of QF. Subject to the approval of the Finance Committee of the Legislative Council, the QF Fund will be established in 2014-15.

The QF Fund will support schemes and initiatives for the sustainable development and implementation of QF, including but not limited to the following two areas –

- (a) Support schemes for QF development; and
- (b) Funding for ITACs, QF-related studies/projects and public education.

For the support schemes for QF development, we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, RPL Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme. Under the RPL Support Scheme, we propose to remove the ceiling for reimbursement of RPL assessment fees (\$3,500) per practitioner so that practitioners aspiring to undertake more RPL assessments may apply for reimbursement. Moreover, we plan to provide RPL assessment agencies with a subsidy of \$500 for each new application of RPL cluster processed. This will maintain the assessment fees at a reasonable level and alleviate the pressure for raising the fee to a cost-recovery level, which may in turn deter practitioners from seeking RPL assessment for fear of not being able to obtain reimbursement. The subsidy will also provide ongoing financial support for the healthy and sustainable operation of RPL assessment agencies, and enable them to step up promotion for the RPL with a view to enhancing the employability and competitiveness of the practitioners.

We will continue to work closely with other industries with a view to extending the RPL mechanism to the sectors which have completed their respective Specification of Competency Standards. With the introduction of RPL mechanism to more industries as well as further enhancement to the support schemes being planned as mentioned above, we envisage that more practitioners will benefit from the mechanism.

**CONTROLLING OFFICER'S REPLY****S-EDB03****(Question Serial No. SV018)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Pursuant to the reply EDB088, the Administration is requested to provide information on the breakdown, for each of the 18 districts in Hong Kong class from the 2010/11 to 2013/14 school years, of the number of schools which have implemented small class teaching policy and subsequently allocated with more than 25 students and their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, as well as their numbers of students involved.

Asked by: Hon. IP Kin-yuen

Reply:

None of the schools implementing small class teaching (SCT) were allocated more students per Primary One class in the 2010/11 school year. Only schools in the North District implementing SCT were allocated more students per Primary One class from the 2011/12 to 2013/14 school years. This is one of the established flexible measures to meet the transient increase in demand. The class size upon such allocation, percentage share in the total number of primary schools in the district as well as the number of students involved are as follows (as provided in our reply to EDB088):

North District	2010/11 school year (Note)	2011/12 school year (Note)	2012/13 school year (Note)	2013/14 school year (Note)
Total number of SCT schools	17	18	18	18
Number of SCT schools allocated more students per Primary One class (% of total number of schools in the district )	Not applicable	16 (57%)	16 (57%)	18 (64%)
Number of students per Primary One class upon allocation	Not applicable	26	27	32
Number of students allocated	Not applicable	64	122	448

Note: Figures refer to schools participating in POA 2010, 2011, 2012 and 2013.

**CONTROLLING OFFICER'S REPLY****S-EDB04****(Question Serial No. S0185)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

The Education Bureau has commissioned the Faculty of Education of the University of Hong Kong (HKU) to conduct research and support programmes on the Chinese language education of non-Chinese speaking (NCS) students since 2006. Such programmes include the University-School Support Programme (USP) and the Student Support Programme on Chinese Language for non-Chinese Speaking Students (SSP). In this connection, will the government provide this council with the reports of the HKU provided to the EDB on the use of the funding, including the finances, and inform this council on

- (i) The details of the batches of funding, namely the amount, the periods for which it is allocated and the guidelines on how it should be spent (the number of columns depends on the number of batches of funding):

	Batch 1	Batch 2	Batch 3
Amount of funding (\$ million)			
Period covered			
Programmes covered (e.g. USP and/or SSP)			

- (ii) The number of kindergartens, primary and secondary schools with NCS students (and the percentage of all kindergartens, primary and secondary schools with NCS students in Hong Kong) participating in the USP in each of the years in which the programme has been run:

School Year	Number of kindergartens participating in the USP and percentage of these kindergartens among all kindergartens with NCS students in that academic year	Number of primary schools participating in the USP and percentage of these primary schools among all primary schools with NCS students in that academic year	Number of secondary schools participating in the USP and percentage of these secondary schools among all secondary schools with NCS students in that academic year
2006/07			
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			

- (iii) Whether the schools participating in the USP has to pay any fee to the HKU for the support by the HKU under USP and, if yes, the amount of the fee paid by each school;
- (iv) The period (month/year) in which the SSP was/has been run and the number of NCS kindergarten, primary and secondary students supported by the programme in each of those years:

School Year	Number of kindergartens students supported by the USP and percentage of these students among all NCS kindergarten students in Hong Kong in that academic year	Number of primary students supported by the USP and percentage of these students among all NCS primary students in Hong Kong in that academic year	Number of secondary students supported by the USP and percentage of these students among all NCS secondary students in Hong Kong in that academic year
2006/07			
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			
2012/13			
2013/14			

- (v) Whether the Education Bureau has measured the participating teachers' ability to teach Chinese to ethnic minority students and the participating students' Chinese proficiency at the beginning and the end of each year;
- (vi) Whether the Education Bureau or the HKU has taken the initiative to regularly collect participating schools' and students' feedback on the programmes;
- (vii) Details of the finances about the textbooks 'Accessing Chinese' and 'Advanced Chinese' published by the HKU for NCS students (more columns are needed if the textbooks were published before 2009):

	2009	2010	2011	2012	2013
<b>'Accessing Chines'</b>					
Copies published					
Cost incurred in publishing					
The amount of this cost covered by the funding of the EDB					
The amount of this cost covered by the HKU					
Copies sold and income thus made					
Amount of the profit, if any, going to the HKU					
Amount of the profit, if any, going back to the funding of the EDB					
<b>'Advanced Chinese'</b>					
Copies published					
Cost incurred in publishing					
The amount of this cost covered by the funding of the EDB					
The amount of this cost covered by the HKU					
Copies sold and income thus made					
Amount of the profit, if any, going to the HKU					
Amount of the profit, if any, going back to the funding of the EDB					

- (viii) The salaries of which staff members of the HKU Faculty of Education are currently partly paid with funding from the Education Bureau, their job positions and, if any of them are former kindergarten, primary or secondary teachers, how many of them have experience of or have had professional training in teaching Chinese or English as a second language, linguistics, Chinese Language, curriculum development, classroom pedagogy; and
- (ix) The salaries of which staff members of the HKU Faculty of Education are currently wholly paid with funding from the Education Bureau and whether they take up or took up duties not directly in the scope of the funding, such as teaching duties for the Master of Education Programme run by the HKU.

Asked by: Hon. LAU Wai-hing, Emily



Reply:

- (i) a. The details of the batches of funding for provision of support services by the University of Hong Kong (HKU) for running the University-School Support Programmes (USP) on the Chinese language education of non-Chinese speaking (NCS) students are tabulated as follows:

	Batch 1	Batch 2	Batch 3	Batch 4
Amount of funding (\$ million)	16.17	12.39	10	8.29
Period covered	2008/09 school year (s.y.) to 2010/11 s.y.	2011/12 s.y. to 2012/13 s.y.	2012/13 s.y. to 2014/15 s.y.	2013/14 s.y. to 2014/15 s.y.
Programmes covered (USP)	Supporting Secondary Schools in the Teaching and Learning of Chinese for Non-native Learners	Supporting Secondary Schools in the Teaching and Learning of Chinese for Non-native Learners	Supporting Kindergartens in the Teaching and Learning of Chinese for Non-Chinese Speaking (NCS) Children	Tradition and Innovation: Supporting the Learning and Teaching of Chinese Language for Non-Chinese Speaking Students in Secondary Schools

The service provider is required to spend the funding in accordance with the ambit of the project concerned and to keep a separate account for the purpose. No cross-subsidisation of other projects or university work is allowed.

- (i) b. The expenditure for provision of services by HKU for running the Student Support Programmes (SSP) for NCS Students from the 2006/07 to 2013/14 school years are tabulated as follows:

School Year	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Amount of funding (\$ million)	0.1	2.2	1.8	2.2	2.6	2.5	2.5	2.7

Notes: (1) Figures for the 2013/14 school year are provisional and subject to revisions.

(2) The first contract for provision of SSP started in April 2007.

- (ii) The number of kindergartens, primary and secondary schools with NCS students (and the percentage of all kindergartens, primary and secondary schools with NCS students in Hong Kong) participating in the USP in each of the years in which the programmes have been run are tabulated as follows:

School Year	Number of kindergartens participating in the USP and percentage of these kindergartens among all kindergartens with NCS students in that academic year	Number of primary schools participating in the USP and percentage of these primary schools among all primary schools with NCS students in that academic year	Number of secondary schools participating in the USP and percentage of these secondary schools among all secondary schools with NCS students in that academic year
2008/09	0	0	24 (11.06%)
2009/10	0	0	25 (10.08%)
2010/11	0	0	25 (9.77%)

2011/12	0	0	25 (9.88%)
2012/13	28 (5.01%)	0	26 (10%)
2013/14	28 (4.90%)	0	19 (7.12%)

- (iii) Schools participating in the USP are not required to pay any fee to the HKU.
- (iv) The period in which the SSP was run and the number of secondary students supported by the SSP in each of the school year are tabulated as follows:

School Year	Number of NCS students supported by the SSP	Number of NCS secondary students in Hong Kong	Percentage of NCS students supported by SSP
2006/07	10	2633	0.38%
2007/08	250	3272	7.64%
2008/09	326	3842	8.49%
2009/10	410	4406	9.31%
2010/11	495	5236	9.45%
2011/12	588	6373	9.23%
2012/13	503	6919	7.27%
2013/14	523	7576	6.90%

Notes: (1) The SSP is not offered to kindergarten and primary students.

(2) Figures cover students studying in ordinary public sector and DSS secondary day schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and international schools.

(3) In the 2006/07 school year, only 10 NCS students were enrolled in short notice after the commencement of the contract.

- (v) For the USP, the service provider's professional capacity and track records in school support in respect of the area concerned have been considered by the Bureau. The service provider is also required to conduct an evaluation on the impact of student learning upon completion of one year support services, though not necessarily a scientific measure of students' improvement in Chinese proficiency. All the teachers of SSP possess at least a bachelor degree in Chinese language or in areas related to language learning/teaching. The participating students' Chinese proficiency has been measured in the forms of a pre-test after enrolment and a post-test towards the end of the SSP.
- (vi) Yes. For the USP, questionnaire surveys, regular meetings with teachers, and student and teacher interviews will be conducted by the HKU. An annual survey will be conducted by the EDB on the school-based support programmes, including USP. For the SSP, the HKU has taken the initiative to collect feedback from the schools and the students on the SSP regularly through various channels such as questionnaires.
- (vii) Details of the finances about the books 'Assessing Chinese' and 'Advanced Chinese' published by the HKU for NCS students are not available as the two books are not funded by the EDB.
- (viii) The programmes are commissioned to the HKU. Staff members recruited by HKU are not employees of the EDB. EDB does not have details about their salaries and readily available information about their individual qualifications and experiences, though the service provider's professional capacity and track records in school support in respect of the area concerned have been considered by the Bureau.
- (ix) For programmes commissioned by the EDB, cross subsidisation is not acceptable.

**CONTROLLING OFFICER'S REPLY****S-EDB05****(Question Serial No. S0186)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Will the government provide this council with the number of ethnic minority students and the number of non-Chinese speaking (NCS) students at different grade levels in kindergartens, primary schools and secondary schools in 2013/14:

	K1	K2	K3
Number of NCS students			

	Number of ethnic minority students		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

	P1	P2	P3	P4	P5	P6
Number of NCS students						

	Number of ethnic minority students					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						

Korean						
Other Asian						
White						
Mixed						
Others						
Total						

	S1	S2	S3	S4	S5	S6
Number of NCS students						

	Number of ethnic minority students					
	S1	S2	S3	S4	S5	S6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Asked by: Hon. LAU Wai-hing, Emily

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) studying at different grade levels in kindergartens, public sector and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2013/14 school year is tabulated at [Annex A](#). The number of NCS ethnic minority students studying at different grade levels in public sector and DSS primary and secondary schools in the 2013/14 school year is tabulated at [Annex B](#) and [Annex C](#) respectively. The number of ethnic minority students studying at different grade levels in kindergartens in the 2013/14 school year is tabulated at [Annex D](#). The data provided in the annexes are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking (NCS) students studying at different grade levels in kindergartens, primary and secondary schools in the 2013/14 school year**

## Kindergartens

Grade	<b>K1</b>	<b>K2</b>	<b>K3</b>
Number of NCS students	4 414	4 442	3 173

## Primary schools

Grade	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
Number of NCS students	1 445	1 459	1 376	1 322	1 368	1 320

## Secondary schools

Grade	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
Number of NCS students	1 437	1 468	1 366	1 312	1 101	892

Notes:

1. Figures refer to the position as at September of 2013.
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 kindergartens cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary schools cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in primary schools in the 2013/14 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	18	12	17	10	13	6
Filipino	194	211	211	194	228	237
Indian	147	163	168	138	155	191
Pakistani	481	515	490	457	498	480
Nepalese	246	220	206	250	212	212
Japanese	16	19	12	9	7	6
Thai	18	20	25	22	29	27
Korean	7	5	5	4	2	2
Other Asian	16	3	10	6	3	4
White	118	98	62	55	53	42
Others	94	86	88	83	78	47
Total	1 355	1 352	1 294	1 228	1 278	1 254

Notes:

1. Figures refer to the position as at September of 2013.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in secondary schools in the 2013/14 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	11	3	8	5	6	5
Filipino	238	253	247	258	210	159
Indian	185	236	202	206	181	137
Pakistani	506	494	469	416	272	237
Nepalese	194	239	232	208	169	132
Japanese	12	12	10	15	11	10
Thai	14	29	9	17	14	4
Korean	8	6	8	10	10	3
Other Asian	18	6	7	3	8	6
White	29	25	24	30	21	9
Others	106	83	74	82	56	46
Total	1 321	1 386	1 290	1 250	958	748

Notes:

1. Figures refer to the position as at September of 2013.
2. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
3. For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking students. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
4. "Mixed" is not classified as an ethnicity.

**Number of ethnic minority students studying at different grade levels in kindergartens in the 2013/14 school years**

	K1	K2	K3
Indonesian	20	25	24
Filipino	210	225	207
Indian	364	399	270
Pakistani	430	478	506
Nepalese	303	337	310
Japanese	321	274	239
Thai	31	38	31
Korean	108	96	53
Other Asian	106	71	51
White	1 490	1 528	821
Others	467	503	334
Total	3 850	3 974	2 846

Notes:

1. Figures refer to the position as at September 2013.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.
4. "Mixed" is not classified as an ethnicity.



**CONTROLLING OFFICER'S REPLY****S-EDB06****(Question Serial No. S0187)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Would the government provide the following information:

## a. Regarding ethnic minority students:

- (i) The number of ethnic minority students attending public sector and Direct Subsidy Scheme schools who took the Hong Kong Diploma of Secondary Education Examination (HKDSEE) in 2013;

- (ii) Among the students referred to in part (i) above:

Number of students who took the Chinese Language examination of the HKDSEE	
Number of students who attained level 2 in the Chinese Language examination of the HKDSEE	
Number of students who attained level 3 or above in the Chinese Language examination of the HKDSEE	
Number of students who applied for an offer under the Joint University Programmes Admissions System (JUPAS) using the HKDSE Chinese Language result	
Number of students who received an offer under JUPAS using HKDSE Chinese Language result	

- (iii) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCSE(Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCSE(Chinese) examination qualification	

- (iv) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCE AS Level (Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCE AS Level (Chinese) examination qualification	

- (v) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCE A Level (Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCE A Level (Chinese) examination qualification	

- (vi) Among the students referred to in part (i) above:

Total number of students who applied for an offer under JUPAS	
Total number of students who applied for an offer under JUPAS using alternative Chinese language qualifications (GCSE, GCE, etc)	
Total number of students who received an offer under JUPAS using alternative Chinese language qualifications (GCSE, GCE, etc)	

b. Regarding non-Chinese speaking (NCS) students:

(i) The number of NCS students attending public sector and Direct Subsidy Scheme schools who took the Hong Kong Diploma of Secondary Education Examination (HKDSEE) in 2013;

(ii) Among the students referred to in part (i) above:

Number of students who took the Chinese Language examination of the HKDSEE	
Number of students who attained level 2 in the Chinese Language examination of the HKDSEE	
Number of students who attained level 3 or above in the Chinese Language examination of the HKDSEE	
Number of students who applied for an offer under the Joint University Programmes Admissions System (JUPAS) using the HKDSEE Chinese Language result	
Number of students who received an offer under JUPAS using HKDSEE Chinese Language result	

(iii) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCSE(Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCSE(Chinese) examination qualification	

(iv) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCE AS Level (Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCE AS Level (Chinese) examination qualification	

(v) Among the students referred to in part (i) above:

Number of students who applied for an offer under the JUPAS using the GCE A Level (Chinese) examination qualification	
Number of students who received an offer under JUPAS using the GCE A Level (Chinese) examination qualification	

(vi) Among the students referred to in part (i) above:

Total number of students who applied for an offer under JUPAS	
Total number of students who applied for an offer under JUPAS using alternative Chinese language qualifications (GCSE, GCE, etc)	
Total number of students who received an offer under JUPAS using alternative Chinese language qualifications (GCSE, GCE, etc)	

c. The number of all day-school candidates sitting for the HKDSEE in 2013, the number of them who met the general entrance requirements of UGC-funded undergraduate programmes, the number of them who applied for an offer under JUPAS and the number of them who received offers under the JUPAS.

Asked by: Hon. LAU Wai-hing, Emily

Reply:

In 2013, out of 649 Secondary 6 non-Chinese speaking (NCS) students attending public sector and Direct Subsidy Scheme schools offering the local curriculum, 568 took the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Among these 568 NCS students, 120 sat for HKDSE (Chinese Language) Examination. A total of 37 NCS students attained Level 3 or above in HKDSE (Chinese Language) Examination, the general entrance requirement under Joint University Programmes Admissions System (JUPAS). Out of the 568 NCS students taking HKDSE Examination, 25% of them (i.e. 143, and 113 of them used alternative Chinese qualifications) met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes, and around 50% of those who met the entrance requirement or 13% of the total NCS student-candidature (i.e. 71, and 51 of them used alternative Chinese qualifications) received JUPAS offers. It is our policy to facilitate the integration of NCS students into the community, including their early adaptation to the local education system and mastery of the Chinese language. For the planning of education support measures, whether students whose spoken language at

home is Chinese, rather than their ethnicity, is our concern. Besides, breakdown of NCS students applying for and receiving JUPAS offers by types of alternative Chinese qualifications is not compiled.

In 2013, there were a total of 81 355 candidates sitting for HKDSE Examination. About 35% (i.e. 28 451) met the general entrance requirements of UGC-funded undergraduate programmes. Around 43% of those who met the entrance requirement, or 15% of the total candidature (i.e. 12 168) received JUPAS offers. We do not compile data on the number of students applying for an offer under the JUPAS.

**CONTROLLING OFFICER'S REPLY****S-EDB07****(Question Serial No. S0188)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Will the government inform this Council of:

- a. The list of primary and secondary schools with ethnic minority students, the number of ethnic minority students in these schools and the percentage share of ethnic minority students in the whole student population in each of these schools, the funding scheme(s) covering these schools (e.g. after-school support) and the amount of such funding given under each of these funding schemes to each school in 2013/14:

Name of primary school	Number of ethnic minority students in the school	Percentage share of ethnic minority students in the whole student population of the school	The funding scheme(s) covering the schools	The amount of funding given to the school under each funding scheme

Name of secondary school	Number of ethnic minority students in the school	Percentage share of ethnic minority students in the whole student population of the school	The funding scheme(s) covering the schools	The amount of funding given to the school under each funding scheme

- a. The list of primary and secondary schools with non-Chinese speaking (NCS) students, the number of ethnic minority students in these schools and the percentage share of ethnic minority students in the

whole student population in each of these schools, the funding scheme(s) covering these schools (e.g. after-school support) and the amount of such funding given under each of these funding schemes to each school in 2013/14:

Name of primary school	Number of NCS students in the school	Percentage share of NCS students in the whole student population of the school	The funding scheme(s) covering the schools	The amount of funding given to the school under each funding scheme

Name of secondary school	Number of NCS students in the school	Percentage share of NCS students in the whole student population of the school	The funding scheme(s) covering the schools	The amount of funding given to the school under each funding scheme

Asked by: Hon. LAU Wai-hing, Emily

Reply:

According to the information collected through the Student Enrolment Survey, over 500 schools have admitted non-Chinese speaking (NCS) students. Schools have clearly indicated to the Education Bureau (EDB) that they do not wish to have their school names juxtaposed against the number of NCS students admitted, given the possible labelling effect and since the number of NCS students of a school may vary between years depending on student intake and student movement. Therefore, we have tabulated 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 these schools at [Annex](#) for reference.

Starting from the 2006/07 school year, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the EDB to develop school-based support measures and share experiences with other schools have been provided with special grant which has been turned into additional recurrent funding since the 2008/09 school year as well as professional support to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. Through experience sharing by these schools with other schools admitting NCS students via the school support network that the EDB has formed, all NCS students will benefit. The funding arrangement has been revised with effect from the 2013/14 school year. Similar to the provision of additional resources to support students with different needs such as students with special educational needs, academically low achievers, etc., all schools admitting 10 or more NCS students are provided with the additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. In the 2013/14 school year, 151 schools are receiving the additional recurrent funding ranging from \$300,000 to \$600,000 per annum depending on the number of NCS students admitted. The percentage of NCS students among all students in these schools ranges from 1.0% to 98.8%. In tandem, schools may also

apply for additional funding in the range of \$50,000 to \$300,000 under the Project of After-school Extended Chinese Learning for NCS Students (the Project) funded by the Language Fund to strengthen their after-school support for participating NCS students including those not studying in the same school. In the 2013/14 school year, 134 schools have participated in the Project. It is the established practice that we do not disclose the name and situation of individual schools particularly when the additional funding support is applicable to all public sector schools meeting the threshold so as to avoid possible labelling on schools.

As it is our policy to facilitate the integration of NCS students into the community, including their early adaptation to the local education system and mastery of the Chinese language, our concern is to support students whose spoken language at home is not Chinese, rather than their ethnicity. Statistics on the basis of ethnic minority students in schools under different funding schemes are not compiled.

**The number of schools with non-Chinese speaking (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 these schools in the 2013/14 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
<b>Primary schools</b>					
2013/14	Number of schools	232	33	13	42
	Percentage of NCS students among all students of the schools	0.1% - 4.1%	1.2% - 19.8%	3.3% - 18.9%	5.0% - 98.8%
<b>Secondary schools</b>					
2013/14	Number of schools	203	28	6	30
	Percentage of NCS students among all students of the schools	0.1% - 1.9%	1.0% - 5.9%	1.9% - 7.0%	2.5% - 98.1%

Notes:

1. Figures refer to the position as at September of 2013.
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 (DSS) schools, including 1 DSS secondary school offering non-local curriculum. Figures do not include 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.

**CONTROLLING OFFICER'S REPLY**

**S-EDB08**

**(Question Serial No. S0189)**

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

Question:

To support the Chinese language learning of non-Chinese Speaking students, the Policy Address proposes to enhance the professional capability of schools and teachers in teaching Chinese as a second language. Will the government provide information to this council on the following :

- a. The number of EDB-organized workshops for teachers to enhance the professional capability of schools and teachers in teaching Chinese as a second language in 2012/13 and in 2013/14 respectively
  - i. The total number of workshop attendants from primary schools each school year
  - ii. The number of primary schools that have teachers participate in the workshops each school year
  - iii. The number of primary school teachers that participated in the workshops each school year
  - iv. The total number of workshop attendants from secondary schools each school year
  - v. The number of secondary schools that have teachers participate in the workshops each school year
  - vi. The number of secondary school teachers that participated in the workshops each school year
  - vii. Data and information on teacher feedback and effectiveness of the trainings
- b. The number of workshops and training sessions, commissioned to other training providers (please specify), for teachers to enhance the professional capability of schools and teachers in teaching Chinese as a second language
  - i. The total number of training attendants from primary schools each school year
  - ii. The number of primary schools that have teachers participate in the trainings each school year
  - iii. The number of primary school teachers that participated in the trainings each school year
  - iv. The total number of training attendants from secondary schools each school year
  - v. The number of secondary schools that have teachers participate in the trainings each school year
  - vi. The number of secondary school teachers that participated in the trainings each school year
  - vii. Data and information on teacher feedback and effectiveness of the trainings

The current number of teachers in public sector and Direct Subsidy Scheme schools who have received or are currently studying for professional qualifications in teaching Chinese as a second language. Please provide numbers for pre-primary, primary and secondary schools respectively.

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The Education Bureau (EDB) did not run or commission any professional development programmes /



workshops specifically and solely on the teaching of Chinese as a second language in 2012/13 and 2013/14. However, in order to enhance pedagogical effectiveness in supporting NCS students' learning of the Chinese language, how to teach Chinese from a second language learners' perspective has been embedded in the different professional development programmes / workshops for Chinese language teachers as appropriate. We have not kept a separate record of which training programmes / workshops have incorporated such elements and are therefore unable to give the number of schools and teachers who have attended the programmes / workshops nor its breakdown. Nevertheless, from 2014/15 onwards, EDB would organise professional development programmes focusing on using the Chinese Language Curriculum Second Language Learning Framework for teaching NCS students, pedagogies, assessment tools, as well as supporting learning and teaching materials by using different training modes as appropriate.

**CONTROLLING OFFICER'S REPLY****S-EDB09****(Question Serial No. S0190)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

The Education Bureau stated to the Panel on Education that in order to help non-Chinese speaking (NCS) students to bridge over to mainstream Chinese Language classes, the Bureau will continue to invite all kindergartens annually to participate in the school-based support programmes offered by subject experts of the Bureau. Please provide more information on the school-based support programmes for kindergartens, specifically on:

- i. The details of the school-based support programmes for kindergartens on supporting NCS students provided by the Education Bureau
- ii. The spending on the school-based support programmes for kindergarten on supporting NCS students in the 2011/12 and 2012/13 school years;
- iii. The names of the kindergartens that have received such support on teaching non-Chinese speaking students in the 2011/12 and 2012/13 school years;
- iv. The number of kindergartens that received such support in 2012/13, broken down by district;
- v. The budget line for these school-based support programmes for kindergartens in the 2013/14 fiscal year; and
- vi. The number of kindergartens that will receive such school-based support from the Education Bureau in 2013/14.

Asked by: Hon. LAU Wai-hing, Emily

Reply:

- i. Through regular collaborative lesson planning, lesson observations and post-lesson discussions, the school-based support officers of the Education Bureau (EDB) render assistance to teachers in designing activities to facilitate NCS children's learning in a harmonious and culturally respectful environment.
- ii. and v. For the school-based support services provided by the Bureau, manpower resources and related expenses are subsumed in the overall expenditure of the EDB and a breakdown of expenditure is not available for parts (ii) and (v).
- iii., iv., and vi. The school-based support services are provided to support kindergartens to address learner diversity from the curriculum perspective. The services are school-based and contextualised in the needs of schools to benefit all students including but not limited to NCS students in the participating schools. We do not keep separate statistics on school-based support programmes provided to kindergartens on supporting NCS students.

**CONTROLLING OFFICER'S REPLY**

**S-EDB10**

**(Question Serial No. S0214)**

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Follow up on EDB164:

Regarding the leasing out of Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School to the Association of Hong Kong Flag-guards Limited under item 22 in Table (1), will the Government please advise on the following:

1. if public tenders or invitations to non-government organisations were made when leasing out the above school premises?
2. the rationales for leasing out the above school premises to the Association of Hong Kong Flag-guards Limited?
3. the details in lease conditions and rent for leasing out the above school premises to the Association of Hong Kong Flag-guards Limited?
4. as the National Education Centre had once leased the above premises, whether the Administration leased out the premises to both organisations at the same time or the National Education Centre leased out the premises to the Association of Hong Kong Flag-guards Limited on its own?

Asked by: Hon. LEE Cheuk-yan

Reply:

The tenancy between the National Education Services Centre and the Housing Department for the use of the vacant premises of ex-Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School (the premises) had expired on 30 November 2012. As the premises was considered not suitable for school or other educational uses, we have informed the Planning Department and returned the premises to the Housing Department for their consideration on alternative uses in accordance with the prevailing established arrangement. Since we have already returned the premises, we have no information on the tenancy between the Housing Department and the Association of Hong Kong Flag-guards Limited.

**CONTROLLING OFFICER'S REPLY**

**S-EDB11**

**(Question Serial No. S0215)**

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

Question:

Regarding EDB194, please provide follow-up information:

1. The estimated provision for “training and development of principals and teachers” in 2014-15 is \$147.2 million. Whether the provision includes any expenditure directly or indirectly related to national education? If yes, what is the expenditure involved?
2. The estimated provision for “subsidies to educational bodies” in 2014-15 is \$79.6 million. Whether the provision includes any subsidies directly or indirectly related to national education? If yes, please provide the names of the organisations to receive such subsidies and the amount of subsidy for each organisation.
3. The estimated provision for “national education” in 2014-15 is \$75.3 million, an increase by 33.3% as compared with 2013-14. What is the reason? What are respective expenditures for mainland exchange activities in the above two years? What are the details of other expenditures involved in this aspect?

Asked by: Hon. LEE Cheuk-yan

Reply:

The provisions for “training and development of principals and teachers” and “subsidies to educational bodies” under Programme (5) Other Educational Services and Subsidies in 2014-15 are not related to national education directly or indirectly.

The provision for “national education” under Programme (5) Other Education Services and Subsidies in 2014-15 is \$18.8 million or 33.3% higher than the revised estimate for 2013-14, which is mainly due to the increase in provision for Mainland exchange programmes (MEPs) for students. There was a drop in student participation in 2013-14 due to confirmed human cases of Avian Influenza A (H7N9) in the Mainland. In 2014-15, it is estimated that student participation will return to its normal level. Besides, an additional 4500 MEP places will be provided in the 2014/15 school year to subsidise schools to organise MEPs on their own in line with the policy target as set out in the 2010-11 Policy Address, i.e. to subsidise every primary and secondary school student to join at least one Mainland exchange programme. The provisional expenditure for MEPs for teachers and students in 2013-14 and the estimated expenditure for 2014-15 are \$51.3 million and \$68.0 million respectively. Under the provision for “national education” in 2014-15, it includes other expenditures on national education related activities such as the professional study courses for student teachers, Hong Kong Cup Diplomatic Knowledge Contest and the possible running of the national education centre, etc.

**CONTROLLING OFFICER'S REPLY**

**S-EDB12**

**(Question Serial No. S0207)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education, (5) Other Educational Services and Subsidies,  
(6) Vocational Education

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Would the Government inform this Council of what Chinese language courses under government subventions there are for non-school attending ethnic minorities in Hong Kong, the qualifications these courses lead to (for example levels in the Qualifications Framework, the GCSE (Chinese) or the GCE (Chinese)), the amount of subventions for each of these programme?

Asked by: Hon. MO, Claudia

Reply:

The Education Bureau focusses on supporting Non-Chinese speaking (NCS) students. Nevertheless, we also provide NCS children / teenagers, notably ethnic minorities, who have newly arrived Hong Kong, with familiarisation programmes before their admission to schools. They may participate in the 6-month Initiation Programmes which provide real classroom experience with a view to helping them acquire basic Chinese and English to facilitate their admission to local schools. They may also join the 60-hour Induction programmes to learn more about the community and get an early exposure to the Chinese language. These programmes, funded by the Education Bureau, do not lead to any qualifications such as the GCSE (Chinese) or the GCE (Chinese). The expenditure for the Initiation Programmes is about \$5.34 million in the 2013/14 school year. For the Induction programmes, the expenditure is about \$18,600 in the 2012/13 school year (with that for the 2013/14 school year to be finalised).

**CONTROLLING OFFICER'S REPLY****S-EDB13****(Question Serial No. S0208)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Vocational Education

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Regarding vocational training provided by the Vocational Training Council (VTC), would the Government inform this Council of the following:

- (a) In 2014/15, the number of programmes and the number of places dedicated to non-Chinese speaking students:

Programmes at certificate and diploma level	
Number of programmes	
Number of places	
Applied Learning courses and Other Learning Experience courses	
Number of programmes	
Number of places	
Vocational Development Programmes	
Number of programmes	
Number of places	
Basic vocational Chinese short courses	
Number of programmes	
Number of places	
Other vocational education and training programmes	
Number of programmes	
Number of places	

- (b) In 2012/2013, the number of applications and the number of graduates under the programmes dedicated to non-Chinese speaking students:

Programmes at certificate and diploma level	
Number of applications	
Number of graduates	
Applied Learning courses and Other Learning Experience courses	
Number of applications	
Number of graduates	
Vocational Development Programmes	
Number of applications	
Number of graduates	
Basic vocational Chinese short courses	
Number of applications	
Number of graduates	
Other vocational education and training programmes	

Number of applications	
Number of graduates	

(c) The number of NCS students studying at Youth College (Yeo Chei Man) in the 2013/14 school year, the number places planned for NCS students at Youth College (Yeo Chei Man) in the 2014/15 school year, the amount of subvention from the government for the operation of Youth College (Yeo Chei Man) in the 2014/15 academic year; and

(d) The number of NCS students and the total number of students enrolled in different programmes under the VTC.

Asked by: Hon. MO, Claudia

Reply:

(a) The number of programmes and planned places dedicated to non-Chinese speaking (NCS) students at the Vocational Training Council (VTC) in the 2014/15 academic year (AY) are as follows:

	Number of programmes	Number of places
Programmes at certificate and diploma level	6	180
Applied Learning courses and Other Learning Experience courses	2	220
Vocational Development Programmes	4	80
Basic vocational Chinese short courses	4	210
Other vocational education and training programmes	5	60

(b) The number of applications and graduates of the programmes dedicated to NCS students at VTC in the 2012/13 AY are as follows:

	Number of applications	Number of graduates / students completed training
Programmes at certificate and diploma level	97	51
Applied Learning courses and Other Learning Experience courses	244	196
Vocational Development Programmes	61	29
Basic vocational Chinese short courses	284	127
Other vocational education and training programmes	62	54

(c) and (d)

In the 2013/14 AY, the estimated total enrolment of VTC is about 250 000, of which 880 are NCS students. Similar to other students, NCS students may enroll in programmes offered by different member institutions of VTC. In the 2013/14 AY, 190 out of the 880 NCS students at VTC are enrolled in the Youth College (YC).

YC (Yeo Chei Man) was set up under VTC in the 2012/13 AY to provide diversified study opportunities for students, as well as dedicated support for NCS students and students with SEN. In the 2013/14 AY, YC (Yeo Chei Man) has a total student enrolment of around 820 students, of which 38 are NCS students.

In the 2014/15 AY, the Government has specifically earmarked about \$25.9 million of subvention for the operation of YC (Yeo Chei Man), covering staff salaries, administrative costs and other operating expenses. About 70 places are planned for the programmes dedicated to NCS students at YC (Yeo Chei Man) in the 2014/15 AY.

**CONTROLLING OFFICER'S REPLY****S-EDB14****(Question Serial No. S0209)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme:  
(2) Primary Education  
(3) Secondary Education  
(7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion:

Regarding teacher training for teaching non-Chinese speaking students, the Education Bureau recently announced that the launching of the Professional Enhancement Grant Scheme under the Language Fund in the first quarter of 2014. The Bureau estimated that during the first three years of implementation, about 450 teachers would benefit from the Scheme. Also, more training courses and experience sharing opportunities on teaching Chinese as a second language would be provided for 2,000 teachers from about 500 schools admitting non-Chinese speaking (NCS) students. In this connection, would the Government inform this council:

- (a) Regarding the training need, the number of kindergarten, primary and secondary teachers currently teaching NCS students Chinese Language or other subjects in the year 2013/14 and the number of such teachers who have not completed post-secondary training in teaching Chinese as a second language:

<b>Kindergarten</b>	
Number of teachers teaching NCS students who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students	
<b>Primary school</b>	
Number of teachers teaching NCS students Chinese Language who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students Chinese Language	
Number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction and not having completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction	
<b>Secondary school</b>	
Number of teachers teaching NCS students Chinese Language who have not completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students Chinese Language	
Number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction and not having completed post-secondary training in teaching Chinese as a second language	
Total number of teachers teaching NCS students subjects other than Chinese Language using Chinese as a medium of instruction	



- (b) The details of the “Professional Enhancement Grant Scheme”, including whether only certain post-secondary courses would be subsidized and, if yes, the list of such post-secondary courses, the amount of subsidies each participating teacher would get under the Scheme;
- (c) Whether the government would provide incentives for teachers to receive training in teaching non-Chinese speaking students and ethnic minority students, such as by mandating that teachers who have completed post-secondary training receive salary increment so that their specialty would be recognized;
- (d) Regarding the Bureau’s commissioning the CACLER University-School Support Programme of The University of Hong Kong to provide intensive on-site support to schools for collaborative lesson planning meetings, lesson observations and post conferencing meetings, the number of kindergartens, primary schools and secondary schools and teachers who have participated in the Support Programme in each of the years from 2008 to 2013:

	2008	2009	2010	2011	2012	2013
Number of kindergartens participating in the HKU Support Programme						
Number of kindergarten teachers participating in the HKU Support Programme						
Number of secondary schools participating in the HKU Support Programme						
Number of secondary school teachers participating in the HKU Support Programme						

- (e) Whether any tertiary institutions other than The University of Hong Kong provide training or support to schools and teachers about teaching non-Chinese speaking students and ethnic minority students and, if yes, whether these training or support programmes are under Government subventions and the amounts of such subventions?

Asked by: Hon. MO, Claudia

Reply:

- (a) Schools make different arrangements to cater for the needs of Non-Chinese Speaking (NCS) students. The number of teachers teaching NCS students Chinese language or other subjects may vary from school to school and even for the same school, from year to year. We do not possess such information.
- (b) The Education Bureau (EDB) will launch a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language), to be funded under the Language Fund, in the 2014/15 school year as part of our ongoing endeavor to enrich the continuous professional development of teachers. Under the Scheme, through the provision of a grant, serving Chinese Language teachers are encouraged to take courses that aim to enhance their pedagogical knowledge and skills in teaching Chinese to NCS students.

The recognised programmes of study under the Scheme will focus on enhancing teachers’ competency in teaching Chinese to NCS students and helping teachers to cope with the practical challenges of teaching NCS students. The programmes will lead to an academic award in the form of a Postgraduate Certificate, Postgraduate Diploma and / or Master's Degree programme in part-time mode. In this regard, the latest list of recognised programmes (and which may be updated from time to time) is tabulated below:

No.	Institution	Programme
1	The University of Hong Kong	Master of Education in Teaching Chinese to Non-Chinese Speaking Students, or MEd (TNCS) (Part-time mode)

No.	Institution	Programme
2	The Hong Kong Polytechnic University	Masters of Arts in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) [MATCFL(HKS)] (Part-time mode)
3	The Hong Kong Polytechnic University	Postgraduate Diploma in Teaching Chinese as a Foreign Language (With a Specialism in Teaching Chinese as a Second Language in Hong Kong Schools) [PgDTCFL(HKS)] (Part-time mode)
4	The Hong Kong Polytechnic University	Masters of Arts in Chinese Language and Literature (With a Specialism in Chinese Language Teaching for Teachers of Non-Chinese Speaking Students) [MACLL(TNCS)] (Part-time mode)

The provision of grant will be of two tiers, including a basic subsidy as well as an extra subsidy. A basic level of subsidy will be offered at 30% of the tuition fee of a programme of study recognised under the Scheme, subject to maximum of \$30,000 per teacher, upon successful completion of programme of study. There is no undertaking requirement. In order to encourage more Chinese language teachers currently teaching Chinese to NCS students to apply for the grant and continue to teach in schools offering local school curriculum upon successful completion of programme of study, an extra 30% of the tuition fee, subject to an additional maximum of \$30,000 per teacher, will be offered to those teachers who continue to teach NCS students Chinese in schools offering local curriculum for a total of three years within five years upon successful completion of programme of study.

- (c) The Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) under the Language Fund serves to provide financial incentive with a view to encouraging serving Chinese language teachers to receive training in teaching Chinese to NCS students. It will be run on a pilot basis for three years and a review will be conducted.
- (d) Regarding the CACLER University-School Support Programme of The University of Hong Kong which provides intensive on-site support to schools for collaborative lesson planning meetings, lesson observations and post conferencing meetings, the number of kindergartens, primary schools and secondary schools and teachers who have participated in each of the years from 2008 and 2013 are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Number of kindergartens participating in the HKU Support Programmes	---	---	---	---	28	28
Number of kindergarten teachers participating in the HKU Support Programmes	---	---	---	---	Note 1	Note 1
Number of secondary schools participating in the HKU Support Programmes	24	25	25	25	26	19

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Number of secondary school teachers participating in the HKU Support Programmes	Note 1	Note 1	Note 1	Note 1	Note 1	Note 1

Note 1: The University-School Support Programmes related to NCS students aims at providing support for schools admitting NCS students. Teachers of the participating schools are invited to join various support activities, such as collaborative meetings, lesson observations, and professional development programmes (including workshops and sharing sessions). A breakdown of the number of teachers participated in the Support Programmes is not available.

Note 2: No University-School Support Programmes related to NCS students have been offered to primary schools from 2008/09 school year to 2013/14 school year.

- (e) We welcome collaboration with different parties with a view to providing training or support to schools and teachers to enhance teachers' professional capacity on teaching NCS students. From the 2008/09 school year to the 2012/13 school year, a total of nine professional upgrading courses relating to teaching of NCS students, which were funded by the University Grants Committee (UGC), were offered by the Hong Kong Institute of Education. Funding to UGC-funded institutions is provided in the form of a block grant and it is not possible to provide the amount involved for individual programmes.

**CONTROLLING OFFICER'S REPLY**

**S-EDB15**

**(Question Serial No. S0181)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

The Support Scheme for e-Learning in Schools aims at providing 100 public sector schools with funding to enhance their WiFi infrastructure. What are the selection criteria and their respective weightings of the scheme? To help schools with more grassroots students to enhance their e-learning quality, will a higher number of such schools be selected in future?

Asked by: Hon. MOK Charles Peter

Reply:

We received 174 applications from schools for the "Support Scheme on e-Learning in Schools". The key objective of the Support Scheme on e-Learning is to consolidate the deployment of Information Technology (IT) to help raise learning and teaching effectiveness in schools. Hence, applications were assessed not with reference to the extent to which they can bridge the digital divide but rather their three-year e-learning development plan, including details and schedule for adoption of e-textbook, curriculum planning, engagement of parents and/or other stakeholders, IT infrastructure enhancement plan and plan for professional development of teachers in e-learning. The applicants' track record on IT in education and existing IT infrastructure were also considered. Nevertheless, all things being equal, we would give priority to schools with students from disadvantaged background. Of the 100 schools selected, there are 20 schools whose infrastructure is not the most advanced and the social economic status of students is relatively low, but whose other conditions for e-learning are on par with other schools.

Though the support scheme is a one-off exercise benefitting only 100 schools, the Government has separate plans to upgrade the IT infrastructure of the remaining schools. The provision of WiFi services for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme will be covered under the "Fourth Strategy on Information Technology in Education" of which the consultation will be launched in the first half of this year. We have outlined the proposed measures and the implementation timetable for the strategy in our reply to EDB 182. We adopt an open mind and welcome views from stakeholders in the upcoming public consultation exercise.

**CONTROLLING OFFICER'S REPLY**

**S-EDB16**

**(Question Serial No. S0202)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Reply serial no. EDB185

The Education Bureau proposed last December to build an online integration services platform which facilitates the concurrent and seamless application of various e-textbooks, e-learning resources, services systems in schools, as well as the operation of the school based learning management system (LMS) in a more integrated manner.

Will the Administration consider implementing the plan by “fully” utilizing the Cloud Computing technology? If not, what are the reasons?

Asked by: Hon. MOK Charles Peter

Reply:

As set out in our reply to EDB 185, the online integration platform to be developed by the Hong Kong Education City Limited will be adopting cloud computing technology. With regard to the use of cloud computing technology by schools in other service areas, such as school's learning management system, we adopt an open mind and welcome views from stakeholders in the upcoming public consultation exercise on the "Fourth Strategy on Information Technology in Education" whose primary aim is to explore how to better harness IT as a tool to enhance learning and teaching effectiveness.

**CONTROLLING OFFICER'S REPLY**

**S-EDB17**

**(Question Serial No. S0203)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Reply serial no. EDB182

Regarding the “public consultation” on the “Fourth Strategy on Information Technology in Education”, what are the details, implementation and announcement schedule of the scheme?

Asked by: Hon. MOK Charles Peter

Reply:

We plan to launch a public consultation on the “Fourth Strategy on Information Technology in Education” in the first half of this year. We have outlined the proposed measures and the implementation timetable for the strategy in our reply to EDB 182.

**CONTROLLING OFFICER'S REPLY**

**S-EDB18**

**(Question Serial No. S0204)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Reply Serial No. EDB 184

Regarding the existing e-Textbook Market Development Scheme (Phase 1) launched by the Education Bureau, the Administration has pledged many times in the meetings of the Education Panel of the Legislative Council to announce the results of the interim review (completed in 2013) in 2013-14. When will the announcement be made?

Asked by: Hon. MOK Charles Peter

Reply:

We informed the Panel on Education of the Legislative Council at its meeting on 7 February 2013 that we would conduct an interim review on the need to invite a second round of applications for the e-Textbook Market Development Scheme (EMADS) after the completion of the first-phase of field-testing of e-textbooks in the first quarter of 2013. We subsequently completed the interim review with stakeholders in mid-2013 as scheduled. In view of the positive findings of the interim review as set out in our reply EDB 184, we informed the Finance Committee of the Legislative Council in August 2013 of the launch of the second phase of EMADS with implementation details fine-tuned. A press release on the same was also issued shortly thereafter. The revised implementation details were also included in the Guide to Application available on the EMADS website and highlighted in the briefing session to prospective participants held on 13 August 2013. These included extending the coverage to some subjects at Key Stage 4 (senior secondary) including English Language, History, Geography, Physics, Biology and Chemistry, setting no limit on the number of applications for non-major subjects (subjects other than English Language, Chinese Language and Mathematics) submitted by a single applicant, and lifting the quota of two approved applications for each non-major subject set.

**CONTROLLING OFFICER'S REPLY**

**S-EDB19**

**(Question Serial No. S0205)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Reply serial no. EDB183

Regarding the plan on “Supporting Schools to Adopt E-textbook to Facilitate Learning and Teaching and Upgrading of the Web-based School Administration and Management System”, what are the selection criteria? Why some of the successful applicants are already well-known for their leading IT developments, which is questioned by the public that the plan will once again widen the digital divide? Apart from that, when will the government announce the list of the 100 successful applicants?

Regarding the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme and the target to implement the measures by phases starting from the 2014/15 school year, what are the details and implementation schedule of the plan?

Asked by: Hon. MOK Charles Peter

Reply:

We received 174 applications from schools for the “Support Scheme on e-Learning in Schools”. The key objective of the Support Scheme on e-Learning is to consolidate the deployment of Information Technology (IT) to help raise learning and teaching effectiveness in schools. Hence, applications were assessed not with reference to the extent to which they can bridge the digital divide but rather their three-year e-learning development plan, including details and schedule for adoption of e-textbook, curriculum planning, engagement of parents and/or other stakeholders, IT infrastructure enhancement plan and plan for professional development of teachers in e-learning. The applicants’ track record on IT in education and existing IT infrastructure were also considered. Nevertheless, all things being equal, we would give priority to schools with students from disadvantaged background. Of the 100 schools selected, there are 20 schools whose infrastructure is not the most advanced and the social economic status of students is relatively low but whose other conditions for e-learning are on par with other schools. We announced the application results on 18 March 2014 and the list of 100 selected schools was posted on the Education Bureau website on 27 March 2014.

The plan for the provision of WiFi services for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme will be covered under the “Fourth Strategy on Information Technology in Education” of which the consultation will be launched in the first half of this year. We have outlined the proposed measures and the implementation timetable for the strategy in our reply to EDB 182. We adopt an open mind and welcome views from stakeholders in the upcoming public consultation exercise.



**CONTROLLING OFFICER'S REPLY****S-EDB20****(Question Serial No. S0199)**

Head: (156) Government Secretariat: Education Bureau

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

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

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Regarding the enhanced funding supporting to schools starting from the 2014/15 school year to facilitate the implementation of the new "Chinese Language Curriculum Second Language Learning Framework" for non-Chinese speaking students with supporting learning and teaching materials aimed to promote the effective learning of Chinese as a second language, would the Government please provide:

- a. The estimate number of schools eligible for this funding, broken down respectively by primary or secondary level and the number of NCS students in the schools;
- b. Evaluation mechanism on the effectiveness of the funding;
- c. Details on the funding guidelines and reporting mechanisms for school receiving the funding; and
- d. Requirements or guidelines provided to funded schools on the usage of the funding.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for non-Chinese speaking (NCS) students to facilitate their effective learning of the Chinese language and create an inclusive learning environment in schools. Specifically, we will, in the 2014/15 school year, provide the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") with supporting teaching and learning materials to help primary and secondary NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes. To facilitate schools' implementation of the "Learning Framework", we will, starting from the 2014/15 school year, enhance the additional recurrent funding for schools admitting 10 or more NCS students to adopt appropriate teaching strategies including different intensive teaching and learning modes like pull-out teaching, split-class/group learning, after-school consolidation, etc. with a view to helping NCS students bridge over to mainstream Chinese Language classes, and to strengthen communication with NCS parents to motivate NCS students to learn Chinese. In tandem, schools admitting less than 10 NCS students may apply for additional funding, if necessary, to provide after-school support to reinforce their NCS students' learning of Chinese. Other complementary measures including teachers' professional development programmes and provision of enhanced school-based professional support to primary and secondary schools as well as kindergartens admitting NCS students are also in the pipeline. In the meantime, we are consulting stakeholders about the implementation details and will finalise the details in April 2014. The number of schools to be provided with the additional recurrent funding will depend on the number of schools admitting 10 or more NCS students. As a reference, a total of 151 schools have admitted 10 or more NCS students in the 2013/14 school year.

- (b) We are inviting research and language experts to formulate a research framework to facilitate the evaluation of the effectiveness of various support measures for NCS students specifically their Chinese language learning to ensure the quality of the support services and refine individual measures where appropriate.
- (c)&(d) The enhanced additional recurrent funding mentioned in (a) aims to enable schools admitting 10 or more NCS students to assign an experienced teacher to coordinate the implementation of the “Learning Framework” and draw up a school plan including details of the intensive learning modes to adopt, deployment of resources, etc. on support of their NCS students in learning Chinese Language. Besides, schools should strengthen communication with NCS parents through appointment of teaching assistants (including ethnic minority assistants) or procurement of translation services so as to encourage NCS students to learn the Chinese language. Premised on the experience of schools in using the additional funding in the 2013/14 school year, schools may use the enhanced funding to appoint additional teachers / teaching assistants for implementing different intensive teaching and learning modes like pull-out teaching, split-class/group learning, after-school consolidation, etc. to help NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes, as well as to purchase teaching and learning materials if necessary. A dedicated team will be set up in the Education Bureau to verify the school plans to ensure the implementation of the “Learning Framework” and proper use of the enhanced additional recurrent funding which is purpose-specific for supporting NCS students’ learning of the Chinese language.

**CONTROLLING OFFICER'S REPLY**

**S-EDB21**

**(Question Serial No. S0210)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Pursuant to reply no. EDB223, the Administration is requested to provide further information:

- (a) the timetable for the formal implementation of the Pilot Training and Support Scheme (the scheme);
- (b) given that the scheme will cover a number of trades such as building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering and welding, but it will only benefit 2 000 students, how the number of training places was determined and whether the Administration has made any assessment of the supply and demand in this regard;
- (c) given that apart from considering the wage level, factors such as the working environment and employment prospect will also affect the incentive of young people to join the relevant industries, whether the Administration has conducted a review on how to improve the working environment and promotion prospects of the industries under the scheme so as to enhance the incentive for young people to join the industries; and
- (d) whether the Administration has launched any promotional and publicity activities for the scheme; if it has, the details of the activities and the expenditure involved; if not, the reasons for that.

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) The Pilot Training and Support Scheme will be implemented upon the funding approval by the Finance Committee of the Legislative Council, with planned disbursement of Government allowance to students starting from the 2014/15 academic year.
- (b) As the implementation agent of the Pilot Training and Support Scheme, the Vocational Training Council (VTC) has been working closely with its training boards and relevant industry sectors on the implementation of the Scheme, including determining and aligning training provision having regard to the manpower requirements of relevant sectors.
- (c) The Pilot Training and Support Scheme aims at attracting young people to pursue vocational education and develop a career in specific industries by integrating structured apprenticeship training programmes with clear career progression pathways. To be eligible for participation in the Scheme, the relevant industry must be willing to collaborate by undertaking to provide allowance or subsidy to trainees, to offer a certain salary level to trainees who have completed the apprenticeship training and are willing to join relevant

industries.

Apart from financial incentives, trainees joining the Scheme will, on completion of the apprenticeship training, attain a qualification recognised under the Qualifications Framework (QF), which enables the trainees to pursue further studies to obtain higher level qualifications on a part-time basis, including higher diploma (QF Level 4) and bachelor's degree (QF Level 5) programmes, if they so wish.

(d) VTC has been actively promoting the Pilot Training and Support Scheme through its Training Boards and industry networks using existing manpower resources. Subject to funding approval for the scheme by the Finance Committee of the Legislative Council, more publicity and promotion will be launched.

**CONTROLLING OFFICER'S REPLY**

**S-EDB22**

**(Question Serial No. S0211)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (6) Vocational Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question:

Under Reply Serial No. EDB222, would the Administration please provide further information:

- (a) the Administration stated that starting from the 2014/15 academic year, the International Culinary Institute (ICI) will progressively offer training programmes to meet the needs of the industry, using existing facilities of the Vocational Training Council (VTC); what will be expected number of training programmes to be offered in the first year and the coverage of their contents; what are the differences between the programmes to be offered and the existing culinary programmes provided by VTC;
- (b) the composition of membership of the ICI Planning Team set up under VTC; and
- (c) concerning the recruitment of teaching staff, will there be any percentage shares determined for the number of local and overseas teaching staff respectively; when will the first batch of teaching staff expected to commence work?

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) In the 2014/15 academic year, the International Culinary Institute (ICI) plans to offer a full-time Higher Diploma in Culinary Arts programme and three part-time programmes at certificate level covering French and Italian cuisines and ISO 22000 (a food safety management system) certification. These are all new programmes.
- (b) The Vocational Training Council (VTC) has set up a dedicated planning team comprising seven professional staff to oversee project planning and coordination, course planning, curriculum development, kitchen and facilities planning, research/marketing and networking, audit and control, etc. The daily operation of the team is supported by three administrative/technical staff.
- (c) Culinary experts will be recruited both locally and from overseas to teach in ICI by leveraging on VTC's well-established network with the local catering industry and the support from various consulates. Master chefs from overseas will also be invited to Hong Kong as visiting professors to lecture or stage culinary demonstrations on a regular basis. The mix of teachers will depend on the curriculum content and structure of the programmes, expertise required and other relevant considerations. At this stage, ICI has not set a fixed ratio of local and overseas teaching staff and staff may be employed in various modes including full-time, part-time, visiting lecturers, exchange chefs, etc. The recruitment timetable will tie in with the launch of new programmes.

**CONTROLLING OFFICER'S REPLY****S-EDB23****(Question Serial No. S0206)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, for each of the 18 districts in Hong Kong, the number of schools which have implemented small class teaching and subsequently allocated with more than 25 students and their respective class size upon such allocation, their percentage share in the total number of primary schools in the respective districts, as well as their numbers of students involved.

Asked by: Hon. WU Chi-wai

Reply:

The number of school places for allocation to schools implementing small class teaching (SCT) is basically 25 students under the Primary One Admission (POA) System. In the past three years (i.e. the 2011/12, 2012/13 and 2013/14 school years), only schools in the North District implementing SCT were allocated more students per Primary One class. This is one of the established flexible measures to meet the transient increase in demand. The class size upon such allocation, percentage share in the total number of primary schools in the district as well as the number of students involved are as follows:

North District	2011/12 school year (Note)	2012/13 school year (Note)	2013/14 school year (Note)
Total number of SCT schools	18	18	18
Number of SCT schools allocated more students per Primary One class (% of total number of schools in the district )	16 (57%)	16 (57%)	18 (64%)
Number of students per Primary One class upon allocation	26	27	32
Number of students allocated	64	122	448

Note: Figures refer to schools participating in POA 2011, 2012 and 2013.

**CONTROLLING OFFICER'S REPLY****S-EDB24****(Question Serial No. S0216)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

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

Director of Bureau: Secretary for Education

Question:

1. Will the Administration review the non-local student quota of research postgraduate programmes?
2. Will the Administration review the funding mode for non-local students of research postgraduate programmes?
3. How to encourage local students to pursue research postgraduate programmes?
4. As the number of student intakes for the Master of Philosophy is on the decrease, will the Administration review the issue and its impact?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

1. & 2. Research is crucial to higher education development and enhancing the competitiveness of an economy. All along, the Government and UGC are committed to supporting the research work of institutions. Apart from research grants, the Government and UGC also provide publicly-funded research postgraduates (RPg) places to institutions, which serve to enhance academic standards, extend the frontiers of knowledge and develop theories through research activities.

With a view to boosting the research capability in Hong Kong through attracting high quality talents from around the world, the Government accepted and the Panel on Education of the Legislative Council was briefed on the UGC's recommendation in 2002 that the quota for non-local RPg students for UGC-funded institutions should be removed. The UGC's recommendation, which was formulated after extensive consultation with the institutions, academics and the community at large, is conducive to attracting the best talents world-wide to enhance the quality of research in Hong Kong, thereby ensuring that public money is spent on the most worthy causes, and is in line with the international practice. In contrast, to impose restrictions on the number of non-local students for the RPg programmes would only pose hindrance to the pursuit of academic excellence by the local higher education sector and lead to a loss of high quality research talents and projects to other places. It should be noted that top-notch universities worldwide also have a relatively high proportion of non-local postgraduate students, e.g. 40.5% for the Massachusetts Institute of Technology and 62% for the University of Oxford.

In fact, institutions are allowed to over-enroll RPg students up to 40% of their respective approved student numbers, provided that the aggregate over-enrolment of up to 40% does not exceed the number of on-going General Research Fund (GRF) projects for the respective institution. In the 2012/13 academic year, UGC-funded institutions over-enrolled RPg students by an average of 22%, far less than the 40% ceiling. If outstanding students apply to study RPg programmes, institutions will still have spare capacity to consider their admission on a merit basis.

The cost of publicly-funded RPg places should be weighed against the immense benefits that RPg students bring to the higher education sector and the community as a whole. Firstly, with good RPg students, it would help attract leading professors, who are keenly sought after by universities around the world, to conduct research and teach in Hong Kong thus boosting the quality of research and education in our local higher education institutions. Besides, RPg students also play an important role in the sector by participating not only directly in a large number of research activities, but also in the teaching activities of institutions (such as acting as teaching assistants, laboratory administrators, etc.) as well as serve as a bridge between the undergraduates and the teaching staff, thereby contributing to the teaching and learning as well as knowledge transfer in institutions.

3. To enhance local students' interest in research, the Research Grants Council (RGC), apart from establishing the Hong Kong PhD Fellowship Scheme (HKPFS) in 2009, has adopted measures such as providing undergraduate students with a monthly allowance and the opportunities of working with researchers of the GRF projects for gaining research experience. The RGC also worked with institutions and the Science Museum to organize regular public lectures on RGC-funded research to publicize the achievements of Hong Kong researchers and to enhance the public's (including students') interest in research. UGC-funded institutions have also launched initiatives to attract local students to pursue RPg studies at their institutions by advertising in the local media and holding Information Days.

In the 2012/13 academic year, the number of local applications for UGC-funded RPg programmes was 2 040, which was submitted by an estimated number of around 1 020 local applicants. 531 of these local applicants were eventually admitted, which accounted for 52.1% of the estimated number of local applicants or 26.0% of the number of local applications. As regards the remaining 47.9% of local applicants, they included those who eventually declined admission offers from UGC-funded institutions in order to pursue other opportunities, as well as those who were not given offers having regard to their academic credentials. In contrast, the number of applications for UGC-funded RPg programmes by non-local students was 18 600 in the 2012/13 academic year. The number of non-local intakes in the same year was 1 876, accounting for 10.1% of the non-local applications.

Indeed, there are diversified choices of further studies and employment available for Hong Kong students after graduation from undergraduate programmes, e.g. full-time employment, full-time / part-time taught postgraduate programmes, etc. The decision of local students on whether and where to pursue postgraduate studies, especially RPg studies, is a personal choice affected by various factors such as prevailing employment opportunities in the market, students' career orientation and prospect in the teaching/research fields, rather than the terms provided to students for their graduate studies. Furthermore, for local students who choose to pursue RPg studies, quite a number of them would do so at overseas universities, so that they can conduct research under a different culture and environment. Moreover, it should also be reckoned that UGC-funded institutions currently have yet to fully utilise their over-enrolment capacity, meaning that if outstanding local students apply to study RPg programmes, UGC-funded institutions will still have spare capacity to consider their admission on a merit basis.

4. While the number of student enrolment for the Master of Philosophy (MPhil) has decreased by about 33.1%, from 2 085 in 2008/09 to 1 394 in 2013/14, the number of student enrolment for the Doctor of Philosophy (PhD) has increased by about 44.8%, from 3 875 in 2008/09 to 5 612 in 2013/14, bringing an overall increase in RPg enrolment by 17.6%, from 5 959 in 2008/09 to 7 006 in 2013/14. The changes in student enrolment for the two postgraduate programmes indicate that students interested in pursuing research are making longer-term commitment into three or four-year PhD programmes instead of two-year MPhil programmes for greater achievement in terms of research results and academic qualifications. This will help boost the overall research capability and is conducive to the development of local higher education in Hong Kong.



**CONTROLLING OFFICER'S REPLY****S-EDB25****(Question Serial No. SV019)**

Head: (190) University Grants Committee

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

Programme: University Grants Committee

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

Director of Bureau: Secretary for Education

Question:

Pursuant to replies EDB262 and EDB263, the Administration is requested to provide a response on whether it would review the need to impose a ceiling on the number of overseas students to be admitted to postgraduate research programmes, or to introduce different modes of subvention for local and overseas students undertaking these programmes.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

Research is crucial to higher education development and enhancing the competitiveness of an economy. All along, the Government and UGC are committed to supporting the research work of institutions. Apart from research grants, the Government and UGC also provide publicly-funded research postgraduates (RPg) places to institutions, which serve to enhance academic standards, extend the frontiers of knowledge and develop theories through research activities.

With a view to boosting the research capability in Hong Kong through attracting high quality talents from around the world, the Government accepted and the Panel on Education of the Legislative Council was briefed on the UGC's recommendation in 2002 that the quota for non-local RPg students for UGC-funded institutions should be removed. The UGC's recommendation, which was formulated after extensive consultation with the institutions, academics and the community at large, is conducive to attracting the best talents world-wide to enhance the quality of research in Hong Kong, thereby ensuring that public money is spent on the most worthy causes, and is in line with the international practice. In contrast, to impose restrictions on the number of non-local students for the RPg programmes would only pose hindrance to the pursuit of academic excellence by the local higher education sector and lead to a loss of high quality research talents and projects to other places. It should be noted that top-notch universities worldwide also have a relatively high proportion of non-local postgraduate students, e.g. 40.5% for the Massachusetts Institute of Technology and 62% for the University of Oxford.

In fact, institutions are allowed to over-enroll RPg students up to 40% of their respective approved student numbers, provided that the aggregate over-enrolment of up to 40% does not exceed the number of on-going General Research Fund projects for the respective institution. In the 2012/13 academic year, UGC-funded institutions over-enrolled RPg students by an average of 22%, far less than the 40% ceiling. If outstanding students apply to study RPg programmes, institutions will still have spare capacity to consider their admission on a merit basis.

The cost of publicly-funded RPg places should be weighed against the immense benefits that RPg students bring to the higher education sector and the community as a whole. Firstly, with good RPg students, it would help attract leading professors, who are keenly sought after by universities around the world, to

conduct research and teach in Hong Kong thus boosting the quality of research and education in our local higher education institutions. Besides, RPg students also play an important role in the sector by participating not only directly in a large number of research activities, but also in the teaching activities of institutions (such as acting as teaching assistants, laboratory administrators, etc.) as well as serve as a bridge between the undergraduates and the teaching staff, thereby contributing to the teaching and learning as well as knowledge transfer in institutions.

