

**Replies to initial written 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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<a href="#">EDB242</a>	1062	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB243</a>	2755	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB244</a>	2756	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB245</a>	2280	FAN Kwok-wai, Gary	173	Student Assistance Scheme
<a href="#">EDB246</a>	3020	IP Kin-yuen	173	Student Assistance Scheme
<a href="#">EDB247</a>	3021	IP Kin-yuen	173	Student Assistance Scheme
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<a href="#">EDB249</a>	2867	IP Kwok-him	173	Student Assistance Scheme
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<a href="#">EDB251</a>	2019	IP LAU Suk-ye, Regina	173	Student Assistance Scheme
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<a href="#">EDB253</a>	3203	LEE Wai-king, Starry	173	Student Assistance Scheme
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<a href="#">EDB256</a>	3210	LEE Wai-king, Starry	173	Student Assistance Scheme
<a href="#">EDB257</a>	3237	LEE Wai-king, Starry	173	Student Assistance Scheme
<a href="#">EDB258</a>	2468	LEUNG Kwok-hung	173	Student Assistance Scheme
<a href="#">EDB259</a>	2378	LEUNG Mei-fun, Priscilla	173	Student Assistance Scheme
<a href="#">EDB260</a>	1953	LEUNG Yiu-chung	173	Student Assistance Scheme
<a href="#">EDB261</a>	1608	TIEN Puk-sun, Michael	173	Student Assistance Scheme
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<a href="#">EDB262</a>	1268	CHAN Chi-chuen	190	University Grants Committee
<a href="#">EDB263</a>	0979	CHAN Han-pan	190	University Grants Committee
<a href="#">EDB264</a>	0071	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB265</a>	3299	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
<a href="#">EDB266</a>	1055	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB267</a>	1059	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB268</a>	2253	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB269</a>	2295	FAN Kwok-wai, Gary	190	University Grants Committee
<a href="#">EDB270</a>	3005	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB271</a>	3007	IP Kin-yuen	190	University Grants Committee
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<a href="#">EDB273</a>	3010	IP Kin-yuen	190	University Grants Committee
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<a href="#">EDB275</a>	3012	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB276</a>	3013	IP Kin-yuen	190	University Grants Committee
<a href="#">EDB277</a>	3014	IP Kin-yuen	190	University Grants Committee
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<a href="#">EDB279</a>	2239	KWOK, Dennis	190	University Grants Committee
<a href="#">EDB280</a>	2242	KWOK, Dennis	190	University Grants Committee
<a href="#">EDB281</a>	3048	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB282</a>	3050	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB283</a>	3204	LEE Wai-king, Starry	190	University Grants Committee
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<a href="#">EDB285</a>	3234	LEE Wai-king, Starry	190	University Grants Committee
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<a href="#">EDB287</a>	3088	MA Fung-kwok	190	University Grants Committee
<a href="#">EDB288</a>	3091	MA Fung-kwok	190	University Grants Committee
<a href="#">EDB289</a>	2701	TSE Wai-chuen, Tony	190	University Grants Committee
<a href="#">EDB290</a>	0806	WONG Pik-wan, Helena	190	University Grants Committee
<a href="#">EDB291</a>	0808	WONG Pik-wan, Helena	190	University Grants Committee
<a href="#">EDB292</a>	0809	WONG Pik-wan, Helena	190	University Grants Committee
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<a href="#">EDB297</a>	3569	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB298</a>	3570	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB299</a>	3571	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
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<a href="#">EDB301</a>	3573	CHAN Ka-lok, Kenneth	156	Policy and Support
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<a href="#">EDB303</a>	3575	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB304</a>	3680	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB305</a>	3681	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB306</a>	3682	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB307</a>	3683	CHAN Ka-lok, Kenneth	156	Primary Education
<a href="#">EDB308</a>	3684	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB309</a>	3685	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB310</a>	3686	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB311</a>	3687	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB312</a>	3688	CHAN Ka-lok, Kenneth	156	Secondary Education
<a href="#">EDB313</a>	3689	CHAN Ka-lok, Kenneth	156	Secondary Education
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<a href="#">EDB316</a>	3692	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education
<a href="#">EDB317</a>	3693	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Special Education
<a href="#">EDB318</a>	3694	CHAN Ka-lok, Kenneth	156	Special Education
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<a href="#">EDB320</a>	3696	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB321</a>	3697	CHAN Ka-lok, Kenneth	156	Special Education
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<a href="#">EDB324</a>	3700	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB325</a>	3748	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB326</a>	3749	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB327</a>	3750	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
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<a href="#">EDB331</a>	3754	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB332</a>	3755	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB333</a>	3756	CHAN Ka-lok, Kenneth	156	Policy and Support
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<a href="#">EDB337</a>	3792	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB338</a>	3793	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB339</a>	3794	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
<a href="#">EDB340</a>	3795	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies
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<a href="#">EDB342</a>	3800	CHAN Ka-lok, Kenneth	156	Other Educational Services and Subsidies Policy and Support
<a href="#">EDB343</a>	3801	CHAN Ka-lok, Kenneth	156	Special Education
<a href="#">EDB344</a>	3802	CHAN Ka-lok, Kenneth	156	Policy and Support
<a href="#">EDB345</a>	3803	CHAN Ka-lok, Kenneth	156	Policy and Support
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<a href="#">EDB347</a>	3807	CHAN Ka-lok, Kenneth	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB348</a>	3808	CHAN Ka-lok, Kenneth	156	Policy and Support
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<a href="#">EDB352</a>	5785	CHAN Ka-lok, Kenneth	156	Policy and Support
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<a href="#">EDB354</a>	6690	CHAN Yuen-han	156	Vocational Education
<a href="#">EDB355</a>	3379	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB356</a>	3380	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB357</a>	3381	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB358</a>	3382	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB359</a>	3383	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB360</a>	3384	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">EDB361</a>	3385	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB362</a>	3386	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB363</a>	3394	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB364</a>	3395	CHEUNG Chiu-hung, Fernando	156	Secondary Education
<a href="#">EDB365</a>	3397	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
<a href="#">EDB366</a>	3400	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">EDB367</a>	3405	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB368</a>	3406	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB369</a>	3412	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB370</a>	3414	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB371</a>	3416	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB372</a>	3417	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB373</a>	3418	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
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<a href="#">EDB378</a>	3430	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB379</a>	3431	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB380</a>	3432	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
<a href="#">EDB381</a>	3433	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB382</a>	3434	CHEUNG Chiu-hung, Fernando	156	Vocational Education
<a href="#">EDB383</a>	3498	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subsidies
<a href="#">EDB384</a>	4809	CHEUNG Chiu-hung, Fernando	156	Policy and Support
<a href="#">EDB385</a>	3818	CHEUNG Kwok-che	156	Vocational Education
<a href="#">EDB386</a>	3820	CHEUNG Kwok-che	156	Policy and Support
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<a href="#">EDB388</a>	3822	CHEUNG Kwok-che	156	Vocational Education
<a href="#">EDB389</a>	3823	CHEUNG Kwok-che	156	
<a href="#">EDB390</a>	3824	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB391</a>	3825	CHEUNG Kwok-che	156	Policy and Support
<a href="#">EDB392</a>	3951	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB393</a>	3952	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB394</a>	3953	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB395</a>	3954	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB396</a>	3955	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB397</a>	3956	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB398</a>	3957	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB399</a>	3958	CHEUNG Kwok-che	156	Special Education
<a href="#">EDB400</a>	3959	CHEUNG Kwok-che	156	Special Education
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<a href="#">EDB402</a>	3961	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
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<a href="#">EDB405</a>	3964	CHEUNG Kwok-che	156	Secondary Education
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<a href="#">EDB410</a>	4065	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB411</a>	4090	CHEUNG Kwok-che	156	Policy and Support
<a href="#">EDB412</a>	5713	CHEUNG Kwok-che	156	Primary Education
<a href="#">EDB413</a>	5714	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB414</a>	5715	CHEUNG Kwok-che	156	Secondary Education
<a href="#">EDB415</a>	5716	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB416</a>	5717	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB417</a>	5719	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
<a href="#">EDB418</a>	5725	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies
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<a href="#">EDB422</a>	5729	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB423</a>	5742	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB424</a>	5743	CHEUNG Kwok-che	156	Primary Education Secondary Education Other Educational Services and Subsidies
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<a href="#">EDB427</a>	6411	CHEUNG Kwok-che	156	Vocational Education
<a href="#">EDB428</a>	5479	CHEUNG Yu-yan, Tommy	156	Policy and Support
<a href="#">EDB429</a>	5480	CHEUNG Yu-yan, Tommy	156	Primary Education Secondary Education
<a href="#">EDB430</a>	5481	CHEUNG Yu-yan, Tommy	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB431</a>	5482	CHEUNG Yu-yan, Tommy	156	Other Educational Services and Subsidies
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<a href="#">EDB435</a>	5864	FAN Kwok-wai, Gary	156	Other Educational Services and Subsidies
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<a href="#">EDB437</a>	5660	FUNG Kin-kee, Frederick	156	Other Educational Services and Subsidies
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<a href="#">EDB440</a>	4630	HO Sau-lan, Cyd	156	Director of Bureau's Office Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education Policy and Support
<a href="#">EDB441</a>	4670	HO Sau-lan, Cyd	156	Policy and Support
<a href="#">EDB442</a>	4673	HO Sau-lan, Cyd	156	Director of Bureau's Office Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education Policy and Support

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<a href="#">EDB448</a>	3332	IP Kin-yuen	156	Policy and Support
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<a href="#">EDB450</a>	3334	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
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<a href="#">EDB459</a>	3343	IP Kin-yuen	156	Vocational Education
<a href="#">EDB460</a>	3344	IP Kin-yuen	156	
<a href="#">EDB461</a>	3345	IP Kin-yuen	156	Primary Education Secondary Education Special Education
<a href="#">EDB462</a>	4801	IP Kin-yuen	156	Primary Education
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<a href="#">EDB467</a>	4212	KWOK Ka-ki	156	Vocational Education
<a href="#">EDB468</a>	6361	KWOK Ka-ki	156	Secondary Education

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<a href="#">EDB476</a>	5698	LEE Wai-king, Starry	156	Other Educational Services and Subsidies
<a href="#">EDB477</a>	5699	LEE Wai-king, Starry	156	Policy and Support
<a href="#">EDB478</a>	4397	LEUNG Kwok-hung	156	Director of Bureau's Office Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education Policy and Support
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<a href="#">EDB484</a>	4565	LEUNG Kwok-hung	156	Primary Education Secondary Education Special Education
<a href="#">EDB485</a>	4567	LEUNG Kwok-hung	156	Other Educational Services and Subsidies
<a href="#">EDB486</a>	4568	LEUNG Kwok-hung	156	Policy and Support
<a href="#">EDB487</a>	4569	LEUNG Kwok-hung	156	Policy and Support
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<a href="#">EDB489</a>	5187	MO, Claudia	156	Policy and Support
<a href="#">EDB490</a>	5188	MO, Claudia	156	Policy and Support
<a href="#">EDB491</a>	5189	MO, Claudia	156	Other Educational Services and Subsidies
<a href="#">EDB492</a>	5190	MO, Claudia	156	Other Educational Services and Subsidies
<a href="#">EDB493</a>	5191	MO, Claudia	156	Other Educational Services and Subsidies
<a href="#">EDB494</a>	5192	MO, Claudia	156	Other Educational Services and Subsidies
<a href="#">EDB495</a>	4381	MOK Charles Peter	156	Policy and Support

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<a href="#">EDB496</a>	4382	MOK Charles Peter	156	Vocational Education
<a href="#">EDB497</a>	4386	MOK Charles Peter	156	Policy and Support
<a href="#">EDB498</a>	4387	MOK Charles Peter	156	
<a href="#">EDB499</a>	4388	MOK Charles Peter	156	Policy and Support
<a href="#">EDB500</a>	4389	MOK Charles Peter	156	
<a href="#">EDB501</a>	4390	MOK Charles Peter	156	
<a href="#">EDB502</a>	5502	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB503</a>	5503	SHEK Lai-him, Abraham	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB504</a>	5504	SHEK Lai-him, Abraham	156	Primary Education Secondary Education Special Education
<a href="#">EDB505</a>	5505	SHEK Lai-him, Abraham	156	Primary Education Secondary Education
<a href="#">EDB506</a>	5506	SHEK Lai-him, Abraham	156	Secondary Education
<a href="#">EDB507</a>	5507	SHEK Lai-him, Abraham	156	
<a href="#">EDB508</a>	5508	SHEK Lai-him, Abraham	156	Special Education
<a href="#">EDB509</a>	5510	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
<a href="#">EDB510</a>	5511	SHEK Lai-him, Abraham	156	Policy and Support
<a href="#">EDB511</a>	5512	SHEK Lai-him, Abraham	156	Policy and Support
<a href="#">EDB512</a>	5513	SHEK Lai-him, Abraham	156	Vocational Education
<a href="#">EDB513</a>	5514	SHEK Lai-him, Abraham	156	Other Educational Services and Subsidies
<a href="#">EDB514</a>	5515	SHEK Lai-him, Abraham	156	Policy and Support
<a href="#">EDB515</a>	5526	SHEK Lai-him, Abraham	156	Policy and Support
<a href="#">EDB516</a>	5170	TIEN Puk-sun, Michael	156	Policy and Support
<a href="#">EDB517</a>	5171	TIEN Puk-sun, Michael	156	Primary Education
<a href="#">EDB518</a>	5172	TIEN Puk-sun, Michael	156	Primary Education
<a href="#">EDB519</a>	5173	TIEN Puk-sun, Michael	156	Policy and Support
<a href="#">EDB520</a>	5186	TIEN Puk-sun, Michael	156	Primary Education
<a href="#">EDB521</a>	3307	TSE Wai-chuen, Tony	156	Policy and Support
<a href="#">EDB522</a>	3308	TSE Wai-chuen, Tony	156	Primary Education
<a href="#">EDB523</a>	4749	WONG Kwok-hing	156	Other Educational Services and Subsidies Policy and Support
<a href="#">EDB524</a>	4750	WONG Kwok-hing	156	
<a href="#">EDB525</a>	4751	WONG Kwok-hing	156	Director of Bureau's Office Primary Education Secondary Education Other Educational Services and Subsidies

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				Policy and Support
<a href="#">EDB526</a>	4764	WONG Kwok-hing	156	Vocational Education
<a href="#">EDB527</a>	4780	WONG Kwok-hing	156	Other Educational Services and Subsidies
<a href="#">EDB528</a>	4781	WONG Kwok-hing	156	Vocational Education
<a href="#">EDB529</a>	5215	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB530</a>	5216	WONG Yuk-man	156	Primary Education Secondary Education
<a href="#">EDB531</a>	5217	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB532</a>	5218	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB533</a>	5219	WONG Yuk-man	156	Policy and Support
<a href="#">EDB534</a>	5254	WONG Yuk-man	156	
<a href="#">EDB535</a>	5134	WU Chi-wai	156	Policy and Support
<b>SFAA</b>				
<a href="#">EDB536</a>	4366	CHAN Chi-chuen	173	Student Assistance Scheme
<a href="#">EDB537</a>	6277	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB538</a>	6278	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB539</a>	6279	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB540</a>	6280	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB541</a>	6281	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB542</a>	6282	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB543</a>	6283	CHAN Ka-lok, Kenneth	173	Student Assistance Scheme
<a href="#">EDB544</a>	3499	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
<a href="#">EDB545</a>	6379	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
<a href="#">EDB546</a>	6380	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
<a href="#">EDB547</a>	6382	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
<a href="#">EDB548</a>	3819	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB549</a>	4045	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB550</a>	4046	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB551</a>	4047	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB552</a>	4048	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB553</a>	5741	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB554</a>	6586	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB555</a>	6587	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB556</a>	6588	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB557</a>	5701	LEE Wai-king, Starry	173	Student Assistance Scheme
<a href="#">EDB558</a>	5702	LEE Wai-king, Starry	173	Student Assistance Scheme
<a href="#">EDB559</a>	6662	LEUNG Kwok-hung	173	Student Assistance Scheme
<a href="#">EDB560</a>	4379	MA Fung-kwok	173	Student Assistance Scheme

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<a href="#">EDB561</a>	5529	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB562</a>	5530	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB563</a>	5531	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB564</a>	4752	WONG Kwok-hing	173	Student Assistance Scheme
<a href="#">EDB565</a>	4753	WONG Kwok-hing	173	Student Assistance Scheme
<a href="#">EDB566</a>	4754	WONG Kwok-hing	173	Student Assistance Scheme
<a href="#">EDB567</a>	5293	WONG Yuk-man	173	Student Assistance Scheme
UGC				
<a href="#">EDB568</a>	6260	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB569</a>	6261	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB570</a>	6262	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB571</a>	6263	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB572</a>	6264	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB573</a>	6265	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB574</a>	6266	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB575</a>	6267	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB576</a>	6268	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB577</a>	6269	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB578</a>	6270	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB579</a>	6271	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB580</a>	6272	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB581</a>	6273	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB582</a>	6275	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB583</a>	6276	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB584</a>	6284	CHAN Ka-lok, Kenneth	190	University Grants Committee
<a href="#">EDB585</a>	4826	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
<a href="#">EDB586</a>	5722	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB587</a>	5723	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB588</a>	5735	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB589</a>	5738	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB590</a>	5739	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB591</a>	5740	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB592</a>	4570	LEUNG Kwok-hung	190	University Grants Committee
<a href="#">EDB593</a>	6165	MOK Charles Peter	190	University Grants Committee
<a href="#">EDB594</a>	5509	SHEK Lai-him, Abraham	190	University Grants Committee
<a href="#">EDB595</a>	5519	SHEK Lai-him, Abraham	190	University Grants Committee
<a href="#">EDB596</a>	5174	TIEN Puk-sun, Michael	190	University Grants Committee
<a href="#">EDB597</a>	4782	WONG Kwok-hing	190	University Grants Committee

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<b>RTHK</b>				
<a href="#">EDB598</a>	3677	CHAN Ka-lok, Kenneth	160	School Education Television Programme
<b>OGCIO</b>				
<a href="#">EDB599</a>	6395	TONG Ka-wah, Ronny	47	IT in the Community
<b>CWRF</b>				
<a href="#">EDB600</a>	5867	FAN Kwok-wai, Gary	708	Capital Works Reserve Fund



**CONTROLLING OFFICER'S REPLY****EDB001****(Question Serial No. 1259)**

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 (Member Question No. 30):

It is stated in the 2014 Policy Address that the Government will support about 9 800 students in need to participate in exchange programmes outside Hong Kong selected on a merit basis and arranged by institutions. In this regard, will the Bureau give an account of the estimated manpower resources and expenditure involved in such measure? Last year (2013), what are the actual numbers of students in post-secondary institutions and the expenditure involved in taking up industrial attachment and exchange outside Hong Kong?

Asked by: Hon. CHAN Chi-chuen

Reply:

Student exchanges not only benefit outgoing students by broadening their global exposure but also help internationalise local campuses by bringing in more non-local students through the reciprocal exchange arrangement. Internship also helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook exchange and internship outside Hong Kong for the 2012/13 academic year is at Annex.

The University Grants Committee (UGC) and the Administration have all along been supportive of institutions' efforts to provide exchange and internship opportunities to students. In 2011, we launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) and encouraged institutions to make use of the funds available from the MGS for, inter alia, exchange and internship programmes. The UGC also provided an additional one-off \$50 million to the eight UGC-funded institutions to enhance exchange opportunities, including internship opportunities, for local students. We have also launched a five-year Pilot Mainland Experience Scheme in the 2011/12 academic year with a total commitment of \$100 million to subsidise on a matching basis post-secondary students to participate in short-term internship or learning programmes in the Mainland.

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

In the 2014 Policy Address, we propose that a means-tested subsidy of up to HK\$15,000 be provided for needy students pursuing full-time locally-accredited undergraduate degree or sub-degree programmes to participate in exchange programmes outside Hong Kong. The exchange programmes will also be confined

to those arranged by the institutions, and only students nominated by their institutions to participate in the exchange programmes are eligible to apply for the subsidy. We estimate that this initiative would benefit around 9 800 post-secondary students per year, with an estimated annual expenditure of about \$110 million. Administrative work of the initiative will be absorbed from within existing manpower resources of EDB.

**Number of Full-time Students of Publicly-funded Programmes Undertaking Exchange and Internship Outside Hong Kong in the 2012/13 Academic Year**

<b>Institutions</b>	<b>Exchange</b>	<b>Internship</b>
City University of Hong Kong	767	375
Hong Kong Baptist University	298	240
Lingnan University	339	149
The Chinese University of Hong Kong	852	922
The Hong Kong Academy for Performing Arts	181	35
The Hong Kong Institute of Education	148	90 (Note 3)
The Hong Kong Polytechnic University	590	498
The Hong Kong University of Science and Technology	765	151
The University of Hong Kong	864	486
Vocational Training Council	1 343	93
<b>Total</b>	<b>6 147</b>	<b>3 039</b>

## Notes:

1. Outgoing exchange students refer to those students of UGC-funded full-time long programmes who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.
2. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme that the student is enrolled. There is no restriction about the duration of internship which can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing or not.
3. The figure for the Hong Kong Institute of Education does not include field experience for students.

**CONTROLLING OFFICER'S REPLY****EDB002****(Question Serial No. 1260)**

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 (Member Question No. 32):

As announced in the 2014 Policy Address, the Government will implement a Chinese Language Curriculum Second Language Learning Framework for ethnic minority students from the 2014-15 school year. Will the Administration please:

- (1) tabulate the numbers of ethnic minority/non-Chinese speaking students currently studying in mainstream kindergartens, primary schools, secondary schools and tertiary institutions?
- (2) tabulate the details of the Education Bureau's support for ethnic minority/non-Chinese speaking students over the past five years and advise on the actual expenditure and manpower so involved?
- (3) tabulate the details of the Chinese Language Curriculum Second Language Learning Framework and advise on the actual expenditure and manpower so involved?

Asked by: Hon. CHAN Chi-chuen

Reply:

- (1) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level in the 2013/14 school year is tabulated at [Annex A](#).
- (2) The support measures for NCS students in the past five school years (i.e. 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years) and the expenditures are tabulated at [Annex B](#).
- (3) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. The "Learning Framework" provides a systematic set of learning objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. In parallel, supporting materials including module exemplars or learning tasks to demonstrate how teachers can use a progressive "small-step" learning approach by following the "Learning Framework" to enhance the learning effectiveness of NCS students in reading, writing, listening and speaking in Chinese will be provided. The fact that the "Learning Framework" makes the learning progress of the NCS students more explicit could help teachers adjust the learning

targets and adopt appropriate teaching strategies including different intensive teaching and learning modes like pull-out teaching, split-class/group learning, after-school consolidation, etc. to help NCS students overcome the difficulties in learning Chinese as a second language. To facilitate schools' implementation of the "Learning Framework", enhanced funding support for schools, professional development programmes for teachers and provision of enhanced school-based professional support to primary and secondary schools as well as kindergartens admitting NCS students are in the pipeline. In the meantime, we are consulting stakeholders about the implementation details and will finalise the details in April 2014.

**Number of non-Chinese speaking (NCS) students  
by level in the 2013/14 school year**

<b>Level</b>	<b>No. of NCS students (Notes 1 and 2)</b>
Pre-primary (K1 to K3) (Note 3)	12 029
Primary (Primary 1 - 6) (Note 4)	8 290
Secondary (Secondary 1 - 6) (Note 4)	7 576

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 pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2009/10 school year \$ million</b>	<b>Actual expenditure in the 2010/11 school year \$ million</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Estimated expenditure in the 2013/14 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.</p>	14.4  Note 1	15.6  Note 1	16.8  Note 1	17.5  Note 1	61.3  Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p>	Note 1  An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools

Training programmes for Chinese Language teachers teaching NCS students	0.26	The programmes are subsumed in the overall professional development programme of the Education Bureau (EDB) and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.3	2.8	2.7	2.7	2.9
Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes  A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.	-	9.0	12.0	13.0	21.0



<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	Note 2	1.4	1.4	2.0	2.5
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.23	0.26	0.28	0.76	1.0
<p>District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	-	-	-	0.88	2.51

Support for kindergartens admitting NCS students –					
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	-	-	-	3.3	4.5
(b) School-based professional support services	-	-	-	-	Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The Summer Bridging Programme was not operated in the summer of 2009 owing to suspension of classes in primary schools due to Human Swine Influenza.

**CONTROLLING OFFICER'S REPLY**

**EDB003**

**(Question Serial No. 1266)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 39):

According to 2014 Policy Address, from the 2014/15 school year, public sector schools operating classes at senior secondary levels will be provided with an additional recurrent grant equivalent to the salary of a graduate teacher to introduce more life planning education elements. Will the Administration inform this Committee on the estimated expenditure of the additional recurrent grant? What was the expenditure involved in providing a recurrent grant to public sector schools regarding career guidance services last year?

Asked by: Hon. CHAN Chi-chuen

Reply:

The estimated expenditure for the additional recurrent grant to be introduced to enhance life planning education in secondary schools with senior secondary classes is about \$255 million for the 2014/15 school year. Currently, career guidance services are provided by schools' career teams. Also, other related expenditures are charged to the Operating Expenses Block Grant / Expanded Operating Expenses Block Grant, with which schools are given flexibility for deployment and the Education Bureau does not collect the breakdown of these expenditures.

**CONTROLLING OFFICER'S REPLY****EDB004****(Question Serial No. 2861)**

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 (Member Question No. 53):

With effect from the 2013-14 school year, the Education Bureau (EDB) has changed the funding mode of providing school-based educational support to non-Chinese speaking (NCS) students. The grant is no longer confined to the so-called "designated schools". In this regard, please provide in tabular form a breakdown of the number of schools which received that grant in the past year and the amount of expenditure by district. How many of these schools were not "designated schools"? At the same time, what will be the estimated manpower and expenditure incurred under this grant for NCS students in the coming year (2014-2015 school year)?

Asked by: Hon. CHAN Chi-chuen

Reply:

With effect from the 2013/14 school year, all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. The number of schools receiving the funding in the 2013/14 school year, the number of schools among them which were not the so-called "designated schools" before and the estimated expenditure by district in the 2013/14 school year are tabulated at the Annex.

As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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.

**Number of schools receiving the additional recurrent funding in the 2013/14 school year, number of schools among them which were not the so-called “designated schools” before and estimated expenditure by district in the 2013/14 school year**

District	No. of schools receiving the additional recurrent funding	No. of schools among them which were not the so-called “designated schools” before	Estimated expenditure (\$ million)
Central & Western	9	7	3.6
Eastern	9	8	3.0
Islands	16	11	7.2
Kowloon City	9	8	3.4
Kwai Tsing	11	8	4.6
Kwun Tong	6	3	3.3
North	-	-	-
Sai Kung	7	6	2.9
Sha Tin	3	3	1.0
Sham Shui Po	9	7	4.1
Southern	2	2	0.6
Tai Po	4	4	1.2
Tsuen Wan	3	3	0.9
Tuen Mun	17	15	7.1
Wan Chai	17	14	6.5
Wong Tai Sin	2	1	0.9
Yau Tsim Mong	7	4	3.7
Yuen Long	20	16	7.3
<b>All Districts</b>	<b>151</b>	<b>120</b>	<b>61.3</b>

Notes:

1. Figures refer to the position as at September 2013.
2. The data include non-Chinese speaking students in public sector and Direct Subsidy Scheme schools. Figures do not include students in special schools.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on spoken language at home.

**CONTROLLING OFFICER'S REPLY****EDB005****(Question Serial No.2906)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education,(5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question (Member Question No.31):

With the gradual increase in the number of students born to non-local parents, the number of cross-boundary students (CBS) studying in Hong Kong is on the rise, causing a tight supply of places in kindergartens and primary schools in the North District. In this regard, would the Administration:

(1) provide the number of CBS attending kindergartens and primary schools in Hong Kong in the past 2013/14 school year as well as the distribution of the districts these schools are in?

(2) estimate the number of CBS attending kindergartens and primary schools in Hong Kong in the coming 2014/15 school year and the respective number of school places allocated to CBS by various districts? What measures are available to address the demand on admission among local and CBS and what are the estimated manpower and expenditures involved in the process?

Asked by: Hon. CHAN Chi-chuen

Reply:

(1) The numbers of cross-boundary students (CBS) attending local kindergartens (including kindergarten-cum-child care centres) and primary schools by district in the 2013/14 school year are as follows:

District	Kindergarten (including kindergarten-cum- child care centre)	Primary
North	4 908	4 996
Tai Po	340	1 130
Yuen Long	2 235	1 590
Tuen Mun	1 679	1 181
Sha Tin	25	176
Tsuen Wan	1	1
Kwai Tsing	44	7
Tung Chung	54	0

Note: The figures are based on the annual survey on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung Districts as at September 2013.

(2) The number of CBS and choice of boundary control point through which they would access to Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, kindergarten education is not compulsory and has all along been provided by the private sector. Parents may choose a kindergarten suitable for their children with regard to their needs, and admission is at the full discretion of individual kindergartens which may also have different admission practices and procedures. Therefore, the Education Bureau (EDB) has no basis to reliably project the overall number of CBS and their geographical distribution. Nor can we provide the estimated manpower and expenditures involved in the process. To alleviate the impact of increasing CBS on primary schools specifically at the Primary One level in the North District, the EDB has, starting from the 2013/14 school year, implemented the revised arrangements for the Central Allocation under the Primary One Admission (POA) system. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation with more school choices. In POA 2014, the School Choice List included about 3 000 P1 places in all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun: 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen Long: 72 (Tin Shui Wai), 74 (Yuen Long East); North: 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po: 84) and individual schools in other districts having CBS and are ready and willing to support CBS.

**CONTROLLING OFFICER'S REPLY****EDB006****(Question Serial No. 0980)**

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 (Member Question No. 27):

It is stated that the Education Bureau plans to introduce the Mainland University Study Subsidy Scheme so that needy Hong Kong students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions may receive a means-tested grant during their study period. In this connection, will the Administration inform us the following:

- (1) the amount of funding and manpower injected in the past three years and expected to be injected in the next three years into the promotion of study in the Mainland;
- (2) the details of the initiative and expenditures of subsidizing needy students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions in the next three years.

Asked by: Hon. CHAN Han-pan

Reply:

- (1) The Ministry of Education (MoE) has implemented the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) since the 2012/13 academic year. Under the Admission Scheme, some Mainland higher education institutions will admit Hong Kong students based on their Hong Kong Diploma of Secondary Education (HKDSE) examination results, thus exempting students from taking the Mainland's Joint Entrance Examination. The Education Bureau (EDB) has been working with MoE in implementing and promoting the Admission Scheme in Hong Kong in the past three years, including the organisation of the annual Mainland Higher Education Expo, liaison with the school sector, publicity and promotion. The actual expenditure involved is as follows –

Financial Year	Actual Expenditure (\$ million)
2011-12	1.17
2012-13	2.43
2013-14	2.48

The expenditure for the next three years from 2014-15 onwards is estimated to be about the same level as for 2013-14. The manpower requirement will continue to be absorbed by the existing resources of EDB.

- (2) We plan to introduce the Mainland University Study Subsidy Scheme (the Scheme) so that needy Hong Kong students pursuing studies under the Admission Scheme may receive a means-tested bursary of up



to \$15,000 per year during their study period. The Scheme will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness.

We estimate that the total expenditure will be \$114 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB007**

**(Question Serial No. 0981)**

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 (Member Question No. 29):

According to the document, the Bureau will plan to introduce a new scholarship scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong to help nurture a diversified pool of top talents to propel Hong Kong's development. In this connection, will the Government inform us of:

- (1) the detailed arrangements and the respective amounts of funding to support the above outstanding students for the coming three years;
- (2) how the "renowned universities outside Hong Kong" are defined; apart from undergraduate courses, what courses can the recipients pursue, e.g. post-secondary courses and postgraduate courses?
- (3) the Administration's criteria for selecting "diversified" and "top" talents, e.g. what fields of talents are included?

Asked by: Hon. CHAN Han-pan

Reply:

(1), (2) & (3)

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB008**

**(Question Serial No. 2542)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 44):

According to the document, the Education Bureau will provide schools operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. In this connection, will the Administration inform us of:

- (a) the measures under the "life planning and career guidance services" and the expenditure of each measure; and
- (b) has the Administration earmarked provision to extend the above services to cover junior secondary and primary schools? If yes, what are the details? If not, what are the reasons?

Asked by: Hon. CHAN Han-pan

Reply:

(a) Life planning and career guidance services consist of a range of dimensions that cover self-understanding and planning skills which help students make informed and responsible choices; guidance for further studies or career paths; remedial counselling for individual students; and development of life skills, etc. Effective life planning education and career guidance should also be connected flexibly with other components of the curriculum and subject learning in a co-ordinated and systematic manner. The objective of the recurrent grant is to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals. The estimated expenditure of the recurrent grant for the 2014/15 school year is about \$255 million.

(b) Life planning education is an on-going and life-long process, with different foci at different stages of students' development. For primary and junior secondary levels, the key dimensions of life planning education appropriate to the needs of the students concerned, such as self-understanding, development of life skills, etc., have already formed part and parcel of the curriculum of the basic education. The senior secondary stage, however, denotes a key transition between on the one hand, schooling and on the other hand, post-secondary/vocational/higher education and career development. Upon completion of senior secondary education, irrespective of the pathway that a student may choose, he/she will face an environment markedly different from school life and hence, we consider enhanced life-planning and career guidance support is of critical importance.

**CONTROLLING OFFICER'S REPLY****EDB009****(Question Serial No.0030)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question (Member Question No. 1):

a) What was the pay for the Secretary for Education, the Under Secretary and the Political Assistant respectively for each of the past 5 years? What were the respective numbers of paid leave days to which they were entitled and the respective numbers of paid leave days they took for each year?

b) For 2014-15, what is the pay for the Secretary for Education, the Under Secretary and the Political Assistant respectively? What are the respective numbers of paid leave days to which they are entitled?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

a) The salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in the past 5 years is as follows –

	<u>Salary (\$million)</u>				
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Secretary for Education	3.43	3.38	3.38	3.38	3.38
Under Secretary for Education	2.57	2.54	2.54	1.53*	2.20
Political Assistant to Secretary for Education	1.54	1.52	1.52	0.86*	1.18

\* The respective posts were vacant from 1 July 2012 to 4 November 2012.

In the past 5 years, the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education were entitled to paid vacation leave of 22 working days per year of service or such proportion of it on a pro rata basis. They all took their vacation leave within their entitlement.

b) For budgetary purposes, the estimates for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2014-15 are \$3.38 million, \$2.20 million and \$1.18 million respectively. They are entitled to paid vacation leave of 22 working days in the related leave cycle.

**CONTROLLING OFFICER'S REPLY**

**EDB010**

**(Question Serial No. 0031)**

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 (Member Question No. 3):

- a) Please give a breakdown of the supply and demand as well as the balance of international school places in Hong Kong by District Council district in the past five years.
- b) According to the Bureau's estimation, what will be the supply and demand for international school places in Hong Kong by District Council district in the coming three school years starting from 2014/15?
- c) The Bureau states that it will "continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through allocation of vacant school premises and greenfield sites for international school development and monitoring the progress of their development". What are the details? Among which, please list out the locations of the vacant school premises and greenfield sites for international school development by district. What will be the numbers of international school places estimated to be increased in the respective districts?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including those provided by English Schools Foundation and private international schools), students enrolled and vacancies by the districts in which the international schools are located in the past five school years (i.e. 2009/10 to 2013/14 school years) is set out at [Annex](#) for illustration purpose.

According to the findings of a consultancy study completed in late 2012, in view of the expansion plan of the business community, the increase in student population from overseas families coming to Hong Kong, the local demand for international school places (Note), and the unmet demand as derived from the waiting list of schools, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year. The shortfall arises from the projected supply of 28 450 primary places and projected demand of 32 650 primary places in the 2016/17 school year. The corresponding projected supply and demand for secondary places are 26 990 and 24 550 respectively. We do not have the breakdown of the projected supply and demand by districts.

We have allocated four vacant school premises and four greenfield sites between 2007 and 2009 for the expansion and development of international schools. To address the projected shortfall, we have already completed the allocation of three vacant school premises in Eastern District, Kwun Tong and Southern District for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. In light of the remaining projected shortfall in primary places, we are prepared to further increase the supply through allocating additional vacant premises and sites for international school development. Two premises and three sites in the Southern District, Sai Kung and Tai Po are identified for this purpose. We target to launch an Expression of Interest exercise in the first quarter of 2014 to ascertain the development needs of the international school sector and their interests in the premises and sites identified.

Note : The consultancy study covered the provision of primary and secondary school places of schools operated by the English Schools Foundation, private international schools and private independent schools.

**Number of international school places,  
number of students enrolled and vacancies from 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies
<b>Hong Kong</b>															
Central & Western	3 576	3 172	404	3 801	3 407	394	3 814	3 422	392	3 717	3 452	265	3 577	3 138	439
Wan Chai	3 955	3 441	514	3 848	3 345	503	3 275	2 909	366	2 707	2 510	197	3 133	2 991	142
Eastern	5 652	4 457	1 195	5 939	4 599	1 340	6 614	5 450	1 164	7 001	5 702	1 299	7 205	6 040	1 165
Southern	9 281	8 822	459	9 546	9 089	457	10 066	9 381	685	10 215	9 479	736	10 204	9 442	762
<i>Sub-total</i>	22 464	19 892	2 572	23 134	20 440	2 694	23 769	21 162	2 607	23 640	21 143	2 497	24 119	21 611	2 508
<b>Kowloon</b>															
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	550	527	23	540	531	9	550	532	18	550	529	21	105	83	22
Kowloon City	6 396	5 812	584	6 802	6 005	797	6 846	6 233	613	7 360	6 475	885	7 475	6 683	792
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	-	-	-	-	-	-	-	-	-	560	384	176	276	268	8
<i>Sub-total</i>	6 946	6 339	607	7 342	6 536	806	7 396	6 765	631	8 470	7 388	1 082	7 856	7 034	822
<b>New Territories</b>															
Sai Kung	720	717	3	720	719	1	720	719	1	720	717	3	1 292	1 201	91
Sha Tin	2 142	2 087	55	2 124	2 091	33	2 124	2 096	28	2 124	2 109	15	2 119	2 103	16
Tai Po	1 529	961	568	1 399	988	411	1 426	1 016	410	1 475	1 114	361	1 526	1 134	392
North	100	56	44	160	116	44	200	168	32	240	207	33	300	262	38
Yuen Long	343	82	261	180	69	111	240	76	164	123	65	58	123	56	67
Tuen Mun	-	-	-	-	-	-	-	-	-	731	657	74	830	821	9
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-	-	-	-	-	-	-	417	391	26
Island	825	785	40	956	901	55	1 055	995	60	1 159	974	185	1 102	967	135
<i>Sub-total</i>	5 659	4 688	971	5 539	4 884	655	5 765	5 070	695	6 572	5 843	729	7 709	6 935	774
<b>Total</b> (rounded to the nearest 100)	<b>35 100</b>	<b>30 900</b>	<b>4 200</b>	<b>36 000</b>	<b>31 900</b>	<b>4 200</b>	<b>36 900</b>	<b>33 000</b>	<b>3 900</b>	<b>38 700</b>	<b>34 400</b>	<b>4 300</b>	<b>39 700</b>	<b>35 600</b>	<b>4 100</b>

## Notes:

- (1) Figures include English Schools Foundation (ESF) schools and private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at mid-September of the respective years.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**CONTROLLING OFFICER'S REPLY****EDB011****(Question Serial No. 0032)**

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 (Member Question No. 6):

Please provide the respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2013/14 school year.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2013/14 school year are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	1	2	17	1	2	24
Wan Chai	0	0	14	0	0	15
Southern	0	0	17	1	1	24
Eastern	1	0	33	0	2	48
Yau Tsim Mong	0	0	15	0	0	22
Sham Shui Po	0	0	25	0	0	19
Kowloon City	2	2	44	0	0	46
Wong Tai Sin	0	0	22	0	0	25
Kwun Tong	1	5	36	1	0	37
Sai Kung	2	2	28	1	0	31
Sha Tin	0	0	34	0	3	41
Tai Po	0	0	19	0	0	16
North	0	0	28	0	0	18
Yuen Long	0	0	43	0	0	29
Tuen Mun	0	1	32	0	0	32
Tsuen Wan	0	0	16	0	1	21
Kwai Tsing	0	0	34	0	1	30
Islands	0	1	19	0	0	15



**CONTROLLING OFFICER'S REPLY**

**EDB012**

**(Question Serial No. 0033)**

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 (Member Question No. 8):

- a) What were the estimated and actual intakes of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years (i.e. 2011/12, 2012/13 and 2013/14)? Please provide a breakdown by academic year and post-secondary institution.
- b) What were the level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions in the past 3 years (i.e. 2011/12, 2012/13 and 2013/14)? Please provide a breakdown by post-secondary institution.
- c) In the 2014/15 academic year, what are the estimated number of places and level of tuition fees of the self-financing post-secondary programmes offered by local self-financing post-secondary institutions? Please provide a breakdown by post-secondary institutions.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) On the basis of the information provided by the institutions, the number of intake places and actual intakes by institution for full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2011/12 to 2013/14 academic years are set out at **Annex A**.
- (b) According to the information provided by the institutions, the average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2011/12 to 2013/14 academic years by institution are at **Annex B**.
- (c) The estimated number of intake places of institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes in the 2014/15 academic year are shown at **Annex C**. The Education Bureau is in the process of collecting data from institutions on the tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2014/15 academic year.

**Intake Places and Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes<sup>[1]</sup>  
by Institution from the 2011/12 Academic Year to the 2013/14 Academic Year**

Institution	2011/12 Academic Year						2012/13 Academic Year						2013/14 Academic Year					
	Intake Places			Actual Intakes			Intake Places			Actual Intakes			Intake Places			Actual Intakes <sup>[2]</sup>		
	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total
Caritas Bianchi College of Careers	440	-	440	339	-	339	340	-	340	179	-	179	400	-	400	213	-	213
Caritas Institute of Higher Education	313	240	553	296	8	304	360	480	840	180	60	240	400	360	760	221	134	355
Centennial College	-	-	-	-	-	-	-	400	400	-	231	231	-	240	240	-	163	163
Chu Hai College of Higher Education	-	665	665	-	274	274	-	1 450	1 450	-	852	852	-	725	725	-	352	352
City University of Hong Kong - Community College of City University	3 830	-	3 830	3 798	-	3 798	3 525	-	3 525	3 611	-	3 611	3 500	-	3 500	3 531	-	3 531
Hang Seng Management College	150	480	630	127	496	623	200	1 295	1 495	318	1 636	1 954	140	801	941	108	769	877
HKU SPACE Po Leung Kuk Community College	1 465	-	1 465	1 866	-	1 866	1 591	-	1 591	2 824	-	2 824	2 040	-	2 040	992	-	992
Hong Kong Adventist College	-	-	-	-	-	-	40	-	40	1	-	1	40	-	40	-	-	-
Hong Kong Art School <sup>[4]</sup>	55	-	55	46	-	46	55	65	120	89	49	138	55	65	120	55	66	121
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 985	-	1 985	2 290	-	2 290	3 090	-	3 090	2 853	-	2 853	2 055	-	2 055	1 814	-	1 814
Hong Kong Buddhist College	-	-	-	-	-	-	300	-	300	12	-	12	300	-	300	19	-	19
Hong Kong College of Technology	580	-	580	387	-	387	945	-	945	206	-	206	1 030	-	1 030	422	-	422
Hong Kong Institute of Technology	280	140	420	172	70	242	460	140	600	476	51	527	662	210	872	610	198	808

Institution	2011/12 Academic Year						2012/13 Academic Year						2013/14 Academic Year					
	Intake Places			Actual Intakes			Intake Places			Actual Intakes			Intake Places			Actual Intakes <sup>[2]</sup>		
	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total
Hong Kong Shue Yan University	-	1 200	1 200	-	1 277	1 277	-	1 314	1 314	-	1 354	1 354	-	1 500	1 500	-	1 510	1 510
Kaplan Business and Accountancy School	-	-	-	-	-	-	160	-	160	14	-	14	-	-	-	-	-	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	1 800	-	1 800	1 998	-	1 998	2 880	-	2 880	3 514	-	3 514	2 000	-	2 000	1 341	-	1 341
Pui Ching Academy <sup>[5]</sup>	-	-	-	-	-	-	120	-	120	-	-	-	150	-	150	3	-	3
Sacred Heart Canossian College of Commerce	160	-	160	110	-	110	160	-	160	116	-	116	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	228	-	88	88	-	228	228	-	113	113	-	175	175	-	138	138
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 093	-	1 093	1 101	-	1 101	1 420	-	1 420	1 410	-	1 410	1 650	-	1 650	1 010	-	1 010
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	619	-	619	842	-	842	-	-	-	-	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	870	325	1 195	515	251	766	285	271	556	333	295	628	250	355	605	185	357	542
The Hong Kong Polytechnic University - Hong Kong Community College	3 742	-	3 742	4 379	-	4 379	4 500	-	4 500	4 704	-	4 704	4 000	-	4 000	3 877	-	3 877
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 045	1 064	2 109	823	1 141	1 964	420	1 353	1 773	487	1 411	1 898	740	371	1 111	625	250	875
The University of Hong Kong	2 068	-	2 068	2 333	-	2 333	3 901	20	3 921	5 181	12	5 193	4 220	35	4 255	2 632	17	2 649

Institution	2011/12 Academic Year						2012/13 Academic Year						2013/14 Academic Year					
	Intake Places			Actual Intakes			Intake Places			Actual Intakes			Intake Places			Actual Intakes <sup>[2]</sup>		
	Sub-degree	Under-graduate	Total	Sub-degree	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total	Sub-degree <sup>[3]</sup>	Under-graduate	Total
- HKU SPACE & HKU SPACE Community College																		
Tung Wah College	200	200	400	274	35	309	250	710	960	274	464	738	300	710	1 010	220	581	801
Vocational Training Council	3 450	-	3 450	3 638	-	3 638	5 060	210	5 270	3 213	268	3 481	5 100	495	5 595	3 520	520	4 040
Yew Chung Community College	20	-	20	15	-	15	220	-	220	56	-	56	420	-	420	44	-	44
YMCA College of Careers	-	-	-	-	-	-	105	-	105	48	-	48	40	-	40	23	-	23

**Notes:**

[1] denotes the intake places and actual intakes for the first year of the relevant programmes.

[2] denotes the provisional figures as at end September 2013. The final actual intakes may vary.

[3] excludes sub-degree programmes provided under the old academic structure.

[4] The intake places for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there are no student intakes for part-time programmes.

[5] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 academic year. As a result, there are no student intakes.

“-” indicates that no such programmes are/were offered by the institutions.

**Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree and Undergraduate Programmes by Institution  
from the 2011/12 Academic Year to the 2013/14 Academic Year**

Institution	Average Annual Tuition Fee (\$)					
	2011/12		2012/13 <sup>[1]</sup>		2013/14 <sup>[1]</sup>	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	45,473 - 50,790	-	49,045 - 53,840	-	51,015 - 56,540	-
Caritas Institute of Higher Education	45,160 - 49,495	54,715	49,045 - 52,750	57,230	51,015 - 55,390	60,095 - 61,903
Centennial College	-	-	-	87,000	-	87,000
Chu Hai College of Higher Education	-	53,000	-	55,000	-	53,429 - 61,500
City University of Hong Kong - Community College of City University	36,000 - 53,100	-	47,250 - 56,250	-	47,250 - 56,250	-
Hang Seng Management College	40,000	62,500	45,000	63,500	48,000	66,500
HKU SPACE Po Leung Kuk Community College	42,800 - 49,800	-	51,150	-	52,500	-
Hong Kong Adventist College	-	-	39,600	-	39,600	-
Hong Kong Art School <sup>[2]</sup>	40,500	-	43,000	77,522	45,000	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	-	48,750 - 58,720	-	48,750 - 66,978	-
Hong Kong Buddhist College	-	-	38,000	-	38,000	-
Hong Kong College of Technology	36,895 - 40,800	-	41,000 - 49,480	-	43,740 - 51,600	-
Hong Kong Institute of Technology <sup>[2]</sup>	32,400 - 42,120	42,120 - 43,080	35,800	42,120 - 45,000	37,400	45,000
Hong Kong Shue Yan University	-	55,000	-	55,000	-	55,000
Kaplan Business and Accountancy School	-	-	48,000	-	48,000	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	-	43,800 - 50,000	-	43,800 - 50,000	-
Pui Ching Academy	-	-	39,000	-	41,000	-
Sacred Heart Canossian College of Commerce	41,400	-	43,700	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	-	253,460	-	266,939	-	279,755
School of Continuing and Professional Studies, The	40,333 - 49,150	-	42,000 - 49,150	-	45,225 - 49,810	-

Institution	Average Annual Tuition Fee (\$)					
	2011/12		2012/13 <sup>[1]</sup>		2013/14 <sup>[1]</sup>	
	Sub-degree	Undergraduate	Sub-degree	Undergraduate	Sub-degree	Undergraduate
Chinese University of Hong Kong						
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	47,000 - 50,000	-	-	-	-	-
The Hong Kong Institute of Education	31,800 - 46,800	78,000 - 85,866	41,800 - 46,800	72,000 - 77,500	48,100	72,000 - 80,000
The Hong Kong Polytechnic University - Hong Kong Community College	39,600 - 52,470	-	49,200 - 54,120	-	50,400 - 55,440	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	34,500 - 54,337	46,750 - 62,910	43,000 - 55,800	49,600 - 62,000	45,000 - 66,365	52,000 - 65,000
The University of Hong Kong - HKU SPACE & HKU SPACE Community College <sup>[2]</sup>	42,800 - 59,000	-	52,500 - 62,000	57,200	52,500 - 72,000	59,200
Tung Wah College	80,300	66,000	52,500 - 79,200	66,000 - 99,200	52,500 - 79,200	66,000 - 108,800
Vocational Training Council	42,000 - 44,800	-	46,500 - 47,750	66,150 - 75,900	46,500 - 47,750	66,150 - 75,900
Yew Chung Community College	40,000 - 51,000	-	53,550	-	60,500	-
YMCA College of Careers	-	-	43,000	-	44,250	-

Notes:

[1] Tuition fee information does not include the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree programmes.

"-" Denotes no related programme was offered.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing  
Sub-degree and Undergraduate Programmes for the 2014/15 Academic Year  
(as at 31 January 2014)**

Institution	Estimated Intake Places <sup>#</sup>	
	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	290	-
Caritas Institute of Higher Education	340	660
Centennial College	-	320
Chu Hai College of Higher Education	-	795
City University of Hong Kong - Community College of City University	3 500*	-
Hang Seng Management College	140	801
HKU SPACE Po Leung Kuk Community College	2 000	-
Hong Kong Art School	Not yet available	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 900	120
Hong Kong Buddhist College	300	-
Hong Kong College of Technology	1 040	-
Hong Kong Institute of Technology	300	250
Hong Kong Shue Yan University	-	1 323
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	2 000*	-
Pui Ching Academy	260	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	225
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 475	-
The Hong Kong Institute of Education	186*	380
The Hong Kong Polytechnic University - Hong Kong Community College	4 000*	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	855	221
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	130
Tung Wah College	200	710
Vocational Training Council ^	3 740	660
Yew Chung Community College	420	-
YMCA College of Careers	90	-

## Notes:

<sup>#</sup> Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

\* Provisional figure provided by institution.

^ Excluding subvented programmes.

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

**CONTROLLING OFFICER'S REPLY**

**EDB013**

**(Question Serial No. 0034)**

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 (Member Question No. 9):

- a) What are the details of the idle sites which have currently been planned for educational purposes, including their locations, areas, the numbers of years for which they have been left idle, their planned uses and latest situations?
- b) What are the details of the existing vacant school premises, including their addresses, the numbers of classrooms and facilities available therein, their areas, original uses, the number of years for which they have been left vacant, their planned uses and latest situations?
- c) Has the Administration drawn up specific work plans and timetables in respect of the planned uses of all sites for educational purposes and vacant school premises? If it has, what are the details? If not, will the Administration draw up such plans and timetables shortly? If it will draw up such plans, what are the details? If not, what are the reasons for that?
- d) Had the Administration and other bureaux asked the Education Bureau (EDB) to rezone idle sites planned for educational purposes to other uses in the past three years? If they had, please set out in table form the locations, areas, expected uses and development plans of such sites.
- e) Does the EDB have plans to strive for rezoning more idle sites earmarked for educational purposes in 2014/15? If it has, what are the details? If not, what are the reasons for that?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) & (c) As at March 2014, there are a total of 17 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation works for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedures. A breakdown of the 17 reserved school sites by districts with their location, site area and planned use is set out at Table (1). Among them, funding approval for two has been obtained from the Finance Committee of the Legislative Council in the 2012-13 Legislative Council Session with the school building works already underway, while that for another three would be sought in the current Legislative Council Session with the school building works expected to commence in late 2014. For the remaining 12 sites, agreement on site swap for one has been reached between the Education Bureau and the relevant bureau/department recently, two fall within a private development project, and the remaining nine are either being deployed for temporary use or with detailed design being undertaken for the school building



programme thereon.

Table (1) – Reserved School Sites by District

No.	District	Location	Site Area (m <sup>2</sup> )	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6,600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6,600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8,000	Two Special Schools	12 each	(ii)
4	Kowloon City	Kai Tak Development	7,500	Secondary School	30	(iii)
5	Kowloon City	Kai Tak Development	7,680	Secondary School	30	(iii)
6	Kwun Tong	Jordan Valley	6,874	Special School	18	(ii)
7	Kwun Tong	Anderson Road	7,200	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6,441	Primary School	30	(iii)
9	Hong Kong East	North Point	12,260 (Total)	Primary School	24	(iii)
10	Hong Kong East	North Point		Primary School	24	(iii)
11	North	Fanling	7,100	Primary School	36	(ii)
12	Sham Shui Po	Cheung Sha Wan	6,507	Primary School	30	(iii)
13	Sham Shui Po	Cheung Sha Wan	4,440	Special School	12	(ii)
14	Sai Kung	Tseung Kwan O	6,200	Primary School	30	(v)
15	Sai Kung	Tseung Kwan O	6,950	Secondary School	30	(v)
16	Tuen Mun	Tuen Mun West	2,600	Special School	13	(iii)
17	Islands	Tung Chung	5,800	Special School	18	(iv)

Remarks:

- (1) Funding approval has been obtained from the Finance Committee of the Legislative Council in the 2012-13 Legislative Council Session for the school building project.
- (2) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2013-14 Legislative Council Session for the school building project.
- (3) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (4) Agreement for site swap has been reached between the Education Bureau and the relevant bureau/department recently.
- (5) The site falls within a private development project and is not regarded as Government land.

(b) As regards vacant school premises, a total of 88 public sector primary schools ceased operation in the school years from 2003/04 to 2013/14 for not meeting the minimum threshold number of Primary One students under the policy on “Consolidation of Under-utilized Primary Schools”. During the same period, 17 secondary schools ceased operation due to various reasons and two secondary schools merged with other schools. As at March 2014, among these 107 school premises that have become vacant, 45 of them have already been deployed or re-allocated for further educational uses (please refer to Table (2) for details). As for the other 62 premises, 11 of them have been earmarked for further educational uses (please refer to Table (3) for details) and action is underway to put these premises into operation in accordance with the earmarked uses. The remaining 51 premises have been found not suitable for educational purpose (please refer to Table (4) for details) mainly due to their limited size and remote locations. The Education Bureau (“EDB”) has informed the Planning Department (“PlanD”) and returned these 51 premises to the relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement.

EDB has an established mechanism for handling vacant school premises. Once a vacant / to-be-vacant school premises is identified, we will consider if the size, location and physical conditions of the premises

would render it suitable for re-allocation for school or other educational uses. Since the vacant school premises are purpose-built buildings for school operation, in determining whether and how the vacant school premises suitable for school or other educational uses should be earmarked, when necessary, we would in general accord higher priority to school use, e.g. primary schools, secondary schools, special schools and international schools, before considering other educational uses. Should EDB wish to deploy the vacant school premises for other educational uses, these proposed uses would need to compete with other departments' proposed uses.

In addition, we would take into account the conditions and location of the school premises, demand for public sector school places in the district, reprovisioning needs of schools in the district and the need to provide diversity in the school system, with a view to meeting various educational needs in the territory and be in support of relevant policy initiatives. Besides, in view of the precious land resources involved and the various requests made by members of the community for early identification and disposal of vacant school premises to meet educational and other community needs, we have strengthened our existing mechanism by enhancing our liaison with various policy bureaux and departments concerned so as to facilitate early planning on the long term use of the vacant/ to-be-vacated school premises, thus enabling early deployment of the premises upon cessation of operation of the schools concerned.

Regarding the vacant school premises which have been earmarked for long-term use but would be available for interim short-term use, for the purpose of proper use of resources, EDB will follow the existing practice to regularly inform relevant government departments and invite them to consider the premises for short-term uses.

As regards the premises that are not suitable for further school or other educational uses, we would inform the PlanD and return these school premises to relevant departments (such as Lands Department) for their consideration on alternative uses in accordance with the prevailing established arrangement.

Table (2) – Information on 45 Vacant School Premises Re-deployed or Re-allocated for Further Educational Uses (Position as at March 2014)

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

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

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
1	Kowloon City	2004/05	The Church of Christ in China Nim Tsi School *	170 Kau Pui Lung Road, Ma Tau Wai, Kowloon	2 137	CR : 18 SR : 8	2001 (Note 2)
2	Kwai Tsing	2004/05	Po Leung Kuk Tsing Yi Secondary School (Skills Opportunity) *	8 Tsing Chin Street, Tsing Yi, New Territories	4 000	CR : 18 SR : 10	2001 (Note 2)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
3	North	2004/05	Yan Chai Hospital No.5 Secondary School (Skill Opportunity) *	2 Wo Muk Road, Luen Wo Hui, Fanling, New Territories	4 500	CR : 18 SR : 11	2003 (Note 2)
4	Kwai Tsing	2005/06	Lok Sin Tong Lau Sai Yan Primary School	Estate School No.1, Lai King Estate, Kwai Chung, New Territories	3 900#	CR : 23 SR : 4	2006
5	Islands	2006/07	Cheung Chau Public School	School Road, Cheung Chau, New Territories	5 756	CR : 7 SR : 5	2006
6	Kowloon City	2006/07	Kowloon City District Kai Fong Welfare Association School	4 Ying Choi Path, Kowloon	1 246	CR : 6 SR : 4	2007
7	North	2006/07	Sha Tau Kok Government Secondary School *	Sha Tau Kok Road, Sha Tau Kok, New Territories	8 105	CR : 23 SR : 14	2008
8	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung, Kowloon	1 207	CR : 12 SR : 4	2006
9	Sha Tin	2006/07	Hong Kong Municipal Service General Staff Association Sha Kok Primary School	Sha Kok Estate, Shatin, New Territories	5 217#	CR : 24 SR : 6	2009
10	Wan Chai	2006/07	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	2 005	CR : 22 SR : 6	2006
11	Yau Tsim Mong	2006/07	Hong Kong Vernacular Normal Schools Alumni Association School	KIL 6719, Sai Yee Street, Mongkok, Kowloon	1 183	CR : 12 SR : 2	2011
12	North	2006/07	Fung Kai No. 2 Secondary School *	15 Jockey Club Road, Sheung Shui, New Territories	2 823	CR : 14	2013
13	Islands	2007/08	Caritas St Paul Secondary School *	CC Lot No 1139, Lung Tsai Tsuen and Peak Road, Cheung Chau, New Territories	6 224	CR : 13 SR : 12	2010

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
14	Eastern	2007/08	The Building Contractors' Association School	62 Tin Hau Temple Road, Causeway Bay, Hong Kong	6 505	CR : 16 SR : 5	2007
15	Sai Kung	2007/08	Hong Kong Taoist Association Tong Tang Sook Fong Memorial School	Estate Primary School No. 2, Phase II, Tsui Lam Estate, Area 5, Tseung Kwan O, New Territories	4 520#	CR : 21 SR : 8	2009
16	Sham Shui Po	2007/08	Kow Kong Commercial Association School	7 Pui Tak Street, Shamshui, Kowloon	1 300	CR : 11	2007
17	Sha Tin	2007/08	Ho Fai Primary School (Sponsored by Sik Sik Yuen)	Yiu On Estate, Ma On Shan, Shatin, New Territories	3 900#	CR : 24 SR : 6	2009
18	Southern	2007/08	Shue Yan Secondary School *	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552	CR : 25 SR : 16	2007
19	Wan Chai	2007/08	St. Margaret's College *	1E Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong	2 974	CR : 24 SR : 15	2008
20	Kowloon City	2007/08	Hung Hom Kaifong Association Primary School	16 Station Lane, Kowloon	418	CR : 6 SR : 6	2013
21	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau, New Territories	857	CR : 4 SR : 2	2008
22	Kowloon City	2008/09	The Society of Natives of Chaolian Cheung Chuk Shan Memorial School	22 Sheung Heung Road, Tokwawan, Kowloon	1 158	CR : 8 SR : 7	2012
23	Sai Kung	2008/09	Grantham College of Education Past Students' Association Tseung Kwan O Primary School	Estate Primary School 1, Tsui Lam Estate, Phase II, Tseung Kwan O, Area 5, New Territories	4 520#	CR : 24 SR : 12	2008
24	Sai Kung	2008/09	Hang Hou Central Shing Hang Fong Memorial Primary School	1 King Yin Lane, Tseung Kwan O, New Territories	3 534	CR : 24 SR : 8	2012

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
25	Sai Kung	2008/09	Sam Yuk Middle School *	1111 Clear Water Bay Road, Sai Kung, New Territories	41 300	CR : 26 SR : 11	2010
26	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate, Shatin, New Territories	3 900#	CR : 24 SR : 7	2008
27	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate, Shatin, New Territories	3 626#	CR : 21 SR : 2	2008
28	Sha Tin	2008/09	Caritas Shatin Marden Foundation Secondary School *	18-24 Man Lai Road, Shatin, New Territories	5 007	CR : 24 SR : 16	2009
29	Southern	2008/09	Kwong Yuet Tong Excel Foundation Primary School	3 Wah Lam Path, Wah Fu Estate, Pokfulam, Hong Kong	2 442	CR : 21 SR : 13	2008
30	Wan Chai	2008/09	Hong Kong Sam Yuk Secondary School *	17A Ventris Road, Happy Valley, Hong Kong	2 660	CR : 15 SR : 9	2010
31	Yau Tsim Mong	2008/09	Hong Kong Weaving Mills Association Primary School	189 Prince Edward Road, Mongkok, Kowloon	944	CR : 12 SR : 5	2008
32	Kowloon City	2008/09	Poo Ai Catholic Primary School	5 Dyer Avenue, Hunghom, Kowloon	1 748	CR : 18 SR : 4	2012
33	Southern	2008/09	Hong Kong Cheng's Clansmen General Association Cheng Jack Yiu School	Ma Hang Village Phase III, Stanley, Hong Kong	4 860#	CR : 30 SR : 6	2013
34	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2 600	CR : 24 SR : 8	2010
35	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	8 333	CR : 23 SR : 14	2010
36	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	4 715	CR : 22 SR : 16	2008 (Note 2)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
37	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	5 217#	CR : 23 SR : 12	2011
38	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	4 006#	CR : 23 SR : 13	2011
39	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	3 000#	CR : 24 SR : 12	2009
40	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	5 484	CR : 30 SR : 10	2013
41	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	1 100	CR : 9 SR : 1	2010
42	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	3 433#	CR : 23 SR : 9	2012
43	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	4 231#	CR : 24 SR : 7	2011
44	Kowloon City	2012/13	New Method College *	25 Man Fuk Road, Kowloon	2 270	CR : 30 SR : 15	2012
45	Sha Tin	2012/13	Sung Lan Middle School *	Mei Lam Estate, Shatin, New Territories	2 450#	CR : 28 SR : 13	2014

Table (3) – Information on 11 Vacant School Premises Earmarked for Further Educational Uses (Position as at March 2014)

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

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
1	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	1 150	CR : 12 SR : 5	Other education Use
2	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	3 122#	CR : 24 SR : 5	School Use
3	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	3 232#	CR : 23 SR : 7	School Use
4	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	4 317#	CR : 24 SR : 8	Decanting Use
5	Tsuen Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	3 584#	CR : 24 SR : 8	School Use
6	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	5 255#	CR : 23 SR : 10	School Use
7	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	1 951	CR : 6 SR : 2	Other education Use
8	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	3 117	CR : 29 SR : 11	Other education Use
9	Yuen Long	2012/13	The Church of Christ in China Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, New Territories	3 050 #	CR : 30 SR : 14	School Use
10	Tai Po	2012/13	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *	6 Ma Chung Road, Tai Po, New Territories	5 770	CR : 29 SR : 22	School Use

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
11	Southern	2013/14	Apleichau St.Peter's Catholic Primary School	Estate Primary School Ap Lei Chau (Site A) Phase I, Hong Kong	3 348#	CR : 25 SR : 8	School Use

Table (4) – Information on 51 Vacant School Premises Returned <sup>Note 1</sup> to the Government for Disposal (Position as at March 2014)

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

*Note 2*: Information on the site area is provided by the Planning Department after reviewing information on related sites. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

*Note 3*: Relevant information is updated to the position as in March 2014.

@ - School premises under consideration/application or available for other uses as at the above temporal position.

& - School premises let out to non-profit making organisations or allocated to other bureau/department for other uses as at the above temporal position.

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
1	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	2 647	CR : 3	Lands Department @
2	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	1 913	CR : 2	Lands Department @



No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
3	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	1 315	CR : 6	Partly private land owner, partly Lands Department & (let out for use as a public open square)
4	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	1 663	CR : 4	Private land owner
5	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	1 411	CR : 5	Partly private land owner, partly Lands Department @
6	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	706	CR : 2	Lands Department @
7	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	2 200	CR : 4	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
8	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	5 932	CR : 7 SR : 1	Lands Department & (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)
9	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	1 854	CR : 6	Lands Department @

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
10	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	1 102	CR : 6	Partly private land owner, partly Lands Department & (let out for community and recreation centre use)
11	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	1 600	CR : 3	Lands Department @
12	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	370	CR : 3	Lands Department & (let out for temporary club and office use)
13	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	1 752 (Northern Part) 1 681 (Southern Part)	CR : 5 SR : 1	Southern Part private land owner, Northern Part Lands Department @
14	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun Memorial School	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 24 SR : 7	Housing Department (Demolished)
15	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 22 SR : 3	Housing Department & (let to the Association of Hong Kong Flag-guards Limited)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
16	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	4 146	CR : 8 SR : 2	Private land owner (land surrender being processed for redeployment for educational use)
17	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	878	CR : 5	Lands Department @
18	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	16 138	CR : 8 SR : 2	Lands Department @
19	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	2 471	CR : 6	Lands Department @
20	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	13 585	CR : 6	Lands Department @
21	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	5 158#	CR : 24 SR : 6	Housing Department
22	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	2 427	CR : 9 SR : 2	Partly private land owner, partly Lands Department @
23	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	3 173	CR : 5 SR : 4	Partly private land owner, partly Lands Department @
24	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	4 458	CR : 8 SR : 1	Lands Department @
25	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	969	CR : 5	Lands Department @
26	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	1 536	CR : 6	Private land owner
27	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	3 566	CR : 10 SR : 1	Lands Department @

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
28	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	6 297	CR : 7 SR : 4	Partly private land owner, partly Lands Department @
29	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	410	CR : 5 SR : 1	Private land owner
30	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	3 067	CR : 5 SR : 3	Lands Department @
31	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	2 720	CR : 6 SR : 2	Lands Department @
32	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	419	CR : 6 SR : 1	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
33	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	6 950	CR : 23 SR : 11	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
34	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	7 768	CR : 12 SR : 2	Private land owner

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
35	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	3 897	CR : 12 SR : 6	Government Property Agency & (The building is fully occupied by various departments for temporary uses, and a government department is applying to take over the site for its long term proposal.)
36	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	386	CR : 9 SR : 6	Lands Department & (allocated to Housing Department for temporary reprovisioning of a Rural Committee Office)
37	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	7 970	CR : 8 SR : 4	Lands Department @
38	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	1 959	CR : 4 SR : 3	Private land owner
39	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	3 766	CR : 7 SR : 5	Partly private land owner, partly Lands Department @
40	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	3 091	CR : 7 SR : 2	Lands Department @

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
41	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	5 010#	CR : 23 SR : 6	Housing Department & (The premises has already been leased to Occupational Safety and Health Council)
42	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	390	CR : 6	Lands Department & (allocated to the Home Affairs Department for community uses)
43	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	878	CR : 6 SR : 1	Lands Department @
44	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	2 007	CR : 11 SR : 3	Private land owner
45	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	3 343	CR : 8 SR : 5	Lands Department & (let out for use as an activity centre)
46	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	1 499	CR : 6 SR : 1	Lands Department & (let out for use as temporary training centre for construction industry and ancillary offices)
47	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	3 540#	CR : 20 SR : 7	Housing Department

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
48	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	947	CR : 7 SR : 2	Private land owner
49	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	7 356#	CR : 23 SR : 11	Housing Department & (The premises has already been leased to Vocational Training Council)
50	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	4 850#	CR : 29 SR : 7	Housing Department
51	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	3 530#	CR : 24 SR : 4	Housing Department

(d) & (e) Under the established mechanism, PlanD will reserve sites for school development when preparing town plans and planning large-scale residential developments having regard to the planned population intake and on the basis of the needs for community services in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines. In the process, EDB will be consulted on whether school sites should be reserved. As far as long-term planning in primary and secondary education is concerned, EDB will make reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department<sup>Note 1</sup>, and take into account the actual number of existing students at various levels and cross-boundary students<sup>Note 2</sup> as well as the latest demographic changes, including the number of newly-arrived children from the Mainland, in estimating the future demand for school places and relevant resources. When planning the School Building Programme for reserved school sites, EDB will consider the latest projections, the prevailing educational initiatives, other factors that may affect the demand for school places in certain districts and different options to increase the supply of places (e.g. utilizing vacant classrooms in existing schools) in particular districts. We will consider if there is a long-term need to identify reserved school sites to meet the projected demand<sup>Note 3</sup> and relevant educational initiatives, and liaise with PlanD accordingly when such need arises. We will also consider the projected demand for school places in the district in the medium and the longer term, the technical feasibility of developing the site and the likelihood of acquiring alternative school sites in the district, etc., before we decide to retain or release a particular reserved school site so as to facilitate better utilization of valuable land resources. For example, the ex-reserved secondary school site at Choi Hing Road, Kwun Tong has been released to PlanD for alternative use following the earlier review of the School Building Programme in 2011. PlanD has already identified a replacement site for school development for meeting future educational needs.

The Administration and the University Grants Committee (UGC) are committed to supporting the development of publicly-funded teaching facilities and student hostels by UGC-funded institutions in accordance with the established policies and calculation criteria. To ensure optimal use of limited land

resources, the Administration and the UGC encourage the UGC-funded institutions to identify suitable sites within campus to develop the needed teaching facilities and student hostels, or consider the conversion or expansion of existing campus structures so as to make the best use of campus land.

Where necessary, we will also identify suitable government land outside the campus for the UGC-funded institutions to meet their development needs under the prevailing policies and calculation criteria. As a matter of fact, we are now having discussions with some of the UGC-funded institutions facing a shortfall in student hostels and teaching facilities to study the feasibility of developing student hostels or teaching facilities on different sites. Regarding site selection, we take a range of relevant factors into consideration. These include whether there are any additional requirements for space by the UGC-funded institutions under the prevailing policies, whether the campuses of the UGC-funded institutions are already fully utilised and whether there is potential for redevelopment and expansion, as well as the locations of existing campuses and the supply of land reserved for higher education purposes. Whether it is land within the campus of the UGC-funded institutions or new Government land identified for the UGC-funded institutions, the resources should first and foremost be used to meet the requirements of UGC-funded institutions for publicly-funded facilities under the existing policies and calculation criteria. In principle, the UGC takes interest in all building development projects of funded institutions (including self-financed projects) to ensure that these proposed projects are in line with the master development plan of the respective campus and consistent with the roles and missions of the funded institutions as agreed with the UGC. Furthermore, it is necessary to ensure that the building development projects will not become a burden to the UGC-funded institutions and eventually to the UGC and the Government. Institutions are therefore required to inform the UGC of any wholly privately-funded projects before their commencement.

As for the self-financing post-secondary education sector, the Government has been actively identifying suitable land sites and vacant premises to facilitate the operation of quality self-financing locally-accredited post-secondary programmes by non-profit-making institutions. So far, the Government has allocated 11 land sites and 6 vacant school premises under the Land Grant Scheme (LGS) for self-financing post-secondary education use, including the ex-Victoria Road Detention Centre site and a vacant school premises in Ma On Shan in 2013. At present, we have reserved under the LGS a proposed building within a planned development project in Tai Wai. To further support the sustainable development of the self-financing post-secondary education sector, the Government has revised the LGS in 2013. Apart from land sites and vacant school premises, suitable vacant government premises could also be allocated to non-profit-making post-secondary institutions.

*Note 1* : The latest set of population projections (i.e. 2011-based Population Projections) was released in July 2012, which had adopted the results of the 2011 Population Census and latest assumptions on fertility of local women, time and rate of return of over 180 000 babies born to Mainland women in Hong Kong whose fathers are non-permanent residents of Hong Kong (i.e. Type II babies) during 2006 to 2012, and children admitted under One-way Permits. It is worth noting that the actual number of Type II babies who would settle in Hong Kong and if so, when, is subject to high uncertainty and that should they settle and live in Hong Kong, their demand on school places in individual districts is even more difficult to predict.

*Note 2* : Cross-boundary students are not counted as part of Hong Kong resident population. Their numbers as well as the boundary control points which they use to access Hong Kong are subject to year-on-year changes depending on family factors, distribution of their places of residence, and adjustment of relevant policies, etc. Therefore, it is difficult to make an accurate projection.

*Note 3* : If it is established that there is a need for more public sector school places in individual district, we will, as a general rule, first consider providing additional classrooms within the existing school premises, e.g. recycling suitable vacant school premises for school use, etc., to increase the supply of school places. We will implement school building projects to increase the supply when the above measures are unable to meet the expected demand. More flexible measures such as converting other rooms into classrooms or borrowing school places from other school nets will be adopted if the demand is believed to be temporary in nature.



**CONTROLLING OFFICER'S REPLY**

**EDB014**

**(Question Serial No. 0072)**

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

Question (Member Question No. 4):

- (a) Please provide the amount of expenditure respectively in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past 3 years. (Please give a breakdown by District Council district)
- (b) What is the yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved from 2009/10 to 2013/14 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- (c) What is the estimated expenditure for the Non-profit-making Kindergarten Rent Reimbursement Scheme in the 2014/15 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) from the 2010-11 to 2012-13 financial year by District Council district is tabulated at Appendix 1.
- (b) The numbers of applications and approvals granted to NPM KGs for rent reimbursement and their respective percentage shares among local KGs and KGs under the PEVS from the 2009/10 to 2013/14 school years are tabulated at Appendix 2.
- (c) The estimated expenditure on reimbursement of rent for NPM KGs in 2014-15 is \$193.4 million.

**Expenditure on reimbursement of rent, government rent and rates for  
eligible non-profit making kindergartens in the 18 districts  
from the 2010-11 to 2012-13 financial year**

Financial Year  District	2010-11		2011-12		2012-13	
	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates	Rent	Govt Rent and Rates
	(\$)		(\$)		(\$)	
CW	2,713,624	956,124	2,848,873	1,006,878	2,773,666	1,200,774
WCH	2,038,050	1,370,360	2,083,292	1,258,183	2,316,628	1,329,517
HKE	9,140,816	2,632,279	9,463,284	2,614,132	8,899,830	2,809,307
SOU	3,925,990	1,682,110	3,693,569	1,687,882	3,604,241	1,837,179
SSP	11,003,561	1,230,047	9,731,948	1,460,098	9,781,553	1,429,621
YTM	1,671,014	491,070	1,759,298	614,520	1,846,611	608,810
KC	4,416,710	1,926,010	4,288,267	2,064,475	4,603,303	2,055,863
WTS	12,423,641	1,754,966	12,005,672	2,442,120	12,506,842	2,402,213
KT	15,053,013	2,779,747	13,893,208	2,886,759	14,733,230	3,117,300
TW	5,273,568	933,683	5,718,378	1,023,702	5,875,015	1,084,596
TM	16,039,055	1,635,651	17,093,089	1,860,361	17,938,998	1,865,584
YL	14,941,458	1,736,480	15,734,243	1,967,199	15,430,351	2,022,884
N	9,402,499	1,111,882	9,294,754	1,210,148	9,672,121	1,146,443
TP	10,651,778	962,847	11,799,854	1,041,815	12,733,494	998,203
ST	16,992,410	1,826,448	17,860,236	2,071,062	18,700,571	2,076,860
SK	12,972,010	1,382,067	13,412,806	1,546,307	13,802,106	1,588,190
ISL	5,131,774	460,088	4,458,840	563,271	4,005,303	601,067
KWT	13,081,822	1,437,347	13,301,771	1,575,634	13,460,752	1,589,724

**Numbers of applications and approvals granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage shares among local KGs and KGs under the PEVS from the 2009/10 to 2013/14 school years**

School year	2009/10	2010/11	2011/12	2012/13	2013/14*
No. of local KGs	872	865	856	861	869
No. of KGs joining the PEVS	800	757	751	735	724
No. of applications	1	2	6	7	4 <sup>#</sup>
Percentage shares among local KGs	0.1%	0.2%	0.7%	0.8%	0.5%
Percentage shares among KGs joining the PEVS	0.1%	0.3%	0.8%	1.0%	0.6%
No. of approvals granted	0	0	0	0	Not applicable <sup>#</sup>
Percentage shares among local KGs	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Percentage shares among KGs joining the PEVS KGs	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

\* Position as of February 2014.

# The applications are being processed.

**CONTROLLING OFFICER'S REPLY**

**EDB015**

**(Question Serial No. 0073)**

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 (Member Question No. 5):

- (a) What are the details of the work of the Committee on Free Kindergarten Education (including organising study tours and forums) and the detailed expenditures of the sub-items in 2013-14?
- (b) What are the details of the work of the Committee on Free Kindergarten Education and its estimated expenditures in 2014-15?
- (c) The Bureau states that it will “continue to support the work of the Committee on Free Kindergarten Education to study and make recommendations on how to practicably implement free kindergarten education.” What are the details and estimated expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a)

Since their establishment, the Committee on Free Kindergarten Education (the Committee) and its five sub-committees have held more than 30 meetings to deliberate on various issues relating to free kindergarten (KG) education. To learn about the latest development and good practices of KG education in overseas countries, the Chairman/Convenors of the Committee/sub-committees (accompanied by officials of the Education Bureau (EDB)) joined the visits organised by the EDB to Korea, Singapore and Melbourne between May and August 2013. The expenditure for these three trips totals about \$0.75 million. In addition, the Committee also organised in October 2013 an international forum on KG education, which provided a platform for professional exchanges among local and overseas experts as well as education workers on KG education. Meetings were also arranged for the overseas experts to share their views and experience with the Committee and sub-committee members as well as EDB officials. In addition, a parent seminar was organised. These activities were held over a span of four days. The expenditure thus incurred is \$1.31 million, covering expenses for passage and accommodation of overseas experts, rental expenses of the venue, promotion and publicity expenses, etc. For the purpose of public engagement and consultation, the Committee conducted between October and December 2013 focus group meetings with various stakeholders to gauge their views.

The Committee submitted a progress report to the EDB in December 2013. The report also proposes short-term measures before the Committee's submission of the final report in 2015. After careful consideration, the EDB accepted the Committee's recommendations to implement short-term measures so as to provide immediate assistance to the KG sector and the parents.

(b) and (c)

The Committee expects that the final report will be submitted to the EDB in 2015. Meanwhile, the Committee will continue to listen to different opinions on how to enhance KG education including views from the KG sector and other stakeholders as well as keeping the public informed of the progress of work of the Committee.

Apart from six new non-directorate posts created on a time-limited basis to provide secretariat support to the Committee and sub-committees, other staff and resources have been/will be redeployed from within the existing provision to support the work of the Committee as well as to implement the short-term measures as recommended by the Committee and announced in the 2014 Policy Address. The estimated staffing provision for the six non-directorate posts in 2014-15 is around \$5.18 million.

**CONTROLLING OFFICER'S REPLY**

**EDB016**

**(Question Serial No. 0074)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 7):

From October 2012 onwards, what were the details and expenditure on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity? What were the dates of duty visits outside Hong Kong, the reasons for visits, the number of entourage, the hotel accommodation and expenditure, the fare classes and prices of air tickets, and the total expenditure incurred?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The details and expenditure on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity from October 2012 to March 2014 are at Annex.

Date of duty visit outside Hong Kong	Place and purpose of duty visit	No. of entourage	(A) Hotel accommodation expenditure Note 1	(B) Flight ticket expenditure Note 2	(C) Overseas subsistence allowance and other incidental expenses	Total Expenditure (A)+(B)+(C) Note 3
3 duty visits conducted during the period from October 2012 to March 2013	<ul style="list-style-type: none"> <li>● to attend a ceremonial function in the Mainland</li> <li>● to attend an education forum in the United Kingdom</li> <li>● to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the United States of America</li> </ul>	2 - 5	\$72,300	\$849,600	\$186,400	\$1,108,300
10 duty visits conducted during the period from April 2013 to March 2014	<ul style="list-style-type: none"> <li>● to learn about kindergarten education and information technology in education in Korea, Singapore and Australia</li> <li>● to officiate and/or address in international fora/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students</li> <li>● goodwill visits to education authorities and officials in Shenzhen,</li> </ul>	1 - 10	\$106,200	\$890,800	\$516,600	\$1,513,600 Note 4

<b>Date of duty visit outside Hong Kong</b>	<b>Place and purpose of duty visit</b>	<b>No. of entourage</b>	<b>(A) Hotel accommodation expenditure</b> <small>Note 1</small>	<b>(B) Flight ticket expenditure</b> <small>Note 2</small>	<b>(C) Overseas subsistence allowance and other incidental expenses</b>	<b>Total Expenditure</b> <b>(A)+(B)+(C)</b> <small>Note 3</small>
	<p>Guangzhou and Nansha to exchange views on the latest development on educational front and visit local schools</p> <ul style="list-style-type: none"> <li>● to lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange</li> <li>● to visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nation and promoting Hong Kong's role as a regional education hub</li> <li>● to lead a delegation from the education sector to attend an international convention in Shanghai</li> <li>● to attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries</li> </ul>					

Notes:

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).



- (2) Proper class of air passages was provided to officers concerned in accordance with the relevant Civil Service Regulations which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Excludes the expenditure covered by hosting organisations.
- (4) The expenditure includes the tentative cost for the duty visit to New Zealand to be conducted in end March.

**CONTROLLING OFFICER'S REPLY****EDB017****(Question Serial No. 0075)**

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 (Member Question No. 10):

Over the past five years, how many post-secondary, secondary and primary school students had received subsidies respectively to join the Mainland exchange? What are the details and expenditure involved? In 2014-15, according to the Government's estimation, how many post-secondary, secondary and primary school students will be subsidised by the Government respectively to join the Mainland exchange? What are the details and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of post-secondary, secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past five years (2009-10, 2010-11, 2011-12, 2012-13 and 2013-14) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2009-10	-	34 800*		-	43.6*	
2010-11	-	22 000	16 500	-	36.0	12.4
2011-12	1 200	19 700	19 900	3.7	33.1	13.6
2012-13 <sup>#</sup>	5 900	12 800	7 400	17.8	27.8	4.5
2013-14 <sup>+</sup>	7 100	27 900	15 700	21.4	38.7	10.9

\* Only total figures are available.

# Actual figures revised from last year's estimates

+ Provisional figures

The estimated number of places to be offered for post-secondary, secondary and primary school students to join Mainland exchange programmes in 2014-15 and the estimated expenditure are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)			Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2014-15	4 800	38 000	19 000	14.7	52.8	13.5

**CONTROLLING OFFICER'S REPLY**

**EDB018**

**(Question Serial No. 0076)**

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 (Member Question No. 11):

In last year's Budget, it was proposed to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. Will this Scholarship Scheme be continued in 2014-15? If yes, please give an account of the progress and the details. What will be the timetable for the Scheme and estimated expenditure? If not, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2013-14 Budget, it was proposed to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. Subsequently, the education sector and members of the public have expressed different views and suggestions about the scope and content of the proposal. After thorough consideration of the relevant views, the Government has announced in the 2014 Policy Address the provision of scholarships to support up to 100 outstanding students per cohort to pursue their study in renowned universities outside Hong Kong. The proposed scholarship scheme, which incorporates the original proposal, will benefit more people and enhance diversity in scope. The proposed scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY****EDB019****(Question Serial No. 1049)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question (Member Question No. 13):

- (a) What is the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes in the past three years?
- (b) What is the number and percentage of wastage as well as length of service, salary, academic qualifications and average age of kindergarten teachers in whole-day and half-day kindergartens in the past three years?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The respective number of teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2011/12 to 2013/14 school years is tabulated below:

School Year	2011/12	2012/13	2013/14 (provisional)
No. of teachers in local WD KGs	2 040	2 079	2 197
No. of teachers in local HD KGs	2 963	3 191	3 245
No. of teachers in local KGs with both HD and WD classes	5 369	5 809	6 169

- (b) The number and percentage of wastage, average length of service, average salary, academic qualifications and average age of KG teachers in local WD KGs, HD KGs and KGs with both HD and WD classes from the 2011/12 to 2013/14 school years are provided at the Appendix.

**Teachers in local whole-day (WD) kindergartens (KGs), half-day (HD) KGs and KGs with both HD and WD classes from the 2011/12 to 2013/14 school years**

**2011/12 school year**

	Teachers in local kindergartens		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	133 (6.7%)	210 (7.2%)	354 (7.2%)
Average years of service	13.0	14.2	14.3
Average salary per month	\$18,418	\$18,561	\$16,632
Number of teachers with Certificate in Early Childhood Education or above	1 815	2 253	3 988
Average years of age	34.9	36.7	37.1

**2012/13 school year**

	Teachers in local kindergartens		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	139 (6.8%)	263 (8.9%)	461 (8.6%)
Average years of service	13.0	14.0	14.0
Average salary per month	\$20,058	\$19,373	\$17,276
Number of teachers with Certificate in Early Childhood Education or above	1 956	2 664	4 775
Average years of age	34.9	36.7	36.9

**2013/14 school year (provisional)**

	Teachers in local kindergartens		
	KGs with WD classes only	KGs with HD classes only	KGs with both HD and WD classes
Number of wastage* (%)	135 (6.5%)	262 (8.2%)	485 (8.3%)
Average years of service	12.9	13.8	13.9
Average salary per month	\$20,904	\$20,340	\$18,271
Number of teachers with Certificate in Early Childhood Education or above	2 090	2 772	5 303
Average years of age	35.0	36.7	36.9

\* The number and percentage of wastage refer to the number and percentage of regular teachers of the previous school year who did not serve in KGs in the 12-month period prior to mid-September of the respective school years.

**CONTROLLING OFFICER'S REPLY**

**EDB020**

**(Question Serial No. 1050)**

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 (Member Question No. 12):

- (a) Regarding pre-primary education, please provide the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and kindergartens not joining the PEVS as well as the numbers of school places and average school fees of these kindergartens by District Council district in the past 3 years.
- (b) What were the details and amount of the subsidy (including those for the PEVS, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in the past 3 years?
- (c) What are the details of and the estimated expenditure for the subsidy (including those for the PEVS, Kindergarten and Child Care Centre Fee Remission Scheme, refund of rent, rates and government rent, Child Care Centre Subsidy Scheme and training of principals and teachers) provided by the Government for pre-primary education in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a)

The numbers of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the numbers of school places and average school fees of these KGs by District Council district in the past 3 years are tabulated at Appendix 1. For local KGs not joining the PEVS, relevant information is tabulated at Appendix 2.

(b) and (c)

Details of Government subsidy for pre-primary education are as follows:

- (i) Under the PEVS, non-means-tested direct fee subsidy, in a form of voucher, is provided for parents with eligible children studying in KGs to defray school fees. A Teacher Development Subsidy (TDS) has also been disbursed under the PEVS to eligible KGs from the 2007/08 to 2010/11 school years for upgrading professional qualifications of their teachers and principals, appointment of supply teachers and provision of school-based training programmes.

- (ii) Fee remission is provided for parents in need under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) for their children to receive pre-primary services/education on top of the non-means-tested fee subsidy under the PEVS.
- (iii) Rental subsidy is provided under the Rent Reimbursement Scheme to eligible NPM KGs to meet the rent expenses. NPM KGs may also claim full refund of rates and government rent for their school premises.
- (iv) Financial assistance is provided under the Child Care Centre Subsidy Scheme (CCCSS) to eligible NPM child care centres rendering services for children below the age of three.
- (v) Commissioned "Three-Year-In-service Certificate in Early Childhood Education Course" (In-service ECE Course), professional training courses as well as other thematic training are provided for KG principals and teachers for professional upgrading and development. From the 2007/08 to 2011/12 school years, principals and teachers of KGs not under the PEVS were provided with course fees subsidy up to 50% of the approved certificate or degree courses in early childhood education (ECE). To provide further support for the professional upgrading of principals and teachers, the Government offers course fee reimbursement for serving KG principals and teachers under the PEVS if they pursue a relevant approved ECE course in the 2012/13 and/or 2013/14 school year(s) and can successfully complete the course before the end of 2013/14 school year.

The respective expenditures incurred from 2011-12 to 2014-15 are as follows:

	2011-12 (\$ million) (Actual)	2012-13 (\$ million) (Actual)	2013-14 (\$ million) (Revised Estimate)	2014-15 (\$ million) (Estimate)
(i) PEVS*	1,998.8	2,128.1	2,446.6	2,604.3
(ii) KCFRS	352.3	395.3	471.3	591.5
(iii) Refund of rent, rates and government rent	197.3	202.5	221.1	237.2
(iv) CCCSS	13.5	14.6	15.2	16.7
(v) Principal and teacher training #	17.5	7.3	1.5	9.2

\* Including TDS provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

# There is a drastic drop in the actual expenditure for 2012-13 and revised estimate for 2013-14 as the commissioned In-service ECE Course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required for 2012-13 and no payment is required for 2013-14. As for the course fee reimbursement for those who successfully complete the relevant approved courses by the end of the 2013/14 school year, it is expected that the number of principals and teachers applying for reimbursement in 2014-15 will be larger than that in 2013-14.

**Number of local non-profit-making kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and number of school places and average school fees of these KGs by District Council district from the 2011/12 to 2013/14 school years**

District	2011/12 school year				2012/13 school year.				2013/14 school year			
	No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	26	5 488	34,400	21,300	23	4 999	35,900	22,800	23	4 993	38,800	24,300
Wan Chai	20	5 719	35,200	21,800	15	3 820	35,600	21,300	14	3 418	38,600	21,600
Eastern	58	10 708	33,000	21,300	59	11 206	34,400	22,000	57	10 636	36,600	22,900
Southern	18	2 950	31,400	19,300	18	2 967	33,000	20,200	17	2 799	34,900	21,300
Sham Shui Po	40	9 708	32,900	19,600	39	9 405	34,200	20,600	39	9 523	36,200	21,900
Yau Tsim Mong	29	5 180	33,000	21,600	29	5 192	34,400	22,300	28	4 830	36,400	22,600
Kowloon City	47	13 125	34,700	21,000	44	11 379	36,000	22,600	40	9 063	37,200	23,500
Wong Tai Sin	46	7 936	29,200	17,000	44	7 440	30,500	17,500	44	7 481	32,700	18,200
Kwun Tong	68	14 195	30,400	18,800	67	14 019	31,500	19,700	68	13 527	33,100	20,400
Tsuen Wan	30	6 079	32,200	20,600	30	6 226	33,500	21,900	28	5 654	35,700	22,600
Tuen Mun	57	11 865	30,700	18,700	57	11 920	31,800	19,800	58	12 284	33,600	21,100
Yuen Long	66	15 424	29,900	17,600	65	15 136	31,400	18,500	66	15 808	33,300	20,100
North	41	10 232	30,700	18,400	41	10 700	32,200	19,400	40	10 780	34,200	20,200
Tai Po	26	4 848	31,300	19,300	26	4 932	32,800	20,200	25	5 072	33,800	21,200
Sha Tin	56	11 117	30,400	20,100	56	11 415	31,600	21,000	56	11 798	33,300	21,900
Sai Kung	42	7 359	30,600	18,900	42	7 279	32,100	19,500	41	7 179	34,000	20,800
Islands	23	3 591	29,600	18,100	22	3 442	30,700	18,900	22	3 342	32,400	20,000
Kwai Tsing	58	11 292	31,600	20,000	58	11 013	33,000	21,200	58	11 020	34,700	22,800

Note 1: Position as at September of the school year. Accommodation in vacant classroom not counted.



**Number of local kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) and  
number of school places and average school fees of these KGs by District Council district from the 2011/12 to 2013/14 school years**

District	2011/12 school year				2012/13 school year.				2013/14 school year			
	No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees		No. of KGs	No. of School Places (Note 1)	Average School Fees	
			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)			Whole-day course (\$)	Half-day course (\$)
Central & Western	3	328	79,700	56,800	4	326	87,500	58,300	5	324	99,200	60,800
Wan Chai	3	886	64,500	73,900	6	2 500	67,200	50,300	7	2 981	71,500	42,700
Eastern	12	2662	67,600	48,400	13	3 226	72,100	48,800	16	3 844	75,700	50,700
Southern	4	716	70,200	50,400	6	874	73,700	52,400	8	1 041	81,100	56,500
Sham Shui Po	1	79	33,600	18,600	3	619	33,600	19,900	3	645	35,300	20,600
Yau Tsim Mong	6	1310	40,900	50,400	6	1 296	47,400	52,600	7	1 687	49,700	54,100
Kowloon City	24	9647	74,200	36,700	29	11 751	76,100	38,800	34	14 398	78,300	44,200
Wong Tai Sin	1	540	--	30,000	3	915	36,000	32,400	3	957	38,400	33,300
Kwun Tong	1	-- (Note 2)	--	38,000	2	167	--	23,100	2	408	--	29,500
Tsuen Wan	6	755	49,400	34,100	6	926	50,100	37,300	9	1 579	51,800	36,900
Tuen Mun	3	417	49,900	29,100	4	541	50,200	29,300	3	566	50,000	29,000
Yuen Long	5	990	52,800	35,800	7	1 909	55,800	38,100	6	1 931	59,000	41,100
North	4	633	51,700	31,900	5	849	53,400	33,900	6	1 448	55,600	34,100
Tai Po	6	1198	58,000	35,500	6	1 260	60,800	37,400	7	1 591	62,600	40,800
Sha Tin	10	1639	49,700	34,200	10	1 741	51,900	36,400	13	2 145	57,100	39,100
Sai Kung	10	1456	52,400	35,600	10	1 684	54,100	37,800	10	1 946	56,700	40,200
Islands	3	653	67,300	49,400	3	651	67,300	51,200	3	689	67,300	54,400
Kwai Tsing	3	574	23,300	38,600	3	526	23,300	40,500	3	521	23,300	41,800

Note 1: Position as at September of the school year. Accommodation in vacant classroom not counted.

Note 2: No students enrolled in KG classes in the school year.

**CONTROLLING OFFICER'S REPLY****EDB021****(Question Serial No. 0231)**

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 (Member Question No. 3):

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

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

Boundary Control Points	Year	Number of Cross-boundary Students	Number of Cross-boundary School Buses
	2013/14		
	2012/13		
	2011/12		
	2013/14		
	2012/13		
	2011/12		

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

Asked by: Hon. CHAN Kam-lam

Reply:

1. The numbers of cross-boundary students (CBS) and local / cross-boundary school coaches using various land-based boundary control points (CP) in the past three school years<sup>(1)</sup> are provided in the following table:

Control Point (CP)	School Year	No. of Cross-boundary Students <sup>(2)</sup>	No. of Local / Cross-boundary School Coaches <sup>(3)</sup> Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2013/14	5 202	102
	2012/13	3 360	77
	2011/12	2 127	43

Control Point (CP)	School Year	No. of Cross-boundary Students <sup>(2)</sup>	No. of Local / Cross-boundary School Coaches <sup>(3)</sup> Carrying Cross-boundary Students
Lok Ma Chau Control Point (LMC CP)	2013/14	774	17
	2012/13	712	12
	2011/12	223	3
Man Kam To Control Point (MKT CP)	2013/14	1 028	13
	2012/13	619	13
	2011/12	376	10
Sha Tau Kok Control Point (STK CP)	2013/14	1 124	8
	2012/13	1 113	7
	2011/12	1 044	8
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2013/14	7 785	44
	2012/13	6 001	29
	2011/12	4 588	25
Lo Wu Control Point (LW CP)	2013/14	4 958	34
	2012/13	4 551	34
	2011/12	4 507	34

#### Notes

- (1) The figures refer to the position as at September of the respective school years.
- (2) The figures refer to all CBS studying in the New Territories and crossing the respective boundary CPs by various transportation means.
- (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.

2. In the 2013/14 school year, the Government has adopted the following facilitating measures to enhance transportation and clearance services for CBS –

- (i) continued implementation of simplified clearance procedures for CBS at the LMCSL and SZB CPs and extended the measure to LW CP;
- (ii) continued implementation of on-board clearance services at MKT, STK and LMC CPs;
- (iii) introduced additional pick-up / drop-off bays for local / cross-boundary school coaches at various CPs: four at LMCSL (from seven to eleven in total), twelve at LMC (six in each direction) and ten in MKT (five in each direction); and
- (iv) increased the number of special quotas for cross-boundary school coaches from 110 in the 2012/13 school year to 140 in the 2013/14 school year.

In the 2014/15 school year, the Government will further carry out construction works at the LMCSL CP to provide additional pedestrian shelter to provide CBS with convenient and safe transport facilities with estimated cost of \$4.5 million.

We expect the number of CBS using facilitating measures at the boundary CPs would continue to increase in the coming school years. The Government will continue to monitor closely the transportation and clearance needs of CBS, provide necessary supporting measures to cater for the needs and ensure their safety.

**CONTROLLING OFFICER'S REPLY****EDB022****(Question Serial No. 2876)**

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 (Member Question No. 73):

How does/did the Administration provide support services focusing on parenting difficulties or knowledge through different programmes or forms of subsidies during this financial year and the past 3 years? Please reply by using the tables below.

## 2014-2015

Name of programmes	Expenditure involved	Number of participants

## 2013-2014

Name of programmes	Expenditure involved	Number of participants

## 2012-2013

Name of programmes	Expenditure involved	Number of participants

## 2011-2012

Name of programmes	Expenditure involved	Number of participants

Asked by: Hon. CHAN Kam-lam

Reply:

With a view to helping parents support their children in learning, the Education Bureau (EDB) organises seminars for parents with children of kindergarten age every year. In the past 3 years, parent seminars have been held on various themes including “Reading with Young Children” that introduces to parents ways to help children establish a good reading habit; “Winning at the Starting Point” that helps parents understand the developmental needs of children to avoid imposing improper pressure on them; and “Transition to Primary” that helps parents support their children to facilitate their smooth transition to Primary One. There were about 300 to 500 participants in each seminar. The EDB also publishes and distributes booklets to all kindergarten parents to introduce ways to provide children with a pleasurable and diversified life experience that meets their developmental needs, thereby cultivating their interests in learning and helping them to develop good living habits. The expenditures on the parent seminars and booklets are absorbed by EDB’s recurrent provision.

Besides, the EDB provides Home-School Co-operation Grants for schools (including kindergartens) to organise home-school co-operation activities, which include programmes aiming at promoting parent education; assisting parents to support their children in learning; training parents to support the learning activities in schools; initiating information technology projects to enhance the involvement of parents in students’ learning and organising joint activities for parents, students and teachers, etc. The expenditures involved from the 2011-12 to 2014-15 financial years are about \$21.3 million, \$22 million, \$22.5 million and \$23 million (estimate) respectively. The number of parents participating in the home-school co-operation activities varies among schools. The EDB has not captured school-specific information and thus is not able to provide the number of participants in the activities.

It should be noted that the Department of Health (DH) has been providing comprehensive assessment services for children with developmental problems. Its Maternal & Child Health Centres also provides support for these children and their families as well as conducts public education activities.

**CONTROLLING OFFICER'S REPLY****EDB023****(Question Serial No. 1779 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 22):

Please provide in the following table the claw-back percentage of Learning Support Grant (LSG) under the integrated education policy from schools in the past 5 years:

Claw back percentage	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Under 5%					
5 - 10%					
11 - 20%					
21 - 30%					
Over 30%					

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Schools are encouraged to fully utilise the Learning Support Grant (LSG) provided every school year to cater for the needs of their students with special educational needs of the respective year. For schools having accumulated a surplus in excess of 30% of the 12 months' provision of the LSG at the end of the respective school year (for aided and caput schools) or financial year (for government schools), the excess surplus will be clawed back. This arrangement was introduced in the 2011-12 financial year<sup>Note 1</sup>.

The number of schools with LSG clawed back at the end of the 2011/12 school year or 2011-12 financial year by percentage range in relation to 12 months' provision is tabulated below. As the amount to be clawed back from aided and caput schools for the 2012/13 school year will be confirmed only after the schools' submission of audited accounts by end of February 2014 and verification by the EDB, we are unable to provide the claw back information for the 2012/13 school year and beyond.

Claw back percentage	Under 5%	5-10 %	11-20%	21-30%	Over 30%
Number of schools <sup>Note 2</sup>	18	4	5	7	11

Note:

1. This arrangement was first implemented in government schools in 2011-12 financial year. It came into effect in aided primary schools and aided/caput secondary schools starting from the 2011/12 and 2012/13 school years respectively.
2. The figures denote position as at February 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB024**

**(Question Serial No. 1780)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 27):

In respect of the implementation of "New Funding Mode" under the integrated education policy so far, would the Government please list the expenditure details of each year:

1. The comparison among the unit cost of each type of special schools, the unit cost for supporting students with special needs studying in mainstream schools and the unit cost of students other than those with special needs
2. The percentage share of the expenditure on integrated education in the overall education expenditure
3. The percentage share of the expenditure on special education in the overall education expenditure

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1), (2) and (3)

Under the prevailing education policy, the Education Bureau (EDB) will, subject to the assessment and recommendations of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with special educational needs (SEN) may attend mainstream schools. To help mainstream schools cater for students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. The expenditure on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2008/09 to 2013/14 school years is set out at Appendix 1. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. Hence, providing the unit cost for students with SEN across all mainstream schools is inappropriate and misleading. The unit costs of each subsidised place in aided primary and secondary schools from 2008-09 to 2013-14 are set out at Appendix 2.

The average unit cost of each type of special schools from the 2008/09 to 2013/14 school years is set out in Part I of Appendix 3. The percentage share of the expenditure on special education in the overall education expenditure from 2008-09 to 2013-14 is set out in Part II of Appendix 3.

**Expenditure on additional support and services for  
students with SEN in public sector mainstream schools  
from the 2008/09 to 2013/14 school years  
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2008/09	859
2009/10	878
2010/11	900
2011/12	964
2012/13	1,009
2013/14 (Revised Estimate)	1,079



**Unit cost of each subsidised place in  
aided primary and secondary schools**

Financial Year	Primary	Secondary
2008-09	\$30,381	\$39,485
2009-10	\$32,396	\$41,073
2010-11	\$35,706	\$42,717
2011-12	\$39,227	\$44,972
2012-13	\$44,451	\$49,246
2013-14 (Revised Estimate)	\$47,320	\$54,170

**Part I: Average unit cost of aided special schools from the 2008/09 to 2013/14 school years**

School Type \ School Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Visual Impairment	\$173,000	\$173,500	\$174,500	\$197,500	\$213,000	\$229,000
Hearing Impairment	\$192,500	\$205,000	\$207,000	\$221,000	\$254,000	\$262,500
Physical Disability	\$212,000	\$216,000	\$218,000	\$230,000	\$249,000	\$254,000
Mild Intellectual Disability <sup>Note</sup>	\$100,000	\$107,500	\$110,000	\$122,500	\$140,000	\$145,500
Moderate Intellectual Disability <sup>Note</sup>	\$167,500	\$169,500	\$185,000	\$198,500	\$216,500	\$218,000
Severe Intellectual Disability	\$235,500	\$239,000	\$242,500	\$263,000	\$278,000	\$281,000
School for Social Development	\$112,000	\$113,500	\$113,500	\$120,000	\$137,500	\$134,000
Hospital School	\$115,500	\$129,000	\$129,000	\$138,000	\$153,000	\$153,000

Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

**Part II: Percentage share of the expenditure on special education in the overall education expenditure from 2008-09 to 2013-14**

Financial Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14 (Revised Estimate)
Percentage Share (%)	1.9	2.5	2.6	2.5	2.5	2.5

**CONTROLLING OFFICER'S REPLY**

**EDB025**

**(Question Serial No. 1903)**

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 (Member Question No. 255):

Please provide a breakdown of the distribution of all students with special educational needs (SEN) by grade level (from K1 to F6) in Hong Kong for the past five school years, as well as the total number of students with SEN proceeding to study sub-degree programmes, the total number of students with SEN proceeding to study UGC-funded degree programmes, the total number of students with SEN proceeding to study self-financing degree programmes, the total number of students with SEN proceeding to study postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. The above information is to be broken down by the nine main types of SEN.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The numbers of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools from the 2009/10 to 2013/14 school years by grade level and SEN types are set out at Appendix 1. At pre-primary levels, services for children with SEN are provided by the Social Welfare Department. The Education Bureau does not have the related data.

Based on the information provided by the post-secondary institutions, the numbers of students with SEN pursuing full-time locally-accredited sub-degree and undergraduate programmes under the University Grants Committee-funded (UGC-funded) and non-UGC-funded institutions from the 2009/10 to 2013/14 academic years are set out at Appendix 2. We do not have the information on the numbers of students with SEN proceeding to study postgraduate level programmes and overseas studies at tertiary institutions.

**Numbers of Students with SEN Studying in  
Public Sector Mainstream Primary and Secondary Schools by Grade Levels by SEN Types  
from the 2009/10 to 2013/14 School Years**

<b>Specific Learning Difficulties</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	30	632	1 754	2 081	1 735	1 682	1 458	1 375	1 092	743	355	15	10
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	74	133	142	129	139	141	162	181	152	140	76	1	0
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	254	296	305	248	191	182	135	152	124	84	63	8	5
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	34	134	249	343	407	324	254	244	143	70	27	1	1
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	10	24	34	31	42	33	35	51	48	23	22	2	5
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	3	7	10	8	13	6	17	14	22	11	18	4	5
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	40	45	56	70	59	66	75	80	92	90	93	20	19
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A

<b>Speech &amp; Language Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	24	632	392	220	142	109	83	42	14	20	13	2	5
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN has increased since the 2011/12 school year.

3. N/A: Not applicable

**Numbers of Students with SEN <sup>(Note 1)</sup> Pursuing Full-time Locally-accredited  
Sub-degree and Undergraduate Programmes from the 2009/10 to 2013/14 Academic Years**

2009/10 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities <sup>(Note 2)</sup>	N.A.	11	11	N.A.	0	0
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	13	13	N.A.	0	0
Autism Spectrum Disorders	0	12	12	3	0	3
Attention Deficit / Hyperactivity Disorder <sup>(Note 2)</sup>	N.A.	1	1	N.A.	0	0
Physical Disability	3	14	17	29	9	38
Visual Impairment	0	38	38	37	14	51
Hearing Impairment	3	15	18	55	11	66
Speech and Language Impairment	0	3	3	0	0	0
Others <sup>(Note 4)</sup>	1	74	75	63	7	70
<b>Total</b>	<b>7</b>	<b>181</b>	<b>188</b>	<b>187</b>	<b>41</b>	<b>228</b>

2010/11 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities <sup>(Note 2)</sup>	N.A.	27	27	N.A.	2	2
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	13	15	5	0	5
Attention Deficit / Hyperactivity Disorder <sup>(Note 2)</sup>	N.A.	3	3	N.A.	1	1
Physical Disability	3	40	43	36	12	48
Visual Impairment	0	19	19	33	10	43
Hearing Impairment	3	61	64	47	10	57
Speech and Language Impairment	1	5	6	3	0	3
Others <sup>(Note 4)</sup>	2	34	36	73	30	103
<b>Total</b>	<b>11</b>	<b>202</b>	<b>213</b>	<b>197</b>	<b>65</b>	<b>262</b>

2011/12 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Disabilities	1	36	37	8	3	11
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	19	21	6	0	6
Attention Deficit / Hyperactivity Disorder	1	10	11	6	1	7
Physical Disability	3	43	46	32	13	45
Visual Impairment	1	27	28	35	10	45
Hearing Impairment	1	73	74	38	12	50
Speech and Language Impairment	1	6	7	1	0	1
Others <sup>(Note 4)</sup>	3	44	47	55	41	96
<b>Total</b>	<b>13</b>	<b>258</b>	<b>271</b>	<b>181</b>	<b>80</b>	<b>261</b>

2012/13 Academic Year	Sub-degree			Undergraduate		
	UGC-funded	Non-UGC funded.	Total	UGC-funded (Note 5)	Non-UGC funded	Total
Specific Learning Disabilities	1	47	48	13	11	24
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	2	21	23	9	1	10
Attention Deficit / Hyperactivity Disorder	0	9	9	10	3	13
Physical Disability	2	35	37	32	15	47
Visual Impairment	1	33	34	42	16	58
Hearing Impairment	1	64	65	55	19	74
Speech and Language Impairment	0	9	9	4	0	4
Others <sup>(Note 4)</sup>	5	64	69	79	25	104
<b>Total</b>	<b>12</b>	<b>282</b>	<b>294</b>	<b>244</b>	<b>90</b>	<b>334</b>

2013/14 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 6)	Non-UGC funded	Total	UGC-funded (Note 6)	Non-UGC funded	Total
Specific Learning Disabilities	0	65	65	18	7	25
Intellectual Disabilities <sup>(Note 3)</sup>	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	1	27	28	8	2	10
Attention Deficit / Hyperactivity Disorder	0	16	16	12	3	15
Physical Disability	1	40	41	33	13	46
Visual Impairment	1	29	30	31	15	46
Hearing Impairment	1	63	64	61	22	83
Speech and Language Impairment	0	12	12	4	1	5
Others <sup>(Note 4)</sup>	7	45	52	80	25	105
<b>Total</b>	<b>11</b>	<b>297</b>	<b>308</b>	<b>247</b>	<b>88</b>	<b>335</b>

- Note:
1. The number of students with SEN is based on information as declared by individual students.
  2. The UGC has started to collect statistics on “Specific Learning Disabilities” and “Attention Deficit / Hyperactivity Disorder” as from the 2011/12 academic year. Students with these disability types for the 2009/10 to 2010/11 academic years, if any, might have been included under the type of “Others”.
  3. There is no separate category for “Intellectual Disabilities” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.
  4. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.
  5. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
  6. Provisional figures.
  7. “N.A.” denotes “not available”.

**CONTROLLING OFFICER'S REPLY**

**EDB026**

**(Question Serial No. 1904)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 44):

Will the Government please provide the following information:

1. The numbers of teachers who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau in the last 5 financial years with a breakdown by kindergarten, primary and secondary school teachers.
2. The numbers of Chinese and English language teachers currently in schools who attended the 30-hour, 90-hour and 120-hour workshops/training courses on special education held by the Education Bureau, and their percentage shares in the Chinese and English language teachers of the same class level.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. The Education Bureau (EDB) has been providing serving teachers in primary and secondary schools with structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) to enhance their capacity in catering for students with special educational needs (SEN) since the 2007/08 school year. A breakdown of the teacher enrolment in the BAT Courses from the 2008/09 to 2012/13 school years is set out in the Appendix. Teacher enrolment for the 2013/14 school year is not yet available.
2. The Education Bureau launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, schools were advised to arrange at least one Chinese language teacher and one English language teacher to attend the Thematic Course on Specific Learning Difficulties (SpLD). Starting from 2012/13 school year, in consideration of the international trend of supporting students according to their needs instead of SEN types, we have re-grouped the Thematic Courses into three categories. One category of the Thematic Course is on Cognition and Learning Needs (CLN) which focuses on the needs of students with SpLD or Intellectual Disability (ID). Since this Course is intended to equip teachers with the expertise in supporting the students with SpLD and ID, we no longer require schools to arrange specifically language teachers to attend the Thematic Course. As such, we do not have complete information to work on the percentage share of language teachers who have attended the BAT Courses in the population of language teachers.



**Numbers of teachers attending the Basic, Advanced and Thematic Courses  
from the 2008/09 to 2012/13 school years**

Course	Teachers	School Year				
		2008/09	2009/10	2010/11	2011/12	2012/13
Basic	Primary	453	515	111	156	136
	Secondary	523	568	279	234	373
Advanced	Primary	115	168	133	174	103
	Secondary	154	185	189	237	176
Thematic	Primary	349	292	570	610	160
	Secondary	377	407	527	417	255

**CONTROLLING OFFICER'S REPLY**

**EDB027**

**(Question Serial No. 1905)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 40):

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

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. The School-based Educational Psychology Service (SBEPS) adopts a comprehensive and integrated service model that aims at enhancing schools' capacity to cater for students' diverse educational needs. The support rendered to schools by the educational psychologists (EPs) encompasses the school system, teacher support, and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases. By enhancing the school support system and teachers' knowledge and skills in catering for students' diverse needs, all students in the participating schools will benefit from the provision of SBEPS directly or indirectly. Thus, reporting the average number of cases handled by each EP does not reflect comprehensively the actual service provided under the SBEPS and can be misleading. Likewise, it is also misleading to provide the ratio of EP to students receiving the Learning Support Grant.

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

2. The wastage rates of EPs in the 2009/10 to 2013/14 school years are 0%, 2.2%, 0%, 4.2% and 2.8% respectively.
3. and 4.

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

For students showing severe or persistent learning difficulties despite the intervention rendered, school will refer them to EPs or other professionals as appropriate for assessment. In the 2012/13 school year, about 80% of the cases referred to EPs were assessed within two months and about 90% within five months. The remaining cases with a longer waiting time for assessment were often due to some specific circumstances. For example, there were cases whose parents requested to defer the assessment and cases in which the assessment had to be held up pending the students’ medical treatment.

**CONTROLLING OFFICER'S REPLY****EDB028****(Question Serial No. 0948)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 43):

Will the Administration inform us of the number of students having transferred from different categories of special schools to mainstream primary and secondary schools in the past five school years by using the following table.

Numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the \_\_\_\_\_ school year

School Year	Number of students transferred from special schools						Mainstream School
	School for Children with Mild Intellectual Disability	School for Children with Moderate Intellectual Disability	School for Children with Severe Intellectual Disability	School for Children with Visual Impairment	School for Children with Hearing Impairment	School for Children with Physical Disability	
							Primary
							Secondary
							<b>Total</b>

Asked by: Hon. CHEUNG Kwok-cheReply:

The numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the public sector from the 2009/10 to 2013/14 school years (up to mid September 2013) are set out at the Appendix.

**Numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the public sector from the 2009/10 to 2013/14 school years**

School Year	Number of students transferred from special schools						Mainstream School
	School for Children with Mild Intellectual Disability	School for Children with Moderate Intellectual Disability	School for Children with Severe Intellectual Disability	School for Children with Visual Impairment <sup>#</sup>	School for Children with Hearing Impairment	School for Children with Physical Disability	
2009/10	8	0	0	0	0	1	Primary
	7	0	0	9	0	4	Secondary
	<b>15</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>5</b>	<b>Total</b>
2010/11	7	0	0	0	1	2	Primary
	6	0	0	8	1	1	Secondary
	<b>13</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>3</b>	<b>Total</b>
2011/12	10	0	0	0	0	0	Primary
	5	0	0	11	5	1	Secondary
	<b>15</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>Total</b>
2012/13	10	0	0	0	0	0	Primary
	10	0	0	7	0	1	Secondary
	<b>20</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>Total</b>
2013/14 (up to mid September 2013)	5	0	0	1	0	0	Primary
	2	0	0	7	1	3	Secondary
	<b>7</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>Total</b>

*# Of the two schools for children with visual impairment, one offers mainstream curriculum up to Secondary 3.*

**CONTROLLING OFFICER'S REPLY****EDB029****(Question Serial No. 0949)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 41):

Will the Administration inform us of the number of students having transferred from mainstream primary and secondary schools to special schools in the past five years by using the following table.

School Year	Class Level	Number of Students Admitted to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
	P1							
	P2							
	P3							
	P4							
	P5							
	P6							
	Sub-Total							
	S1							
	S2							
	S3							
	S4							
	S5							
	S6							
	S7							
	Sub-total							
	Total							

Asked by: Hon. CHEUNG Kwok-che

Reply:

A breakdown on the numbers of students who have been transferred from public sector mainstream schools to different categories of special schools from the 2009/10 to 2013/14 school years (up to mid September 2013) is at the Appendix.

**Numbers of students having transferred from public sector mainstream schools to different categories of special schools from the 2009/10 to 2013/14 school years**

School Year	Class Level	Number of Students Transferred to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
2009/10	P1	22	0	0	0	0	0	22
	P2	19	2	0	0	1	3	25
	P3	16	1	0	0	0	0	17
	P4	17	3	0	0	0	2	22
	P5	7	1	0	0	0	2	10
	P6	10	2	0	0	1	3	16
	<b>Sub-Total</b>	<b>91</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>112</b>
	S1	9	2	0	0	1	1	13
	S2	9	0	1	0	0	1	11
	S3	4	0	0	0	0	2	6
	S4	2	0	0	0	0	1	3
	S5	0	0	0	0	0	0	0
	S6	0	0	0	0	0	0	0
	S7	0	0	0	0	0	0	0
	<b>Sub-Total</b>	<b>24</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>33</b>
	<b>Total</b>	<b>115</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>145</b>

School Year	Class Level	Number of Students Transferred to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
2010/11	P1	16	2	1	0	0	4	23
	P2	19	0	0	0	0	1	20
	P3	21	1	0	0	0	2	24
	P4	16	0	0	0	1	3	20
	P5	15	2	0	0	0	3	20
	P6	11	1	0	0	1	0	13
	<b>Sub-Total</b>	<b>98</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>120</b>
	S1	9	0	0	0	3	5	17
	S2	12	2	1	0	0	2	17
	S3	6	2	0	1	0	0	9
	S4	6	1	0	0	0	0	7
	S5	0	0	0	0	0	1	1
	S6	0	0	0	0	0	0	0
	S7	0	0	0	0	0	0	0
	<b>Sub-Total</b>	<b>33</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>51</b>
	<b>Total</b>	<b>131</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>21</b>	<b>171</b>



School Year	Class Level	Number of Students Transferred to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
2011/12	P1	28	1	0	1	0	1	31
	P2	28	1	3	0	0	0	32
	P3	17	1	0	0	1	1	20
	P4	15	0	0	1	1	1	18
	P5	11	2	0	0	0	1	14
	P6	7	0	0	1	0	4	12
	<b>Sub-Total</b>	<b>106</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>127</b>
	S1	10	0	0	0	3	1	14
	S2	3	0	0	0	0	2	5
	S3	2	2	0	0	0	1	5
	S4	0	0	0	0	0	0	0
	S5	0	0	0	0	0	0	0
	S6	0	0	0	0	0	0	0
	S7	0	0	0	0	0	0	0
	<b>Sub-Total</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>24</b>
	<b>Total</b>	<b>121</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>12</b>	<b>151</b>

School Year	Class Level	Number of Students Transferred to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
2012/13	P1	34	0	0	0	1	1	36
	P2	21	0	0	1	0	1	23
	P3	18	1	0	0	0	5	24
	P4	16	0	0	1	0	1	18
	P5	8	1	0	0	1	0	10
	P6	6	0	0	0	1	1	8
	<b>Sub-Total</b>	<b>103</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>9</b>	<b>119</b>
	S1	11	0	0	0	0	0	11
	S2	8	0	0	0	0	1	9
	S3	2	1	0	1	0	2	6
	S4	1	0	0	0	0	1	2
	S5	0	0	0	0	0	1	1
	S6	0	0	0	0	0	0	0
	<b>Sub-Total</b>	<b>22</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>29</b>
	<b>Total</b>	<b>125</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>14</b>	<b>148</b>

School Year	Class Level	Number of Students Transferred to Different Categories of Special Schools						
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability	Total
2013/14 (up to mid September 2013)	P1	11	0	0	0	1	1	13
	P2	12	1	0	0	0	0	13
	P3	5	0	0	0	0	1	6
	P4	8	0	0	0	0	1	9
	P5	8	0	0	0	0	0	8
	P6	4	0	0	0	0	2	6
	<b>Sub-Total</b>	<b>48</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>55</b>
	S1	2	0	0	0	0	1	3
	S2	0	0	0	0	0	0	0
	S3	1	1	0	0	0	1	3
	S4	0	0	0	0	0	1	1
	S5	0	0	0	0	0	0	0
	S6	0	0	0	0	0	0	0
	<b>Sub-Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>7</b>
	<b>Total</b>	<b>51</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>62</b>

**CONTROLLING OFFICER'S REPLY****EDB030****(Question Serial No. 0950)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 33):

Regarding the annual survey on post-leaving details of school leavers from special schools conducted by the Administration, please provide details on the number and percentage of the respective school leavers in the past 5 years in the table below:

Post-leaving arrangements\ School years	2008/09	2009/10	2010/11	2011/12	2012/13
Employment					
Further studies					
Others - Vocational training - Vocational rehabilitation - Day-time training service or day care service					

Asked by: Hon. CHEUNG Kwok-che

Reply:

A breakdown on the numbers and percentages of the post-leaving arrangements of school leavers from special schools in the past 5 years is tabled below:

School year	2008/09	2009/10	2010/11	2011/12	2012/13
Post-leaving arrangements					
Employment	71 (10.5%)	74 (17.0%)	20 (3.9%)	72 (12.2%)	47 (6.9%)
Further studies	136 (20.0%)	118 (27.1%)	102 (20.0%)	115 (19.5%)	124 (18.2%)
Vocational training / Vocational rehabilitation / Day-time training service or day care service	415 (61.2%)	208 (47.8%)	354 (69.3%)	360 (61.0%)	469 (68.6%)
Others (e.g. attend pre-employment training programme, receive services from district support centres for persons with disabilities, receive treatment in hospital, emigration, etc.)	56 (8.3%)	35 (8.1%)	35 (6.8%)	43 (7.3%)	43 (6.3%)

Note: Students from hospital school are not included due to the transitional nature of the education service provided.

**CONTROLLING OFFICER'S REPLY****EDB031****(Question Serial No. 0954)**

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 (Member Question No. 32):

Regarding the support for newly-arrived students, children and young people, please tell us:

- the numbers of students from the Mainland newly admitted to primary and secondary schools by district and by class level, and their total numbers from the 2012/13 to 2013/14 school years;
- the numbers of students from the Mainland newly admitted to primary and secondary schools by native place and by province, and their total numbers from the 2008/09 to 2013/14 school years;
- the numbers of students who newly enrolled in the Induction Programme by class level, and their total numbers from the 2008/09 to 2013/14 school years;
- the numbers of non-governmental organisations which provided the Induction Programme and the numbers of places provided to students in each district from the 2008/09 to 2013/14 school years;
- whether the Administration has conducted any surveys and reviews on the opinions of students who enrolled in the Induction Programme and Initiation Programme; if yes, what are the details; if no, what are the reasons; whether the Administration will consider to enrich the content of the Induction Programme and Initiation Programme; if yes, what are the details; if no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- The numbers of students from the Mainland newly admitted to primary and secondary schools by district and by class level from the 2012/13 to 2013/14 school years are detailed at Appendix 1.
- We do not collect information on the home town of students from the Mainland newly admitted to primary and secondary schools and the required breakdown cannot be provided.
- The numbers of students who newly enrolled in the Induction Programme from the 2008/09 to 2013/14 school years are tabulated as follows:

School year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Number of students	2 161	1 534	1 319	1 275	1 214	1 260

Notes:

- (1) Students are not differentiated by class level in the Induction Programme as many a time, grouping assigned by the service providers would take into account students' prior learning and standards at the time of admission. Non-governmental organisations (NGOs) will arrange separate classes/groups for different age groups as far as possible.
- (2) Figures for the 2013/14 school year are provisional and subject to revisions.

- (d) The numbers of NGOs which provided the Induction Programme from the 2008/09 to 2013/14 school years are tabulated as follows:

School year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Number of NGOs	28	27	26	25	26	24

The numbers of places provided to students in each district from the 2008/09 to 2013/14 school years are detailed at Appendix 2.

- (e) On completion of each course under the Induction Programme and Initiation Programme, the NGOs or schools concerned are required to submit to the Education Bureau evaluation reports covering student performance and achievement, survey results reflecting the opinions of parents and students on various aspects such as teaching and learning, etc. Based on the evaluation reports submitted as well as the visits conducted by this Bureau, the overall performance of the two programmes will be assessed. The two programmes are in general effectively operated and able to meet the needs of students. We do not have any plan to revise the content of the two programmes.

Number of Students from the Mainland Newly Admitted to Primary and Secondary Schools by District and by Class Level in the 2012/13 and 2013/14 School Years

School Year : 2012/13

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Central & Western	11	3	7	12	12	2	17	4	12	5	2	0
Wan Chai	10	7	4	8	6	2	5	10	8	8	1	0
Eastern	34	17	9	18	19	7	63	23	54	48	9	2
Southern	6	5	5	6	11	2	19	7	10	15	2	0
Yau Tsim Mong	24	14	41	47	36	26	68	34	47	37	13	0
Sham Shui Po	69	33	44	45	60	22	117	59	74	58	12	0
Kowloon City	47	19	18	36	28	11	100	50	50	37	6	0
Wong Tai Sin	43	24	16	21	22	17	58	27	39	25	1	0
Kwun Tong	59	27	26	35	56	26	93	106	87	60	21	1
Sai Kung	9	10	7	9	14	5	23	14	13	23	4	0
Sha Tin	36	23	25	27	22	12	64	31	39	23	2	0
Tai Po	47	18	26	35	12	8	57	28	35	23	6	0
North	98	29	37	43	50	20	64	42	74	27	4	0
Yuen Long	104	49	44	39	34	36	77	34	67	31	8	1
Tuen Mun	66	22	20	28	32	14	79	41	40	25	9	0
Tsuen Wan	54	33	21	24	42	15	43	30	28	33	5	0
Kwai Tsing	47	16	18	20	26	22	51	36	61	36	7	0
Islands	1	7	6	4	2	4	2	1	5	5	1	0
<b>All Districts</b>	<b>765</b>	<b>356</b>	<b>374</b>	<b>457</b>	<b>484</b>	<b>251</b>	<b>1 000</b>	<b>577</b>	<b>743</b>	<b>519</b>	<b>113</b>	<b>4</b>

School Year : 2013/14

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Central & Western	22	5	5	10	11	2	8	7	8	3	1	0
Wan Chai	14	4	2	5	4	0	4	7	7	8	3	0
Eastern	79	9	10	18	15	5	73	36	51	36	11	4
Southern	12	6	5	6	8	4	21	9	12	10	1	0
Yau Tsim Mong	51	24	31	32	33	19	54	41	47	32	5	0
Sham Shui Po	94	18	28	28	66	21	91	37	27	61	11	1
Kowloon City	54	16	24	20	20	9	85	17	48	37	3	0
Wong Tai Sin	62	14	7	13	26	7	57	25	38	23	8	0
Kwun Tong	72	18	23	28	47	28	102	97	83	56	17	1
Sai Kung	16	4	7	8	6	9	36	20	15	28	6	0
Sha Tin	90	17	27	29	34	8	72	22	38	20	7	0
Tai Po	41	16	19	30	19	9	50	28	44	36	6	0
North	168	17	16	18	32	15	94	30	30	41	2	0
Yuen Long	136	29	33	54	41	17	72	36	40	21	4	0
Tuen Mun	87	21	23	17	15	7	72	27	50	25	3	0
Tsuen Wan	60	21	18	29	11	6	43	23	22	24	1	0
Kwai Tsing	52	17	21	22	31	15	46	22	23	27	6	0
Islands	8	2	3	5	6	0	2	3	1	2	0	0
<b>All Districts</b>	<b>1 118</b>	<b>258</b>	<b>302</b>	<b>372</b>	<b>425</b>	<b>181</b>	<b>982</b>	<b>487</b>	<b>584</b>	<b>490</b>	<b>95</b>	<b>6</b>

- Notes :
- (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.
  - (2) Figures refer to the number of students from the Mainland studying at the respective class levels as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.
  - (3) Figures for the 2013/14 school year are provisional and subject to revisions.
  - (4) Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.



## Number of Places Provided to Students in Each District from the 2008/09 to 2013/14 School Years

District	School Year					
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Central & Western	45	30	30	30	15	0
Wan Chai	90	60	15	45	15	15
Eastern	135	60	75	75	60	75
Southern	75	30	30	30	30	30
Yau Tsim Mong	360	180	90	120	135	135
Sham Shui Po	555	465	360	285	270	345
Kowloon City	120	105	60	90	90	75
Wong Tai Sin	30	30	30	75	60	45
Kwun Tong	240	210	270	180	210	255
Sai Kung	0	0	0	0	0	15
Sha Tin	75	15	30	45	30	60
Tai Po	45	45	45	45	30	45
North	120	165	120	150	195	135
Yuen Long	135	90	150	105	90	165
Tuen Mun	195	135	90	120	90	120
Tsuen Wan	105	165	150	75	90	60
Kwai Tsing	195	120	120	90	105	60
Islands	15	0	0	0	0	0
<b>All Districts</b>	<b>2 535</b>	<b>1 905</b>	<b>1 665</b>	<b>1 560</b>	<b>1 515</b>	<b>1 635</b>

- Notes :
- (1) Number of places provided is based on a capacity of 15 students per class.
  - (2) Figures for the 2013/14 school year are provisional and subject to revisions.

**CONTROLLING OFFICER'S REPLY****EDB032****(Question Serial No. 0955)**

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 (Member Question No. 40):

Regarding the development of publicly-funded post-secondary education, could the Administration advise of the number of publicly-funded degree and sub-degree places, as well as the participation rates represented as the proportion of publicly-funded degree and sub-degree places to the population of the relevant cohort in each of the past five years?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The requested information for the past five years is tabulated below:

Academic year	Publicly-funded undergraduate intake places <sup>1</sup>		Overall undergraduate participation rate of the relevant cohort <sup>2,3</sup>	Publicly-funded sub-degree intake places <sup>4</sup>		Overall post-secondary participation rate of the relevant cohort <sup>2,5</sup>
	Approved number	Participation rate of the relevant cohort <sup>2</sup>		Actual intakes	Participation rate of the relevant cohort <sup>2</sup>	
2009/10	16 586	19.7%	26.2%	10 508	12.5%	62.2%
2010/11 <sup>6</sup>	16 781	20.4%	28.3%	9 106	11.1%	67.3%
2011/12 <sup>7</sup>	16 842	20.8%	30.3%	8 684	N/A	N/A
2012/13 <sup>8</sup>	32 814	N/A	N/A	9 903	N/A	N/A
2013/14	18 153	22.7%	38.4%	11 060	13.9%	66.2%

Notes:

- Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded institutions and the Hong Kong Academy for Performing Arts (HKAPA).
- Relevant cohort refers to the average mid-year resident population between the ages of 17 to 20 for the 2009/10 to 2011/12 academic years and between the ages of 18 to 20 as from the 2012/13 academic year onwards, as a result of the implementation of the New Academic Structure.
- The overall undergraduate participation rate of the relevant cohort takes into account the approved number of publicly-funded undergraduate intake places and the actual intakes of self-financing undergraduate programmes.
- Including the actual intakes of sub-degree programmes offered by UGC-funded institutions, HKAPA and the Vocational Training Council.
- The overall post-secondary participation rate of the relevant cohort takes into account the approved number of publicly-funded FYFD places; the actual intakes of self-financing FYFD places; and the actual intakes of publicly-funded and self-financing sub-degree programmes.

6. The 2010/11 academic year was the last year where Secondary Five graduates articulated to three-year sub-degree programmes.
7. The 2011/12 academic year was a gap year during which there were no Secondary Five graduates. Sub-degree participation rate is undefined for the year.
8. The 2012/13 academic year was a double cohort year. Publicly-funded FYFD places offered in the year were doubled to cater for two cohorts of senior secondary students graduating in the same year. Undergraduate and sub-degree participation rates are undefined for the year.

The Government promotes the parallel development of the publicly-funded and self-financing post-secondary education sectors. Through the development of both sectors, over one-third of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, nearly 70% of them will have access to post-secondary education by 2015.

**CONTROLLING OFFICER'S REPLY**

**EDB033**

**(Question Serial No. 0957)**

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 (Member Question No. 42):

As mentioned in the 2014 Policy Address, the Government will set up a Task Force on Vocational Education to map out a strategy to promote vocational education in the community, will the Administration advise the membership, terms of reference and job details of the Task Force, as well as the staffing, departments and expenditure involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Vocational education plays a pivotal role in integrating education and employment. It provides young people and in-service personnel with comprehensive and diversified opportunities in articulation and career development, nurturing the requisite human capital in support of Hong Kong's development. We consider it necessary to step up efforts in promoting vocational education to students, parents, teachers, schools and the general public, raising their awareness and recognition of vocational education. To this end, the Chief Executive announced in the 2014 Policy Address that the Government will set up a Task Force on Vocational Education to map out a strategy to promote vocational education in the community. Details of the Task Force including the terms of reference and membership are being worked out.

The Education Bureau will provide secretariat support to the Task Force using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB034**

**(Question Serial No. 0958)**

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 (Member Question No. 44):

(a) Regarding the parallel development of both the publicly-funded and the self-financing post-secondary institutions, please provide, by institution, the average annual tuition fees of full-time accredited sub-degree programmes (including publicly-funded programmes and self-financing programmes) in the 2010/11, 2011/12, 2012/13 and 2013/14 academic year; and

(b) Please provide, by institution, the percentage of graduates of full-time accredited self-financing sub-degree programmes who further studied full-time accredited degree programmes (publicly-funded local, self-financing local, non-local, total) in 2010/11, 2011/12 and 2012/13.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited sub-degree programmes from the 2010/11 to 2013/14 academic years by institution are at **Annex A**.

(b) There were 15 193 and 17 137 graduates of full-time locally-accredited self-financing sub-degree programmes in 2011 and 2012 respectively. Based on the information collected from the annual graduate surveys compiled by institutions (with response rate of 85% and 83% in 2011 and 2012 respectively), the percentages of such graduates who further pursued full-time locally-accredited degree programmes by institution are at **Annex B**. The institutions are in the process of compiling the relevant statistics of their sub-degree graduates in 2013.

**Tuition Fees of Full-time Locally-accredited Publicly-funded Sub-degree Programmes by Institution  
from the 2010/11 Academic Year to the 2013/14 Academic Year**

<b>Institution</b>	<b>Average Annual Tuition Fee (\$)</b>			
	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
City University of Hong Kong	31,575	31,575	31,575	31,575
The Hong Kong Institute of Education	15,040	15,040	15,040	15,040
The Hong Kong Polytechnic University	31,575	31,575	31,575	31,575
Vocational Training Council	21,650 - 26,700	22,400 - 27,600	23,500 - 29,875	29,000 - 29,875

**Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree Programmes by Institution  
from the 2010/11 Academic Year to the 2013/14 Academic Year**

Institution	Average Annual Tuition Fee (\$)			
	2010/11	2011/12	2012/13 <sup>[1]</sup>	2013/14 <sup>[1]</sup>
Caritas Bianchi College of Careers	44,503 - 46,697	45,473 - 50,790	49,045 - 53,840	51,015 - 56,540
Caritas Institute of Higher Education	44,723 - 47,960	45,160 - 49,495	49,045 - 52,750	51,015 - 55,390
City University of Hong Kong - Community College of City University	36,000 - 53,100	36,000 - 53,100	47,250 - 56,250	47,250 - 56,250
Hang Seng Management College	35,000 - 40,000	40,000	45,000	48,000
HKU SPACE Po Leung Kuk Community College	42,800 - 48,800	42,800 - 49,800	51,150	52,500
Hong Kong Adventist College	-	-	39,600	39,600
Hong Kong Art School	40,500	40,500	43,000	45,000
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	36,000 - 50,000	48,750 - 58,720	48,750 - 66,978
Hong Kong Buddhist College	-	-	38,000	38,000
Hong Kong College of Technology	36,225 - 41,200	36,895 - 40,800	41,000 - 49,480	43,740 - 51,600
Hong Kong Institute of Technology	32,400 - 42,120	32,400 - 42,120	35,800	37,400
Kaplan Business and Accountancy School	-	-	48,000	48,000
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	35,000 - 50,000	43,800 - 50,000	43,800 - 50,000
Pui Ching Academy	-	-	39,000	41,000
Sacred Heart Canossian College of Commerce	-	41,400	43,700	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	40,333 - 47,750	40,333 - 49,150	42,000 - 49,150	45,225 - 49,810
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	38,000 - 50,000	47,000 - 50,000	-	-
The Hong Kong Institute of Education	31,800 - 46,800	31,800 - 46,800	41,800 - 46,800	48,100
The Hong Kong Polytechnic University - Hong Kong Community College	39,600 - 49,875	39,600 - 52,470	49,200 - 54,120	50,400 - 55,440
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	30,000 - 54,338	34,500 - 54,337	43,000 - 55,800	45,000 - 66,365
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	42,800 - 59,000	42,800 - 59,000	52,500 - 62,000	52,500 - 72,000
Tung Wah College	-	80,300	52,500 - 79,200	52,500 - 79,200
Vocational Training Council	37,100 - 43,300	42,000 - 44,800	46,500 - 47,750	46,500 - 47,750
Yew Chung Community College	40,000 - 51,000	40,000 - 51,000	53,550	60,500
YMCA College of Careers	-	-	43,000	44,250

Notes:

[1] Tuition fee information does not cover sub-degree programmes provided under the old academic structure.

"-" Denotes no related programme was offered

**Percentages of Self-financing Sub-degree Graduates Pursuing Full-time Locally-accredited Degree Programmes  
by Institution in 2011 and 2012**

Institution	Graduates in 2011 (% <sup>^</sup> )				Graduates in 2012 (% <sup>^</sup> )			
	Pursuing full-time degree programmes				Pursuing full-time degree programmes			
	Local		Non-local	Total	Local		Non-local	Total
	Publicly-funded	Self-financing			Publicly-funded	Self-financing		
Caritas Bianchi College of Careers	0	38	0	38	0	0	0	0
Caritas Institute of Higher Education	1	26	4	31	0	0	5	5
Chu Hai College of Higher Education	0	79	0	79	0	88	0	88
City University of Hong Kong - Community College of City University	23	25	23	70	25	27	21	72
Hang Seng Management College	7	71	12	89	10	74	4	88
HKU SPACE Po Leung Kuk Community College	8	16	26	50	11	14	21	46
Hong Kong Art School	3	28	19	50	3	6	47	56
Hong Kong Baptist University and its School of Continuing Education and College of International Education	21	44	5	70	21	46	5	72
Hong Kong Central College	0	0	80	80	-	-	-	-
Hong Kong College of Technology	3	17	6	25	0	6	11	17
Hong Kong Institute of Technology	0	0	100	100	0	0	100	100
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	21	24	1	45	17	19	6	41
School of Continuing and Professional Studies, The Chinese University of Hong Kong	10	15	18	44	7	15	14	36
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	23	33	3	59	-	-	-	-
The Hong Kong Institute of Education	30	22	0	52	23	24	4	51
The Hong Kong Polytechnic University - Hong Kong Community College	27	44	5	76	32	45	5	82
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	0	53	0	53	0	3	0	3
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	23	14	22	60	25	15	20	60
Vocational Training Council	1	21	14	37	2	13	30	45
Yew Chung Community College	0	33	0	33	0	100	0	100
<b>All Institutions</b>	<b>15</b>	<b>26</b>	<b>15</b>	<b>57</b>	<b>17</b>	<b>24</b>	<b>18</b>	<b>60</b>

Notes: The above figures were collected from the graduate surveys conducted by institutions.

“-“ denotes no graduates in the year.

<sup>^</sup> refers to percentage of the number of respective graduates to the total number of respondents of the graduate surveys.



**CONTROLLING OFFICER'S REPLY****EDB035****(Question Serial No. 1053)**

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 (Member Question No. 12):

What are the numbers of students, by types of disabilities and grade levels, studying in mainstream primary schools in the past 6 years? (Please fill in the following table)

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Intellectual Disabilities	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						

Physical Disability	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Visual Impairment	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Hearing Impairment	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels by major SEN types from the 2008/09 to 2013/14 school years are set out at the Appendix. With increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

**Numbers of students with SEN studying in public sector mainstream primary schools  
by grade levels by major SEN types from the 2008/09 to 2013/14 school years**

<b>Specific Learning Difficulties</b>	P1 #	P2	P3	P4	P5	P6
2008/09	48	656	1 778	1 650	1 590	1 341
2009/10	30	632	1 754	2 081	1 735	1 682
2010/11	40	665	1 786	2 080	2 168	1 809
2011/12	20	428	1 612	2 039	2 131	2 197
2012/13	20	533	1 645	1 943	2 084	2 163
2013/14	18	437	1 770	1 862	1 984	2 115

<b>Intellectual Disability</b>	P1 #	P2	P3	P4	P5	P6
2008/09	70	116	126	146	136	149
2009/10	74	133	142	129	139	141
2010/11	60	135	155	151	128	143
2011/12	68	94	166	166	154	127
2012/13	67	88	113	181	161	154
2013/14	97	88	98	130	181	157

<b>Autism Spectrum Disorders</b>	P1	P2	P3	P4	P5	P6
2008/09	251	271	209	168	161	142
2009/10	254	296	305	248	191	182
2010/11	368	382	353	366	288	227
2011/12	431	422	417	386	378	290
2012/13	496	542	487	469	425	417
2013/14	547	662	624	533	502	444

<b>Attention Deficit/Hyperactivity Disorder</b>	P1	P2	P3	P4	P5	P6
2008/09	25	121	219	309	283	244
2009/10	34	134	249	343	407	324
2010/11	62	188	333	444	477	492
2011/12	53	143	293	449	503	513
2012/13	57	186	414	535	634	628
2013/14	45	200	508	648	700	751

<b>Physical Disability</b>	P1	P2	P3	P4	P5	P6
2008/09	14	27	26	36	33	28
2009/10	10	24	34	31	42	33
2010/11	17	25	31	45	44	46
2011/12	21	21	18	19	29	32
2012/13	13	23	22	15	22	31
2013/14	12	18	23	25	16	21

<b>Visual Impairment</b>	P1	P2	P3	P4	P5	P6
2008/09	6	8	6	10	6	14
2009/10	3	7	10	8	13	6
2010/11	3	5	7	12	8	15
2011/12	0	6	6	6	12	8
2012/13	2	3	5	7	4	11
2013/14	4	5	3	5	7	4

<b>Hearing Impairment</b>	P1	P2	P3	P4	P5	P6
2008/09	43	45	66	58	64	78
2009/10	40	45	56	70	59	66
2010/11	39	43	50	59	71	65
2011/12	33	45	49	52	60	72
2012/13	35	34	42	48	49	57
2013/14	38	36	43	44	51	52

<b>Speech &amp; Language Impairment</b>	P1#	P2	P3	P4	P5	P6
2008/09	23	548	301	196	116	78
2009/10	24	632	392	220	142	109
2010/11	21	623	383	220	137	94
2011/12	47	910	450	281	174	110
2012/13	30	890	445	268	189	117
2013/14	36	815	447	271	178	130

# *The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.*

**CONTROLLING OFFICER'S REPLY****EDB036****(Question Serial No. 1054)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 13):

What are the numbers of students, by types of disabilities and grade levels, studying in mainstream secondary schools in the past 6 years? (Please fill in the following table)

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of students with special educational needs (SEN) studying in public sector mainstream secondary schools by grade levels by major SEN types from the 2008/09 to 2013/14 school years are set out at the Appendix. With increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

**Numbers of students with SEN studying in public sector mainstream secondary schools  
by grade levels by major SEN types from the 2008/09 to 2013/14 school years**

<b>Specific Learning Difficulties</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	1 210	1 031	716	340	186	11	6
2009/10	1 458	1 375	1 092	743	355	15	10
2010/11	1 863	1 516	1 385	1 004	630	21	15
2011/12	1 891	1 803	1 494	1 248	834	557	19
2012/13	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	2 297	2 141	1 810	1 601	1 105	934	N/A

<b>Intellectual Disability</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	153	130	136	64	60	0	0
2009/10	162	181	152	140	76	1	0
2010/11	166	169	208	131	133	0	1
2011/12	164	184	181	178	108	125	0
2012/13	149	168	195	153	164	103	N/A
2013/14	183	137	175	161	125	145	N/A

<b>Autism Spectrum Disorders</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	110	97	72	36	17	4	2
2009/10	135	152	124	84	63	8	5
2010/11	186	185	170	126	91	15	9
2011/12	225	210	206	177	129	94	11
2012/13	294	258	245	208	179	123	N/A
2013/14	396	345	298	246	199	179	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	163	111	65	20	9	0	0
2009/10	254	244	143	70	27	1	1
2010/11	373	364	286	152	69	2	2
2011/12	488	468	379	265	124	62	4
2012/13	577	567	486	362	228	113	N/A
2013/14	710	709	589	482	320	204	N/A

<b>Physical Disability</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	24	28	16	10	14	3	7
2009/10	35	51	48	23	22	2	5
2010/11	37	53	55	45	29	5	3
2011/12	35	47	39	50	38	31	7
2012/13	33	42	45	41	47	38	N/A
2013/14	32	37	43	46	33	44	N/A

<b>Visual Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	6	14	15	11	10	4	6
2009/10	17	14	22	11	18	4	5
2010/11	8	20	17	17	16	4	4
2011/12	15	11	26	19	16	17	4
2012/13	8	18	19	21	19	13	N/A
2013/14	12	12	19	18	20	19	N/A

<b>Hearing Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	77	96	85	96	80	19	19
2009/10	75	80	92	90	93	20	19
2010/11	72	76	81	91	87	21	21
2011/12	63	71	78	82	87	88	23
2012/13	66	58	72	63	80	79	N/A
2013/14	60	68	55	76	58	83	N/A

<b>Speech &amp; Language Impairment</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2008/09	51	69	20	8	4	2	0
2009/10	83	42	14	20	13	2	5
2010/11	71	60	36	33	24	1	3
2011/12	60	29	42	35	20	22	2
2012/13	73	39	22	22	21	13	N/A
2013/14	65	41	40	19	18	24	N/A

Note: 1. Figures as at September of the respective school years

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN has increased since the 2011/12 school year.

3. N/A: Not applicable



**CONTROLLING OFFICER'S REPLY****EDB037****(Question Serial No. 1064)**

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 (Member Question No. 34):

Starting from 2014, only one large scale public examination (i.e. Hong Kong Diploma of Secondary Education Examination) will be held by the authorities each year. In this connection, will the Government inform us of the following:

- (a) the number of staff by rank and by grade (the management grade, manager grade, professional/supervisory grade and general/support grade), and the total number of full-time staff in each of the past 5 years;
- (b) the annual staff turnover and the ranks concerned, the number of additional staff employed and the ranks concerned in each of the past 5 years; and
- (c) will the authorities award "performance-based incentive" in 2013-14? If yes, what are the estimated number of awardees and total amount involved.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Hong Kong Examinations and Assessment Authority (HKEAA) has provided the following information regarding the staffing position of the past five years and the award of "performance-based incentive" in 2013-14 -

- (a) The number of full-time staff in the past five years is as follows:

<b>Grade</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Management Grade	19	18	18	16	14
Manager Grade	91	95	96	96	92
Professional / Supervisory Grade	121	138	163	174	164
General / Support Grade	142	145	151	159	151
<b>Total :</b>	<b>373</b>	<b>396</b>	<b>428</b>	<b>445</b>	<b>421</b>

(b) The number of staff leaving and joining the HKEAA in the past five years is as follows:

**Number of leavers:**

<b>Grade</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Management Grade	1	1	0	4	1
Manager Grade	6	8	9	5	5
Professional / Supervisory Grade	11	16	26	20	18
General / Support Grade	13	18	22	15	20
<b>Total :</b>	<b>31</b>	<b>43</b>	<b>57</b>	<b>44</b>	<b>44</b>
<b>Turnover Rate (%) :</b>	<b>8.3%</b>	<b>10.9%</b>	<b>13.3%</b>	<b>9.9%</b>	<b>10.5%</b>

**Number of new staff:**

<b>Grade</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Management Grade	2	2	1	2	1
Manager Grade	14	12	11	7	2
Professional / Supervisory Grade	27	37	53	8	7
General / Support Grade	23	18	33	19	14
<b>Total :</b>	<b>66</b>	<b>69</b>	<b>98</b>	<b>36</b>	<b>24</b>

(c) The annual pay adjustment for the HKEAA staff consists of two components, i.e. general pay adjustment and performance-based incentive. The HKEAA Council has approved the provision of performance-based incentive in December 2013 based on the performance of the Authority and the staff for the year 2012-13. The approved performance-based incentive will be paid in the financial year 2013-14. The total number of employees to receive the performance-based incentive in 2013-14 is 46 and the total amount of payment is \$2.18 million.

**CONTROLLING OFFICER'S REPLY****EDB038****(Question Serial No. 1065)**

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 (Member Question No. 45):

Regarding the Vocational Training Council (VTC) and vocational education, will the Administration advise –

(a) What are the names and numbers of places, students and graduates of the full-time basic craft courses (BCCs) offered by the VTC in 2012/13, 2013/14 and 2014/15 respectively?

(b) What were the progression pathways of the graduates of the VTC's full-time BCCs for each of the past 5 years? Please give a breakdown of the numbers of students and their percentages under the three categories of "employment in the relevant trades", "further studies" and "others".

(c) What was the age distribution of students pursuing the VTC's full-time BCCs for each of the past 5 years?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Vocational Training Council (VTC) offers the Diploma in Vocational Education (DVE) programme to provide Secondary 3 or above school leavers of a valuable progression pathway with different exit awards, namely the Basic Craft Certificate (BCC), Technician Foundation Certificate and Diploma in Vocational Education, for career development or further studies. BCC is one of the exit awards under the DVE programme of VTC. Since most of the requested information is not available at the award level, the relevant information of the DVE programme is provided below.

(a) The planned number of places and number of students and graduates of the DVE programme from the 2012/13 to 2014/15 academic years (AY), where applicable, are provided in the table below–

2012/13			2013/14		2014/15
Planned Number of Places	Number of Students	Number of Graduates	Planned Number of Places	Number of Students	Planned Number of Places (provisional)
6 740	6 661	1 552	6 110	6 931	6 260

Note: There are no graduates for the 2013/14 AY yet.

- (b) The percentage of graduates who pursued full-time study, engaged in employment in a relevant field to the programme, and opted for other pathways (including those engaged in employment not of a relevant field to the programme) for the past five years (i.e. from the 2008/09 to 2012/13 AY) are as follows –

<b>Academic Year</b>	<b>Full-time Study</b>	<b>Employment in Relevant Field</b>	<b>Others (including employment not in a relevant field)</b>
2008/09	71%	17%	12%
2009/10	65%	22%	13%
2010/11	67%	22%	11%
2011/12 <sup>Note 1</sup>	20%	61%	19%
2012/13 <sup>Note 2</sup>	54%	29%	17%

Note 1: Graduates from the DVE 1-year Intensive programme normally pursued full-time study while those from the 3-year programme would normally seek employment after graduation. In the 2011/12 AY, no DVE 1-year Intensive programme was offered due to the absence of Secondary 5 leavers under the new academic structure, and hence the substantial decrease in percentage of graduates pursuing full-time study and substantial increase in percentage of graduates in employment.

Note 2: Provisional figures only.

- (c) The age profile of students for the past five years (i.e. from the 2008/09 to 2012/13 AY) is as follows –

<b>Academic Year</b>	<b>Below 15</b>	<b>15 to 19</b>	<b>20 to 24</b>	<b>Above 25</b>
2008/09	2%	88%	9%	1%
2009/10	2%	88%	9%	1%
2010/11	1%	90%	8%	1%
2011/12	1%	88%	10%	1%
2012/13	2%	85%	12%	1%

**CONTROLLING OFFICER'S REPLY****EDB039****(Question Serial No. 1067)**

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 (Member Question No. 47):

The Government estimates that full-time vocational education student places will decrease from 45 800 (revised estimate) in the 2013-14 academic year (AY) to 43 300 in the 2014-15 AY. In this connection, will the Administration:

- (a) advise on the distribution of full-time vocational education student places for the 2012/13 AY to the 2014/15 AY;

	2012/13 AY	2013/14 AY	2014/15 AY
Technological and Higher Education Institute of Hong Kong			
Institute of Professional Education and Knowledge			
School for Higher and Professional Education			
Hong Kong Institute of Vocational Education			
Hong Kong Design Institute			
Hospitality Industry Training and Development Centre			
Chinese Cuisine Training Institute			
Maritime Services Training Institute			
Pro-Act by VTC			
Youth College			
Integrated Vocational Development Centre			

- (b) advise on the average cost and subvention for each subvented full-time place at higher technician/technician level for the 2012/13 AY to the 2014/15 AY;

	Average Cost per Subvented Full-time Place (\$)	Average Subvention per Place (\$)
2012/13 AY		
2013/14 AY		
2014/15 AY		

- (c) advise on the numbers of students and the average tuition fees for (self-financing and publicly-funded) sub-degree, Higher Diploma (HD) and Diploma in Vocational Education programmes (DVE) of the Vocational Training Council (VTC) in the 2013/14 AY;
- (d) advise on, in terms of number of people, the progression of HD and DVE graduates of the VTC (including the numbers of graduates who pursued full-time programmes, engaged in employment and opted for other pathways) for the 2008/09 AY to the 2011/12 AY;

- (e) advise on the reasons for a decrease in the estimated number of full-time vocational education student places from 45 800 (revised estimate) in the 2013/14 AY to 43 300 in the 2014/15 AY.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The numbers of full-time students in vocational education programmes from the 2012/13 to 2014/15 academic year (AY) is as follows –

	2012/13 AY (Actual)	2013/14 AY (Revised Estimate)	2014/15 AY (Planned Places)
Technological and Higher Education Institute of Hong Kong	268	700	1 700
School for Higher and Professional Education	2 177	2 400	2 500
Hong Kong Institute of Vocational Education / Hong Kong Design Institute (including some Pro-Act Training & Development Centres)	32 890	34 000	30 200
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute	1 487	2 300	2 300
Maritime Services Training Institute	69	80	80
Youth College (including some Pro-Act Training and Development Centres)	6 711	6 300	6 400

Note: Programmes of the Integrated Vocational Development Centre are grouped under Head 141 Government Secretariat: Labour and Welfare Bureau while those for the Institute of Professional Education And Knowledge are mainly part-time in-service programmes which are therefore not included in the above table.

- (b) The average cost and subvention for each subvented full-time place at higher technician/technician level for the 2012/13 to 2014/15 AY is as follows –

Academic year	Average cost per subvented full-time place (\$)	Average subvention per place (\$)
2012/13	74,900	51,600
2013/14 (Estimate)	83,700	60,100
2014/15 (Estimate)	90,000	65,800

- (c) The numbers of full-time students of Higher Diploma (HD) and Diploma of Vocational Education (DVE) programmes for the 2013/14 AY are 29 215 and 6 931 respectively.

The average tuition fees per student in full-time HD and DVE programmes in the 2013/14 AY are as follows –

	Subvented (\$)	Self-financed (\$)
HD	29,720	46,810
DVE <sup>Note</sup>		
- 1-year Intensive	19,600	-
- 3-year	-	-

Note: DVE programmes are only offered on a subvented basis. The 3-year DVE programmes mainly target Secondary 3 leavers who are not required to pay tuition fees under the Government's 12-year free education policy.

- (d) According to the employment surveys conducted six months after graduation, the destinations of the graduates of HD and DVE programmes from the 2008/09 to 2011/12 AY are shown in the tables below –

**HD**

Academic year	Full-time study	Employment	Others
2008/09	38%	51%	11%
2009/10	34%	57%	9%
2010/11	32%	61%	7%
2011/12	34%	58%	8%

**DVE**

Academic year	Full-time study	Employment	Others
2008/09	71%	22%	7%
2009/10	65%	31%	4%
2010/11	67%	29%	4%
2011/12 <sup>Note</sup>	20%	73%	7%

Note: Graduates from the DVE 1-year Intensive programme normally pursued full-time study while those from the 3-year programmes would normally seek employment after graduation. In the 2011/12 AY, no DVE 1-year Intensive programme was offered due to the absence of Secondary 5 leavers under the new academic structure, and hence the substantial decrease in percentage of graduates pursuing full-time study and substantial increase in percentage of graduates in employment.

- (e) The estimated full-time vocational education student places for the 2014/15 AY is lower than that in the 2013/14 AY mainly due to the declining student population of the relevant age cohort and the gradual phasing out of HD programmes catering for Secondary 5 graduates under the old academic structure.

**CONTROLLING OFFICER'S REPLY****EDB040****(Question Serial No. 1237)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 3):

Starting from the 2014/15 school year, the Education Bureau (EDB) will provide enhanced funding support for schools to facilitate the implementation of the new “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking (NCS) students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language.

1. What are the performance indicators of the policy initiative?
2. Will the dedicated team set up in the EDB follow up on and review the effectiveness of the “Chinese Language Curriculum Second Language Learning Framework”?
3. Regarding the supporting measures for NCS students, such as the provisions of school-based support and Chinese Language teacher training to schools admitting NCS students, and after-school support on extended Chinese learning, etc. How will the measures be implemented? What are the work indicators? Please use the table below to provide a breakdown of the resource input and the manning ratios involved in the measures.

Measures	Resource input (\$)	One-off / recurrent funding	Ranks and numbers of ethnic minority staff	Service targets and numbers	Work indicators
School-based support (Mainstream schools admitting 10 or more NCS students)					
School-based support (Mainstream schools admitting less than 10 NCS students)					
Applied Learning (Chinese Language) subject			Not applicable		



After-school support on extended Chinese learning					
Training to Chinese language teachers of NCS students					
Teaching training: cultural sensitivity			Not applicable		
Motivating NCS children to learn Chinese					
Other measures (Please specify)					

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (1) Starting from the 2014/15 school year, the Education Bureau (EDB) will provide the “Chinese Language Curriculum Second Language Learning Framework” (the “Learning Framework”) with supporting teaching and learning materials to help primary and secondary non-Chinese speaking (NCS) students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes. The “Learning Framework” provides a systematic set of learning objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. In parallel, supporting materials including module exemplars or learning tasks to demonstrate how teachers can use a progressive “small-step” learning approach by following the “Learning Framework” to enhance the learning effectiveness of NCS students in reading, writing, listening and speaking in Chinese will be provided.

The fact that the “Learning Framework” makes the learning progress of the NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learner’s needs. NCS students are expected to make steady progress with their learning with a view to bridging over to mainstream Chinese Language classes.

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 in Chinese language learning to ensure the quality of the support services and refine individual measures where appropriate. The broad indicators would cover the quality of the various support measures and their effectiveness in facilitating the use of the “Learning Framework”.

- (2) 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. Schools are required to submit a school plan for this purpose, including the intensive learning modes to adopt, deployment of resources, etc. In addition to the research framework as mentioned in (1) above, a dedicated team will be set up in the EDB 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.
- (3) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for NCS students to facilitate their effective learning of the Chinese language and create an inclusive learning environment in schools. In addition to providing the

“Learning Framework” and enhanced additional recurrent funding to schools as mentioned in (1) and (2) above, other complementary measures including teachers’ professional development programmes, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers’ professional capabilities and qualifications in teaching Chinese as a second language, and provision of enhanced school-based professional support to primary and secondary schools as well as kindergartens admitting NCS students are in the pipeline. In addition, 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. In the meantime, we are consulting stakeholders about the implementation details and will finalise the details in April 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB041**

**(Question Serial No. 2752)**

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 (Member Question No. 55):

Regarding the administration of the HKSAR Government Scholarship Fund (GSF) and the injection of \$20 million into the fund by the Administration in 2013-14 financial year, please advise on:

- (a) the total amount of scholarships disbursed and the fund balance of the GSF in 2013-14;
- (b) the numbers of recipients pursuing full-time publicly-funded degree programmes, local recipients pursuing full-time publicly-funded sub-degree programmes (in percentage) and non-local recipients (in percentage) and the total number of recipients of the GSF in 2013-14, with a breakdown by institution;
- (c) the number of non-local GSF recipients in 2013-14, with a breakdown by place of origin;
- (d) the number of non-local GSF recipients who stayed in Hong Kong after graduation (including those who worked in Hong Kong, pursued further study in Hong Kong and left Hong Kong after graduation) and the respective percentages in 2012-13.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The HKSAR Government Scholarship Fund (GSF) was established in 2008 as an endowment fund to generate investment income to support various government scholarship schemes for outstanding students. Since its establishment in 2008 with an initial injection of \$1 billion, we have made three additional injections of \$250 million, \$1 billion and \$20 million in 2011, 2012 and 2013 respectively. In 2013/14 academic year, an amount of \$89.4 million was disbursed and the fund balance was \$2,343 million as at end February 2014.
- (b) The number of local and non-local scholarship recipients by institutions and level of studies in 2013/14 academic year is set out at **Annex A**.
- (c) The number of non-local GSF scholarship recipients by places of origin in 2013/14 academic year is set out at **Annex B**.

(d) Information on the distribution of non-local recipients after graduation in 2012/13 is set out below:

<b>Non-local recipients after graduation</b>	<b>2012/13 Academic Year</b>	
	<b>Number</b>	<b>%</b>
worked in Hong Kong	46	37%
pursued further study in Hong Kong	18	15%
left Hong Kong	48	39%
no information can be traced	11	9%
<b>Total</b>	<b>123</b>	<b>100%</b>

**Number of HKSAR Government Scholarship Scheme Scholarship Recipients  
by institutions and levels  
in the 2013/2014 academic year**

Name of Institution	Degree & above			Sub- degree			Total number of recipients		
	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total
City University of Hong Kong	57 51%	55 49%	112 100%	16 100%	0 0%	16 100%	73 57%	55 43%	128 100%
Hong Kong Baptist University	35 54%	30 46%	65 100%	-	-	-	35 55%	30 45%	65 100%
Lingnan University	20 69%	9 31%	29 100%	-	-	-	20 69%	9 31%	29 100%
The Chinese University of Hong Kong	85 51%	83 49%	168 100%	-	-	-	85 51%	83 49%	168 100%
The Hong Kong Institute of Education	36 80%	9 20%	45 100%	13 100%	0 0%	13 100%	49 84%	9 16%	58 100%
The Hong Kong Polytechnic University	113 75%	38 25%	151 100%	66 100%	0 0%	66 100%	179 82%	38 18%	217 100%
The Hong Kong University of Science and Technology	29 30%	69 70%	98 100%	-	-	-	29 30%	69 70%	98 100%
The University of Hong Kong	87 51%	82 49%	169 100%	-	-	-	87 51%	82 49%	169 100%
The Hong Kong Academy for Performing Arts	8 50%	8 50%	16 100%	3 43%	4 57%	7 100%	11 48%	12 52%	23 100%
Vocational Training Council	-	-	-	455 99.6%	2 0.4%	457 100%	455 100%	2 0%	457 100%
<b>Total</b>	<b>470</b> 55%	<b>383</b> 45%	<b>853</b> 100%	<b>553</b> 99%	<b>6</b> 1%	<b>559</b> 100%	<b>1 023</b> 72%	<b>389</b> 28%	<b>1 412</b> 100%

**Note**

The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the Talent Development Scholarship (TDS) / Reaching Out Award (ROA) and Endeavour Merit Award with the support of the additional injections in 2012 and 2013 respectively, institutions are still processing the applications for the 2013/14 academic year. Hence, the information on the number of recipients of these schemes is not available at this stage.

**Number of non-local scholarship recipients by places of origin  
in 2013/14 academic year**

Place of origin	No. of non-local recipients	
	Degree & above	Sub-degree
<i>Asia</i>		
Bangladesh	3	-
India	16	-
Indonesia	13	1
Japan	1	-
Macau	9	-
Mainland China	223	4
Malaysia	39	-
Myanmar	1	-
Pakistan	13	-
Philippines	3	-
Singapore	4	-
South Korea	22	-
Sri Lanka	4	-
Taiwan	14	-
Thailand	1	-
<i>America</i>		
USA	1	-
Canada	1	-
Brazil	1	-
Chile	-	1
Mexico	1	-
<i>Europe</i>		
Denmark	1	-
Germany	2	-
Italy	1	-
Portugal	5	-
<i>Africa</i>		
Egypt	1	-
Nigeria	1	-
<i>Australasia</i>		
New Zealand	2	-
<b>Total:</b>	<b>389</b>	

**Note**

The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the Talent Development Scholarship (TDS) / Reaching Out Award (ROA) and Endeavour Merit Award with the support of the additional injections in 2012 and 2013 respectively, institutions are still processing the applications for 2013/14 academic year. Hence, the information on the number of recipients of these schemes is not available at this stage.

**CONTROLLING OFFICER'S REPLY**

**EDB042**

**(Question Serial No. 2753)**

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 (Member Question No. 56):

Regarding the administration of the Self-financing Post-secondary Education Fund (SPEF) and the injection of \$20 million into the fund by the Administration in 2013-14 financial year, will the Administration advise on:

- (a) the number and total amount of scholarships disbursed and the fund balance of the SPEF in each of 2012/13 and 2013/14;
- (b) the numbers of local recipients (in percentage) and non-local recipients (in percentage) and the total number of recipients of the Self-financing Post-secondary Scholarship Scheme (SPSS) under the SPEF in 2013-14;
- (c) the number of non-local SPSS recipients in 2013-14, with a breakdown by place of origin;
- (d) the number of non-local SPSS recipients under the SPEF who stayed in Hong Kong after graduation (including those who worked in Hong Kong, pursued further study in Hong Kong and left Hong Kong after graduation) and the respective percentages in 2013-14;
- (e) the numbers of recipients pursuing full-time self-financing degree and sub-degree programmes and the total number of recipients of the SPSS in 2013-14, with a breakdown by institution.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The Self-financing Post-secondary Education Fund (SPEF) was set up in November 2011 with an initial commitment of \$2.5 billion. An additional injection of \$1 billion and \$20 million was made in August 2012 and August 2013 respectively. The SPEF is set up as an endowment fund that generates recurrent income in support of worthwhile projects under three schemes, namely the Self-financing Post-secondary Scholarship Scheme (SPSS), Quality Enhancement Support Scheme and Quality Assurance Support Scheme.

The number of recipients, amount of scholarships and awards given out under the SPSS and fund balance of the SPEF in the 2012/13 and 2013/14 academic years are set out as follows –

Academic Year	Number of Recipients of Scholarships and Awards	Amount of Scholarships and Awards Given out (\$ million)	Fund Balance (\$ million)
2012/13	2 599	56	3,491*
2013/14	3 545	0 <sup>#</sup>	3,624 <sup>^</sup>

**Notes:**

\* Fund balance as at end August 2013.

<sup>^</sup> Fund balance as at end February 2014.

<sup>#</sup> We expect to disburse \$67 million of scholarships and awards later in the 2013/14 academic year.

- (b) The number of local recipients, non-local recipients and total number of recipients under the SPSS in the 2013/14 academic year are as follows –

SPSS	2013/14 Academic Year	
	Number	%
Local recipients	3 484	98.3%
Non-local recipients	61	1.7%
<b>Total</b>	<b>3 545</b>	<b>100%</b>

- (c) The number of non-local scholarship and award recipients by place of origin in the 2013/14 academic year is shown in the table below –

Places of Origin	2013/14 Academic Year
Mainland China	51
India	1
Indonesia	1
Israel	1
Kazakhstan	1
Pakistan	1
Singapore	1
The Philippines	1
United States	3
<b>Total</b>	<b>61</b>

- (d) The number of non-local scholarship and award recipients for the 2013/14 academic year who have graduated from the programmes is 12. According to the information provided by institutions, their latest developments after graduation from the relevant programmes are as follows –

Latest Developments of Non-local Recipients after Graduation	2013/14 Academic Year	
	Number	%
Worked in Hong Kong	4	33%
Pursued further study in Hong Kong	3	25%
Left Hong Kong	5	42%
<b>Total</b>	<b>12</b>	<b>100%</b>

- (e) As a general point, funding for the SPSS is allocated to participating institutions offering full-time locally-accredited self-financing undergraduate and sub-degree programmes for nominations on a pro rata basis with reference to the actual enrolment of such programmes in the current academic year.



The number of scholarship and award recipients pursuing full-time locally-accredited self-financing undergraduate and sub-degree programmes in the 2013/14 academic year, with breakdown by institution, are at **Annex**.

**Number of Scholarship and Award Recipients  
Pursuing Full-time Locally-accredited Self-financing Undergraduate and Sub-degree Programmes  
in the 2013/14 Academic Year**

Institution	2013/14 Academic Year		
	Undergraduate	Sub-degree	Total
Caritas Bianchi College of Careers	-	17	17
Caritas Institute of Higher Education	12	24	36
Centennial College	29	-	29
Chu Hai College of Higher Education	59	-	59
City University of Hong Kong	41	-	41
Community College of City University	-	348	348
School of Continuing and Professional Education, City University of Hong Kong	47	-	47
Hang Seng Management College	90	8	98
HKU SPACE Po Leung Kuk Community College	-	147	147
Hong Kong Art School	3	7	10
Hong Kong Baptist University	9	13	22
Hong Kong Baptist University - School of Continuing Education & College of International Education	-	189	189
Hong Kong Buddhist College	79	9	88
Hong Kong College of Technology	-	44	44
Hong Kong Institute of Technology	17	39	56
Hong Kong Shue Yan University	226	-	226
Sacred Heart Canossian College of Commerce	-	1	1
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	30	-	30
School of Continuing and Professional Studies, The Chinese University of Hong Kong	11	125	136
The Community College at Lingnan University and Lingnan Institute of Further Education	-	176	176
The Hong Kong Institute of Education	54	22	76
The Hong Kong Polytechnic University	38	-	38
Hong Kong Community College	-	364	364
School of Professional Education and Executive Development, The Hong Kong Polytechnic University	78	-	78
HKU School of Professional and Continuing Education	6	281	287
The Open University of Hong Kong	267	20	287
Tung Wah College	24	6	30
Vocational Training Council	114	466	580
Yew Chung Community College	-	3	3
YMCA College of Careers	-	2	2
<b>Total</b>	<b>1 234</b>	<b>2 311</b>	<b>3 545</b>

**CONTROLLING OFFICER'S REPLY****EDB043****(Question Serial No. 2754)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 54):

A lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong every day. Please provide the numbers (percentages) of cross-boundary students (children in the Mainland born to Hong Kong residents and children whose parents are non-Hong Kong residents) studying in secondary schools, primary schools and kindergartens in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing Districts as well as the total number of school places in each of these districts in the 2013/14 school year.

2013/14 school year

	Number of CBS in secondary schools (percentage)		Number of secondary school places	Number of CBS in primary schools (percentage)		Number of primary school places	Number of CBS in kindergarten (including kindergarten-cum-child care centres) (percentage)		Number of kindergarten (including kindergarten-cum-child care centres) places
	Children in the Mainland born to Hong Kong residents	Children whose parents are non-Hong Kong residents		Children in the Mainland born to Hong Kong residents	Children whose parents are non-Hong Kong residents		Children in the Mainland born to Hong Kong residents	Children whose parents are non-Hong Kong residents	
North									
Tai Po									
Yuen Long									
Tuen Mun									
Sha Tin									
Tsuen Wan									
Kwai Tsing									

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of cross-boundary students (CBS) and school places by district and by school level in the 2013/14 school year are as follows:

	Number of CBS in secondary schools (percentage) <sup>(1), (2)</sup>	Number of secondary school places <sup>(3), (4), (5)</sup>	Number of CBS in primary schools (percentage) <sup>(1), (2)</sup>	Number of primary school places <sup>(3), (4), (5)</sup>	Number of CBS in kindergarten (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2)</sup>	Number of kindergarten (including kindergarten-cum-child care centres) places <sup>(3), (6)</sup>
North	1 782 (9.2%)	19 368	4 996 (27.9%)	17 930	4 908 (40.1%)	12 228
Tai Po	335 (1.8%)	18 114	1 130 (9.0%)	12 591	340 (4.8%)	7 016
Yuen Long	280 (0.7%)	38 635	1 590 (5.8%)	27 407	2 235 (12.6%)	17 739
Tuen Mun	74 (0.2%)	33 125	1 181 (5.7%)	20 754	1 679 (12.8%)	13 070
Sha Tin	30 (0.1%)	44 555	176 (0.7%)	26 548	25 (0.2%)	15 104
Tsuen Wan	1 (0.0%)	12 606	1 (0.0%)	12 475	1 (0.0%)	7 233
Kwai Tsing	2 (0.0%)	28 872	7 (0.0%)	19 322	44 (0.4%)	12 085

Notes

- (1) The figures are based on the annual survey conducted in September 2013 on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung Districts.
- (2) The records of students' birth information currently kept by the Education Bureau (EDB) are mainly related to their eligibility for schooling in Hong Kong. Such records do not include classifications of students by "Type I babies", "Type II babies" or those with parents who are Hong Kong permanent residents. The EDB is therefore not able to provide the figures of CBS attending schools in the New Territories by "Type I babies" and "Type II babies".
- (3) The figures refer to the position as at mid-September 2013.
- (4) The figures include ordinary primary and secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (5) The figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (6) The figures include nursery, lower and upper classes in kindergarten and kindergarten-cum-child care centres, but do not include vacant classrooms and vacant child care centre portions.

**CONTROLLING OFFICER'S REPLY****EDB044****(Question Serial No. 2842)**

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 (Member Question No. 30):

Starting from the 2014-15 school year, the Education Bureau will provide enhanced funding support to schools to facilitate the implementation of the new "Chinese Language Curriculum Second Language Learning Framework" for non-Chinese speaking (NCS) students. Please list out:

1. the specific implementation details of this initiative
2. the expenditure involved
3. any additional manpower incurred for this initiative
4. the number of beneficiaries and their nationality

Asked by: Hon. CHEUNG Wah-fung, Christopher

Reply:

- (1)&(2) 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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, coupled with the Professional Enhancement Grant Scheme funded by

the Language Fund to enhance teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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.

- (3) With the provision of additional recurrent funding support for schools admitting 10 or more NCS students as mentioned above, a dedicated team will be set up in the Education Bureau to verify the related school plans to ensure the implementation of the "Learning Framework" and proper use of the enhanced funding which is purpose-specific for supporting NCS students' learning of the Chinese language. An estimated additional cost of about \$3 million would be incurred per year. Other support measures are provided by different sections and the relevant manpower resources are subsumed in the overall expenditure of the bureau.
- (4) All NCS students will benefit from the above support measures starting the 2014/15 school year. Based on the data collected through the annual Student Enrolment Survey, 15 866 NCS students are studying in public sector and Direct Subsidy Scheme schools in the 2013/14 school year. There are as many as 17 ethnicity codes collected in the Survey and reference has been made to Pakistani (34%), Nepalese (16%) and Indians (14%).

**CONTROLLING OFFICER'S REPLY****EDB045****(Question Serial No. 0080 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No.29):

Regarding Direct Subsidy Scheme (DSS) schools which offered a non-local curriculum on top of the local curriculum in the past three years (i.e. 2011/12, 2012/13 and 2013/14 school years), please list out the names and number of such DSS schools and the number of their students taking the non-local curriculum.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

A list of schools under the Direct Subsidy Scheme (DSS) approved to offer a non-local curriculum on top of the local curriculum, with their number of students studying the non-local curriculum in receipt of DSS subsidies in the 2011/12 to 2013/14 school years, is tabulated below:

Number	Name of School	Number of students in respective school years <sup>Note</sup>		
		2011/12	2012/13	2013/14
1	The Hong Kong Chinese Christian Churches Union Logos Academy	22	59	80
2	St Paul's Co-educational College	28	53	54
3	Diocesan Boys' School	81	94	109
4	St Paul's Convent School	87	109	137
5	Creative Secondary School	101	95	105
6	YMCA of Hong Kong Christian College	133	121	143

Note: The figures show the situation in September of that school year.

**CONTROLLING OFFICER'S REPLY**

**EDB046**

**(Question Serial No. 0087)**

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 (Member Question No. 41):

It is mentioned in the Budget that the EDB plans to establish an endowment fund of \$1 billion to provide long-term support for the sustainable development of the Qualifications Framework. Please provide the details, including the contents of the plan, timetable, areas that the fund will be used to as well as the manpower and expenditure involved.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 Industry Training Advisory Committees (ITACs), QF-related studies/projects and public education.

For (a), we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (b), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

At least for the initial stage, the QF Fund will be managed using the existing manpower resources in the Education Bureau (EDB) and the QF Secretariat which is the executive arm of EDB dedicated to the



implementation and promotion of QF. We shall keep in view the manpower requirement with the launch of various initiatives to be financed by the income of the QF Fund.

**CONTROLLING OFFICER'S REPLY****EDB047****(Question Serial No. 0088)**

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 (Member Question No. 40):

It is mentioned in the Budget that the Vocational Training Council (VTC) will launch a pilot training and support scheme to attract new entrants for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries. Please provide the details, including content of the scheme, industries benefited, time schedule, as well as the manpower and expenditure involved.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator,

mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY****EDB048****(Question Serial No. 0094)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 47):

What are the respective numbers of cross-boundary students commuting from the Mainland to Hong Kong to attend secondary schools, primary schools and kindergartens (including child care centres) every day in each year by district (North District, Tai Po, Yuen Long, Tuen Mun and other districts) from the 2011/12 to 2013/14 school years? What is the progress of providing classes for Hong Kong children by schools in Shenzhen? What is the estimated number of school places to be provided for cross-boundary students?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The distribution of cross-boundary students (CBS) by district and by school level from the 2011/12 to 2013/14 school years is as follows:

	2011/12	2012/13	2013/14
<b>North:</b>			
a. secondary school	1 432	1 569	1 782
b. primary school	3 928	4 379	4 996
c. kindergarten (including kindergarten cum child care centre)	3 677	4 281	4 908
<b>Tai Po:</b>			
d. secondary school	182	255	335
e. primary school	351	669	1 130
f. kindergarten (including kindergarten cum child care centre)	67	190	340
<b>Yuen Long:</b>			
g. secondary school	196	246	280
h. primary school	625	1 012	1 590
i. kindergarten (including kindergarten cum child care centre)	1 070	1 653	2 235

	2011/12	2012/13	2013/14
<b>Tuen Mun:</b>			
j. secondary school	43	53	74
k. primary school	305	578	1 181
l. kindergarten (including kindergarten cum child care centre)	892	1 265	1 679
<b>Other districts (Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung)</b>			
m. secondary school	28	30	33
n. primary school	67	111	184
o. kindergarten (including kindergarten cum child care centre)	2	65	124

Notes: (1) Figures quoted above are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.

(2) The figures refer to the position as at September of the respective school years.

A total of seven minban schools in Shenzhen have joined the scheme of “Classes for Hong Kong Students”. Currently, the total number of students in “Classes for Hong Kong Students” is around 1 400. Schools concerned may adjust the number of places offered according to their capacity and the actual demand. It is anticipated that in the 2014/15 school year, there will be further increase of 100 to 200 places for “Classes for Hong Kong Students” in Shenzhen.

**CONTROLLING OFFICER'S REPLY****EDB049****(Question Serial No. 0095)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (5) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question (Member Question No. 48):

What is the yearly breakdown of the projected numbers of kindergarten and primary school places needed in various districts ((North District, Tai Po, Yuen Long, Tuen Mun and other districts) from 2014/15 to 2018/19 school years?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

In estimating the future demand for kindergarten (KG) as well as public sector primary school places, we will take into account the following:

- (a) the number of students (including cross-boundary students (CBS)) studying in kindergarten and public sector primary schools;
- (b) school age population projections (based on the population projections compiled by the Census and Statistics Department with the latest demographic changes updated from time to time);
- (c) the age-specific enrolment ratio and its latest trend for the entry grades of kindergarten and public sector primary schools (i.e. K1 and P1); and
- (d) the estimated number of CBS who are not part of Hong Kong resident population.

Figures on projected school-age population aged 3-5 and 6-11 who are residing in Hong Kong by district (North District, Tai Po District, Yuen Long District, Tuen Mun District and other districts) in the next five school years (i.e. 2014/15 to 2018/19) are detailed at Appendix. These age groups are generally considered appropriate for KG and primary education, respectively. Since the population projections refer to the projected number of children at aged 3-5 and 6-11, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KG and primary levels. Besides, given that students under or over the concerned age groups can enroll at the KG and primary levels and students could study in districts other than their resident district, the actual number of students at district and territory-wide levels could be different from those of the projected school-age population.

The population projections have taken into account various factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual ones. Amongst those assumptions, of particular relevance are those related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the

purpose of long-term projections only, rather than projecting their exact number in a particular year.

As regards CBS, their number and choice of boundary control point through which they would access to Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS and their geographical distribution.

**Projected School-age Population Aged 3-5 who are Residing in Hong Kong by District,  
2014/15 – 2018/19 School Years**

<b>District</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
<b>North</b>	7 100	7 700	7 800	7 700	7 400
<b>Tai Po</b>	6 300	7 200	7 700	7 800	7 600
<b>Yuen Long</b>	14 200	15 400	16 100	15 900	15 100
<b>Tuen Mun</b>	11 500	12 300	12 600	12 900	12 600
<b>Others</b>	132 200	136 400	135 000	128 900	120 400
<b>All districts</b>	<b>171 400</b>	<b>179 000</b>	<b>179 300</b>	<b>173 100</b>	<b>163 000</b>

- Notes :
- (1) Figures in the above table were updated in February 2014 with reference to the latest statistics on birth and demographic movements.
  - (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. Kindergarten 1 to Kindergarten 3).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 3 or over the age of 5 can also enroll at kindergarten education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that the actual numbers of such babies who would settle in Hong Kong and if so, when, are difficult to be predicted accurately.
  - (5) Figures refer to the position as at September of the respective school years.
  - (6) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.



**Projected School-age Population Aged 6-11 who are Residing in Hong Kong by District,  
2014/15 – 2018/19 School Years**

<b>District</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
<b>North</b>	13 600	14 000	14 300	14 800	15 300
<b>Tai Po</b>	11 300	11 800	12 400	13 300	14 200
<b>Yuen Long</b>	27 500	27 900	29 500	30 900	32 400
<b>Tuen Mun</b>	19 300	20 100	21 400	23 300	25 200
<b>Others</b>	237 500	247 100	261 300	277 500	290 700
<b>All districts</b>	<b>309 200</b>	<b>320 800</b>	<b>339 000</b>	<b>359 800</b>	<b>377 800</b>

- Notes :
- (1) School-age population aged 6-11 is considered appropriate for primary education (i.e. Primary 1 to Primary 6).
  - (2) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6-11 residing in the districts concerned. The projected figures should not be taken as the projected number of students attending schools in the districts concerned. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under the age of 6 or over the age of 11 can also enroll at primary education. The above figures do not include cross-boundary students.
  - (3) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that the actual numbers of such babies who would settle in Hong Kong and if so, when, are difficult to be predicted accurately.
  - (4) Figures refer to the position as at September of the respective school years.
  - (5) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

**CONTROLLING OFFICER'S REPLY****EDB050****(Question Serial No. 2310)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 49):

What were the respective total expenditures on education for the past three years (2011-12, 2012-13 and 2013-14)? Please provide in tabular form a breakdown of the provisions for pre-primary, primary, secondary and post-secondary education for the past three years and the estimated provision for each of the above for the coming year. What are their percentages to the Gross Domestic Product (GDP) of Hong Kong in the respective years and the year-on-year percentage changes of the provisions?

Asked by: Hon. CHEUNG Yu-yan, TommyReply:

The total expenditure on education for 2011-12 to 2013-14 is as follows:

Financial year	\$ million
2011-12 Actual	67,891
2012-13 Actual	76,600
2013-14 Revised Estimate	76,856

The actual expenditure / provisions for pre-primary, primary, secondary and post-secondary education and their percentages to GDP in 2011-12 to 2014-15 are as follows:

	2011-12 Actual		2012-13 Actual			2013-14 Revised Estimate			2014-15 Estimate		
	Amount	% of GDP	Amount	% Change over 2011-12	% of GDP	Amount	% Change over 2012-13	% of GDP	Amount	% Change over 2013-14	% of GDP
	\$ million	%	\$ million	%	%	\$ million	%	%	\$ million	%	%
Pre-primary	2,639	0.14%	2,825	+7.0%	0.14%	3,254	+15.2% <sup>1</sup>	0.15%	3,566	+9.6% <sup>2</sup>	0.16%
Primary	12,662	0.65%	13,439	+6.1%	0.66%	14,448	+7.5%	0.68%	15,316	+6.0%	0.69%
Secondary	22,797	1.18%	23,354	+2.4%	1.15%	24,031	+2.9%	1.13%	24,465	+1.8%	1.10%
Post-secondary <sup>3</sup>	22,244	1.15%	29,758	+33.8% <sup>4</sup>	1.46%	22,468	-24.5% <sup>4</sup>	1.06%	21,930	-2.4% <sup>5</sup>	0.99%

GDP (\$ million) <sup>6</sup>	1,934,433	2,037,165	2,122,492	2,218,000
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Notes:

- 1 The increase is mainly due to increase in the fee subsidy rate and the number of students joining the Pre-primary Education Voucher Scheme (PEVS), as well as the provision of an additional one-off school development grant for kindergartens under PEVS to improve their school premises and teaching facilities.
- 2 The increase is mainly due to the enhancement of voucher value of PEVS and upward adjustment of the fee thresholds under the Kindergarten and Child Care Centre Fee Remission Scheme, partly offset by the completion of disbursement of one-off school development grant for kindergartens under PEVS in 2013-14.
- 3 Expenditure on post-secondary education covers provision for degree or above and sub-degree education (excluding vocational education) and related student financial assistance schemes administered by the Student Financial Assistance Agency. The expenditure is reclassified to exclude the self-financing operation of the Vocational Training Council as it is considered more appropriate to cover such provision under vocational education given the nature of the programmes.
- 4 The increase in 2012-13 is mainly due to one-off injections into various funds totalling \$7 billion, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). These injections were completed in 2012-13 and hence the decrease in expenditure in 2013-14.
- 5 The decrease is mainly due to lower cash flow requirement for the sixth Matching Grant Scheme for the post-secondary education sector.
- 6 The figures for 2011 to 2014 are calendar-year-based. They are subject to further revision by the Census & Statistics Department.

**CONTROLLING OFFICER'S REPLY****EDB051****(Question Serial No. 2311)**

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 (Member Question No. 50):

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2011/12, 2012/13 and 2013/14 school years, what were the respective numbers of half-day and whole-day kindergartens? Among the students participating in the PEVS in the same period, what were the respective numbers of students attending half-day and whole-day kindergartens? How many half-day and whole-day kindergartens joining the PEVS in the same period were approved to increase their school fees? What were the highest, lowest and average rates of increase? What were the amounts of school fees before and after the increase?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The numbers of kindergartens (KGs) with half-day (HD) and whole-day (WD) classes among those non-profit-making (NPM) KGs participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2011/12, 2012/13 and 2013/14 school years are as follows:

	2011/12	2012/13	2013/14
with HD classes only	140	129	111
with both HD and WD classes	387	383	385
with WD classes only	224	223	228

The numbers of students under the PEVS attending HD and WD classes in KGs participating in the PEVS in the 2011/12, 2012/13 and 2013/14 school years are as follows:

	2011/12 (Note 1)	2012/13 (Note 1)	2013/14 (Note 2)
attending HD classes	89 600	90 200	84 937
attending WD classes	39 500	41 300	43 451

Note 1: Position as at end of the respective school years.

Note 2: Provisional figures as at mid-September 2013. These figures refer to the total enrolment in these KGs. The actual number of students under the PEVS would be available at the end of the school year.

The numbers of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, the highest, lowest, average rate of increase and the amounts of school fees before and after the increase in the 2011/12, 2012/13 and 2013/14 school years are as follows:

School year	2011/12		2012/13		2013/14		
Session	WD	HD	WD	HD	WD	HD	
Number of NPM KGs under the PEVS with school fees increased	405	343	436	382	468	383	
<b>KG with the highest rate of increase</b>							
Rate of increase	30.3%	53.0%	34.9%	26.0%	27.1%	64.5%	
School fee	Before increase	\$15,840	\$10,385	\$32,292	\$20,000	\$33,136	\$11,451
	After increase	\$20,640	\$15,905	\$43,560	\$25,200	\$42,117	\$18,832
<b>KG with the lowest rate of increase</b>							
Rate of increase	0.07%	0.05%	0.03%	0.40%	0.66%	0.55%	
School fee	Before increase	\$30,000	\$20,900	\$35,016	\$22,510	\$33,330	\$23,859
	After increase	\$30,020	\$20,911	\$35,028	\$22,600	\$33,550	\$23,991
<b>The rate of increase of the weighted average fee</b>							
Rate of increase	4.3%	4.3%	4.1%	4.1%	5.2%	4.9%	
Weighted average fee	Before increase	\$30,200	\$18,700	\$31,500	\$19,500	\$32,800	\$20,300
	After increase	\$31,500	\$19,500	\$32,800	\$20,300	\$34,500	\$21,300

**CONTROLLING OFFICER'S REPLY****EDB052****(Question Serial No. 2312)**

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 (Member Question No. 51):

Please provide in tabular form the respective numbers of private independent kindergartens not joining the Pre-primary Education Voucher Scheme (PEVS), non-profit-making kindergartens joining the PEVS and non-profit-making kindergartens not joining the PEVS in the 2011/12, 2012/13 and 2013/14 schools years and their percentage share in the total number of kindergartens in Hong Kong. What were the respective numbers of students in these kindergartens and their percentage share in the total number of kindergarten students in Hong Kong during those school years?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

In the 2011/12, 2012/13 and 2013/14 school years, the respective number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS), local non-profit-making (NPM) KGs joining the PEVS and local NPM KGs not joining the PEVS and the number of students in these KGs as well as their percentage share (%) in the total number of KGs/KG students in Hong Kong are as follows:

	2011/12 school year		2012/13 school year		2013/14 school year	
	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)	Number of KGs (%)	Number of students (%)
Local PI KGs*	93 (9.8%)	18 131 (11.5%)	104 (10.9%)	19 378 (11.8%)	110 (11.4%)	20 897 (12.3%)
Local NPM KGs joining PEVS	751 (79.4%)	129 151 (82.0%)	735 (76.8%)	129 372 (78.5%)	724 (74.7%)	128 388 (75.6%)
Local NPM KGs not joining PEVS	12 (1.3%)	1 970 (1.3%)	22 (2.3%)	6 723 (4.1%)	35 (3.6%)	11 320 (6.7%)

\* PI KGs are not eligible to join PEVS.

**CONTROLLING OFFICER'S REPLY****EDB053****(Question Serial No. 2313)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 46):

Under this Head, there will be an increase of 90 posts in 2014-15. Please set out in tabular form the grade(s) and duties of the posts to be created and the annual expenditure on salaries to be involved, and advise on the area(s) of services to be improved with the creation of these new posts.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The increase of 90 posts in 2014-15 is the net result of the planned creation of 147 posts and planned deletion of 57 posts.

The breakdown of the above posts by grade, rank and mid-point salary is tabulated below -

<u>Grade</u>	<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Primary School Master/Mistress	Headmaster/Headmistress I	2	73,525
	Senior Primary School Master/Mistress	2	58,775
	Primary School Master/Mistress	2	54,265
	Assistant Primary School Master/Mistress	9	35,930
Certificated Master/Mistress	Assistant Master/Mistress	16	43,120
	Certificated Master/Mistress	10	29,720
Education Officer (Administration)	Senior Education Officer (Administration)	2	96,150
	Education Officer (Administration)	3	70,490

<u>Grade</u>	<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
	Assistant Education Officer (Administration)	2	45,155
Inspector (Graduate)	Principal Inspector	1	96,150
	Senior Inspector	1	80,000
	Inspector (Graduate)	5	64,410
	Assistant Inspector (Graduate)	6	47,290
Specialist (Education Services)	Senior Specialist (Education Services)	1	96,150
	Specialist (Education Services) I	5	70,490
Maintenance Surveyor	Senior Maintenance Surveyor	2	96,150
	Maintenance Surveyor	2	67,370
Architect	Senior Architect	1	96,150
	Architect	1	70,490
Building Services Engineer	Building Services Engineer	2	70,490
Quantity Surveyor	Senior Quantity Surveyor	1	96,150
	Quantity Surveyor	2	70,490
Structural Engineer	Structural Engineer	1	70,490
Technical Officer	Senior Technical Officer	1	41,195
Building Services Inspector	Building Services Inspector	2	47,290
	Assistant Building Services Inspector	1	29,720
Survey Officer	Senior Survey Officer	1	41,195
Clerk of Works	Clerk of Works	2	47,290
	Assistant Clerk of Works	1	29,720
Works Supervisor	Works Supervisor II	1	19,675
Treasury Accountant	Treasury Accountant	1	67,370
Executive Officer	Executive Officer I	1	51,825
	Executive Officer II	4	34,315



<u>Grade</u>	<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Analyst/Programmer	Analyst/Programmer II	1	34,315
Accounting Officer	Accounting Officer II	1	32,760
Supplies Supervisor	Supplies Supervisor II	1	18,535
Clerical Officer	Clerical Officer	2	29,720
	Assistant Clerical Officer	5	18,535
Clerical Assistant	Clerical Assistant	17	14,460
Workman II	Workman II	26	11,495
<b>Sub-total (A):</b>		<b>147</b>	

<u>Grade</u>	<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Education Officer	Senior Education Officer	-1	73,525
	Education Officer	-7	64,410
	Assistant Education Officer	-11	41,195
Certificated Master/Mistress	Certificated Master/Mistress	-17	29,720
Primary School Master/Mistress	Headmaster/Headmistress II	-2	64,410
Maintenance Surveyor	Senior Maintenance Surveyor	-1	96,150
	Maintenance Surveyor	-1	67,370
Architect	Senior Architect	-1	96,150
	Architect	-1	70,490
Building Services Engineer	Building Services Engineer	-1	70,490
Quantity Surveyor	Quantity Surveyor	-1	70,490
Structural Engineer	Structural Engineer	-1	70,490
Technical Officer	Senior Technical Officer	-1	41,195
Building Services Inspector	Building Services Inspector	-1	47,290
Survey Officer	Senior Survey Officer	-1	41,195
Clerk of Works	Clerk of Works	-1	47,290

<u>Grade</u>	<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Executive Officer	Senior Executive Officer	-1	70,490
	Executive Officer II	-3	34,315
Clerical Assistant	Clerical Assistant	-1	14,460
Workshop Attendant	Workshop Attendant	-3	12,445
	<b>Sub-total (B):</b>	<b>-57</b>	
	<b>Net Total [(A)+(B)]:</b>	<b>90</b>	

The 90 net additional posts are mainly for enhancing the provision of services in various areas, including strengthening career guidance services for secondary students; enhancing support for improvement works projects and maintenance projects of schools; strengthening services provided to students with special educational needs and non-Chinese speaking students; planning for the provision of free kindergarten education, as well as for replacing long-term non-civil service contract positions and for meeting the net adjustment of teaching staff requirements in government schools.

The estimated salary expenditure involved for the net creation of 90 posts is around \$38.2 million in 2014-15 in terms of notional annual mid-point salary value.

**CONTROLLING OFFICER'S REPLY**

**EDB054**

**(Question Serial No. 2314)**

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

Question (Member Question No. 52):

What were the respective percentages of teachers holding a certificate in early childhood education or above in non-profit-making kindergartens and private independent kindergartens in each of the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14 school years) and their respective wastage rates?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The percentages of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)) or above in non-profit-making kindergartens in each of the past three school years (i.e. 2011/12, 2012/13 and 2013/14 (Note 1)) were 79.9%, 86.9% and 89.8 respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 5.0%, 5.6% and 6.1% respectively.

For private independent kindergartens, the percentages of kindergarten teachers holding C(ECE) or above in each of the past three school years (i.e. 2011/12, 2012/13 and 2013/14 (Note 1)) were 61.5%, 70.3% and 72.5% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 7.2%, 8.2% and 10.2% respectively.

Note 1: The figures of the 2013/14 school year are provisional.

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

**CONTROLLING OFFICER'S REPLY**

**EDB055**

**(Question Serial No. 2099)**

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 (Member Question No. 35):

It is mentioned in the Budget Speech that “The Vocational Training Council (VTC) will launch a pilot training and support scheme to attract new entrants for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries.” Would the Administration provide the following information:

- (a) The breakdown of the estimated expenditures and the manpower planning of the VTC in 2014-15.
- (b) Please provide details on the said pilot training and support scheme, the expenditure involved and the manpower planning.
- (c) Please list out the courses to be offered by the VTC in 2014/15 by types of courses, industries and targets.

Asked by: Hon. CHIANG Lai-wan

Reply:

(a) & (b)

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (i) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;

- (ii) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (iii) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

(c)

The courses that the VTC plans to offer in the 2014/15 academic year in relation to the scheme are as follows –

<b>Trade</b>	<b>Course</b>
Air-Conditioning and Refrigeration	Diploma in Vocational Education (Air-conditioning and Refrigeration)
Building Services Engineering	Diploma in Vocational Education (Building Services Engineering)
Electrical Engineering	Diploma in Vocational Education (Electrical Engineering)
Fire Services Engineering	Diploma in Vocational Education (Fire Services Engineering)
Lift and Escalator Engineering	Diploma in Vocational Education (Lift and Escalator Engineering)
Mechanical Engineering	Diploma in Vocational Education (Mechanical Engineering)
Printing and Publishing	Diploma in Vocational Education (Print Media)
Welding and Inspection	Diploma in Vocational Education (Welding Technology & Inspection)

The target students for all the above courses are those completing Secondary 3 or equivalent. Other courses may be added subject to consultation with relevant industries meeting the criteria of the scheme as detailed above.

**CONTROLLING OFFICER'S REPLY**

**EDB056**

**(Question Serial No. 2274)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 12):

1. In the past five years, what was the Education Bureau's expenditure on the promotion of teaching the Chinese Language with Putonghua (including school-based and external curriculum) in both secondary and primary schools? Please provide a list of the funded schools and activities and the amount of funding involved.
2. What is the estimated expenditure in 2014-15?
3. According to the 2014-15 Estimates, what is the amount involved in supporting new curriculum on teaching the Chinese Language with Putonghua? Please provide a list of the funded schools and the amount of funding involved.

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. The Chinese Language Education Key Learning Area provides a Primary Chinese Language Curriculum and a Secondary Chinese Language Curriculum under one central curriculum framework. The central curriculum framework gives schools and teachers the flexibility to plan and develop a range of diverse strategies to meet their students' varied needs. In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances.

In 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which would like to try out using Putonghua to teach the Chinese Language subject. The Support Scheme is carried out in four phases, providing support to 40 schools, including both primary and secondary schools, in each phase. Applications from schools are invited once every year from 2008/09 to 2011/12 school years. Each school will receive support for three consecutive school years. Details are tabulated below:

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The support measures given to schools include: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. In addition, supply teacher grant is also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. A total of \$171.7 million from the Language Fund was expended to finance the above support measures and supply teacher grant from 2009/10 to 2013/14 (up to January 2014) school years. Details are tabulated below:

School Year	Expenditure (\$ million)
2009/10	36.6
2010/11	51.6
2011/12	48.8
2012/13	30.1
2013/14 (up to January 2014)	4.6
Total	171.7

The Support Scheme is still in progress. The estimated expenditure in 2014/15 school year is \$0.9 million.

**CONTROLLING OFFICER'S REPLY****EDB057****(Question Serial No. 1630)**

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 (Member Question No. 11):

As announced in the Policy Agenda, with a view to help ethnic minorities to integrate into the community, education support for non-Chinese speaking (NCS) students, notably ethnic minority (EM) students, in learning Chinese language will be enhanced; a Chinese Language Curriculum Second Language Learning Framework will be implemented; and subsidies for NCS students to sit overseas Chinese Language examinations will be provided. Will the Administration please advise us on the following:

1. With regard to “enabling them to bridge over to mainstream Chinese language classes”, has the Administration assessed the ratio of NCS students who can bridge over to the level of mainstream Chinese curriculum under the Second Language Learning Framework in or before senior secondary forms? If yes, how should the Learning Framework be designed and what is the manpower and expenditure involved? If no, what are the reasons?
2. How much financial and manpower support will be provided to each school? Will the financial and manpower support provided be enough to let all NCS students to integrate into all the local schools (especially secondary schools), so that they can learn together with Chinese speaking students rather than being isolated in practice?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

1. 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”) to help primary and secondary NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes.

The “Learning Framework” aims to address the learning difficulties and needs of NCS students who are learning Chinese as a second language. The “Learning Framework” provides a systematic set of learning objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. In parallel, supporting materials including module exemplars or learning tasks to demonstrate how teachers can use a progressive “small-step” learning approach by following the “Learning Framework” to enhance the learning effectiveness of NCS students in reading, writing, listening and speaking in Chinese will be provided.



The fact that the “Learning Framework” makes the learning progress of NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learners’ needs. NCS students are expected to make steady progress with their learning with a view to bridging over to mainstream Chinese Language classes.

The EDB will formulate a research framework with research and language experts engaged to facilitate the evaluation of the effectiveness of various support measures for NCS students in Chinese language learning to ensure the quality of the support services and refine individual measures where appropriate.

2. 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.

**CONTROLLING OFFICER'S REPLY****EDB058****(Question Serial No. 1638 )**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 9 ):

In the letter dated 12 February 2014 to the Legislative Council Panel on Education, the Education Bureau (EDB) undertook to continue to promote among school the Code of Practice against Discrimination in Employment on the Ground of Sexual Orientation (the Code) and the EDB's circular on The Principle of Equal Opportunities in collaboration with the relevant government departments and organisations and to give the necessary support and suggestions for schools. Will the Administration advise what is the amount of manpower assigned to liaise with schools and to investigate and handle complaint and reported cases respectively? What is the amount of manpower and resources earmarked for such purposes in 2014-15? Does the Bureau intend to take any other measures to ensure schools' compliance with the Code? If so, what are the specific details and objectives of such measures; if not, what are the reasons?

Asked by: Hon. HO Sau-lan, CydReply:

The Education Bureau (EDB) has all along attached great importance to the creation of a harmonious school culture and does not tolerate discriminate of any kind in schools. Schools are required to comply with all the anti-discrimination ordinances and follow the good practices set out in the "Code of Practice against Discrimination in Employment on the Ground of Sexual Orientation" issued by the Constitutional and Mainland Affairs Bureau (CMAB) and the Codes of Practice on Employment in respect of various anti-discrimination ordinances issued by the Equal Opportunities Commission (EOC), in order to ensure that the principle of equal opportunities is adhered to.

To further promote the principle of equal opportunities among schools, we are working in collaboration with CMAB and EOC to deliver thematic talks to different stakeholders including school managers, principals and teachers. Besides, we will update the relevant guidelines and information on school administration on the EDB Homepage from time to time. Liaison with schools and rendering them with appropriate support on all aspects of school operation including compliance with the principle of equal opportunities is an integral part of the work of EDB's Regional Education Offices. As such, we are unable to segregate the amount of manpower and resources earmarked for such purpose.

**CONTROLLING OFFICER'S REPLY****EDB059****(Question Serial No. 1645)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 22):

Regarding the records management work of the Education Bureau and the departments under its purview over the past 3 years:

1. Please provide information on the number and rank of officers designated to perform records management work. If there is no officer designated for such work, please provide information on the number of officers and the hours of work involved in records management duties, and the records management duties they have to undertake;

2. Please list in the table below information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal;

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

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

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

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

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

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The required information regarding records management work of the Education Bureau and the departments under its purview, i.e. Student Financial Assistance Agency and University Grants Committee Secretariat, over the past 3 years (from 2011 to 2013) are set out in Annexes A to C respectively.

**Information regarding records management work of Education Bureau**

1. Information on officers performing records management work over the past 3 years (from 2011 to 2013) is as follows:

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

During the past three years (from 2011 to 2013), around 341 staff members involving managerial, executive, clerical and secretarial officers in various divisions of the Bureau were engaged in records management duties and among them, 18 clerical and secretarial staff members were fully deployed on such duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	1946 - 2013	2 778 records and 222.48 linear metres	1 year to 15 years	56 records are confidential documents
Administrative records	1963 - 2013	2 780 records and 145.46 linear metres	2 years to 13 years	72 records are confidential documents

3. Information on programme and administrative records which have been transferred to the GRS for retention over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	1979 - 2000	4 records and 0.20 linear metres	2011	Permanent retention	No
Administrative records	1972 - 1997	2 records and 0.06 linear metres	2011 - 2012	Permanent retention	No

4. Information on records which have been approved for destruction by the GRS over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	1953 - 2012	92 656 records and 2 729.80 linear metres	2011 - 2013	1 year to 21 years	939 records are confidential documents
Administrative records	1960 - 2012	7 659 records and 565.64 linear metres	2011 - 2013	1 year to 7 years	41 records are confidential documents

**Information regarding records management work of Student Financial Assistance Agency (SFAA)**

1. Information on officers performing records management work over the past 3 years (from 2011 to 2013) is as follows:

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

During the past three years (from 2011 to 2013), around 120 staff members involving managerial, executive, clerical and secretarial officers in SFAA were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal over the past 3 years (from 2011 to 2013) is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents
Programme records	2009 - 2013	327 250 records and 1 642.00 linear metres	2 years to 12 years	No
Administrative records	1996 - 2013	244 records and 13.49 linear metres	2 years to 5 years	No

3. Information on programme and administrative records which have been transferred to the GRS for retention over the past 3 years (from 2011 to 2013) is as follows:

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

4. Information on records which have been approved for destruction by the GRS over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	2009 - 2011	1 775 854 records and 8 871.00 linear metres	2011 - 2013	2 years	No
Administrative records	1990 - 2011	399 records and 21.32 linear metres	N/A	2 years to 7 years	No



**Information regarding records management work of University Grants Committee Secretariat**

1. Information on officers performing records management work over the past 3 years (from 2011 to 2013) is as follows:

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

During the past three years (from 2011 to 2013), around 20 staff members involving managerial, executive, clerical and secretarial officers in the Secretariat were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	1989 - 2013	519 records and 26.00 linear metres	10 years to 20 years	40 records are confidential documents
Administrative records	1988 - 2013	173 records and 8.70 linear metres	1 year to 7 years	2 records are confidential documents

3. Information on programme and administrative records which have been transferred to the GRS for retention over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	Nil	-	-	-
Administrative records	-	Nil	-	-	-

4. Information on records which have been approved for destruction by the GRS over the past 3 years (from 2011 to 2013) is as follows:

<b>Category of records</b>	<b>Years covered by the records</b>	<b>Number and linear metres of records</b>	<b>Years in which the records were transferred to the GRS</b>	<b>Number of years of retention of the records as appraised by the GRS</b>	<b>Are they confidential documents</b>
Programme records	-	Nil	-	-	-
Administrative records	1966 - 2004	651 records and 32.50 linear metres	N/A	2 years to 7 years	No

**CONTROLLING OFFICER'S REPLY****EDB060****(Question Serial No. 2744)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 61):

1. Regarding the expenses on entertainment and gifts of your bureau and the departments under its purview over the past 3 years, please provide details using the table below:

Bureau/ branch/ department and year	Estimated expenses on entertainment and gifts in the year	Actual expenses on entertainment and gifts in the year	Cap on entertainment expenses (including beverages) per head for the year	Cap on gift expenses per guest for the year	Number of receptions held and total number of guests entertained in the year

2. Regarding the expenses on entertainment and gifts of your bureau and the departments under its purview in 2013-14, please provide details using the table below:

Bureau/ branch/ department	Date of reception (day/ month/ year)	Departments/ organisations and titles of the guests entertained (grouped by department/ organisation and indicating the number of guests)	Food expenses incurred in the reception	Beverage expenses incurred in the reception	Gift expenses incurred in the reception	Venue of the reception (department office/ restaurant in government facilities/ private restaurant/ others (please specify))

3. Please provide the estimated expenses on entertainment and gifts for 2014-15 using the table below:

Bureau/ branch/ department	Estimated provision for expenses on entertainment and gifts	Cap on entertainment expenses per guest	Cap on gift expenses per guest

Asked by: Hon. HO Sau-lan, Cyd

Reply:

As a general rule, all politically appointed officials and civil servants should observe the same principles in the provision of meals for official purposes. They are required to exercise prudent judgement and economy in order to avoid any public perception of extravagance and act in accordance with the relevant regulations and administrative guidelines. According to the existing guidelines, the expenditure on official meals should not exceed \$450 per person for lunch or \$600 per person for dinner, inclusive of all expenses incurred on food and beverages consumed on the occasion, service charges and tips. Education Bureau, University Grants Committee Secretariat and Student Financial Assistance Agency follow the same principles and guidelines on official entertainment. In 2011-12, 2012-13 and 2013-14 (as at 28.2.2014), the actual expenses on official entertainment incurred by Education Bureau were \$496,356, \$818,193 and \$513,657 respectively and the estimated expenditure for 2014-15 is \$885,000. The actual expenses on official entertainment incurred by University Grants Committee Secretariat were \$416,914, \$524,887 and \$417,692 in 2011-12, 2012-13 and 2013-14 (as at 28.2.2014) respectively and the estimated expenditure for 2014-15 is \$898,000. The actual expenses on official entertainment incurred by Student Financial Assistance Agency were \$3,630, \$9,497 and \$7,309 in 2011-12, 2012-13 and 2013-14 (as at 28.2.2014) respectively and the estimated expenditure for 2014-15 is \$36,000.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts or souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation. As we do not specifically maintain separate accounts for the expenses on the procurement of gifts and souvenirs, relevant statistics are not available.

**CONTROLLING OFFICER'S REPLY**

**EDB061**

**(Question Serial No. 2493)**

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 (Member Question No. 29):

The Chief Executive mentioned in the Policy Address that a Mainland University Study Subsidy Scheme would be introduced. Please set out the numbers of students enrolled in undergraduate, taught postgraduate and research postgraduate programmes at Mainland universities in the past five years (2009/10 to 2013/14 academic years), with a breakdown by institution.

Asked by: Hon. IP Kin-yuen

Reply:

The 2014 Policy Address proposed the establishment of the Mainland University Study Subsidy Scheme to support needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). The Admission Scheme was introduced in 2012 as a Government-to-Government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education (HKDSE) examination results, and are thus exempted from taking the Mainland's Joint Entrance Examination. The number of students admitted under the Admission Scheme in the 2012/13 and 2013/14 academic years were 971 and 1 188 respectively. The proposed Subsidy Scheme will benefit three cohorts of students and then be subject to a review on its effectiveness.

As regards the number of Hong Kong students pursuing studies in the Mainland, the Administration does not maintain such records. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated numbers of Hong Kong residents studying full-time tertiary education programmes in the Mainland were about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 11 155 in the 2011/12 academic year.

**CONTROLLING OFFICER'S REPLY****EDB062****(Question Serial No. 3003)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 2):

With regard to the provision of additional resources for implementing integrated education in mainstream primary and secondary schools, please list out, by district, the following information in the past 5 years (from the 2009/10 to 2013/14 school years):

1. the numbers of primary and secondary schools being allocated with the Learning Support Grant by using the table below;

	2009/10		
Provision of Learning Support Grant (\$)	Primary Schools		Primary Schools
0 - 110,000			
120,000 - 400,000			
410,000 - 600,000			
610,000 - 800,000			
810,000 - below 1,000,000			
1,000,000			
1,010,000 - 1,300,000			
1,300,000 - below 1,500,000			
1,500,000			

1. the numbers of primary and secondary schools joining the School-based Educational Psychology Service;
2. the annual total provision for the Enhanced Speech Therapy Grant, and the numbers of primary and secondary schools being allocated with basic grant and top-up grant;
3. the numbers of primary and secondary schools joining the Intensive Remedial Teaching Programme for primary schools and the Integrated Education Programme, the number of students benefited from the programmes, the numbers of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per place;

4. the number of schools being provided with additional teachers to cater for low academic achievers in secondary schools, and the number of additional teachers hired;
5. a breakdown by district of the numbers of primary and secondary schools being provided with the Intensive Support Grant for hardcore students with special educational needs, and the annual total provision; and
6. the total provision of Top-up Fund and the numbers of primary and secondary schools benefited.

Asked by: Hon. IP Kin-yuen

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under the Intensive Remedial Teaching Programme (IRTP) and Integrated Education (IE) Programme, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. Professional support is also provided for schools on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists.

The provision of the above mentioned additional resources and professional support is based on various parameters such as the number of students with SEN, their level of support required, the number of classes or the requests of individual schools, but irrespective of the districts of schools. Hence, we are unable to breakdown the provision by district. The numbers of mainstream public sector primary and secondary schools eligible for LSG by the required range of provision from the 2009/10 to 2013/14 school years are set out at Appendix 1. The requested statistics on School-based Educational Psychology Service, ESTG, IRTP, IE Programme and additional teachers for supporting academic low achievers from the 2009/10 to 2013/14 school years are set out at Appendix 2.

As for Intensive Support Grant for hardcore cases and Top-up Fund for procurement of special furniture and equipment mentioned above, they are provided for individual schools based on their requests in order to meet the specific needs of individual students with SEN. In other words, not all schools and students with SEN are receiving the same resource provisions and the funding involved can vary among schools and across years. Hence, providing the total expenditure and number of schools receiving these additional resources separately is not meaningful and can be misleading.

**Distribution of public sector primary and secondary schools according to the specific range of Learning Support Grant (LSG) allocated from the 2009/10 to 2013/14 school years**

Amount of LSG allocated (\$)	Number of primary schools					Number of secondary schools				
	2009/10	2010/11	2011/12	2012/13	2013/14	2009/10	2010/11	2011/12	2012/13	2013/14
0 - 110,000	7	5	2	6	4	72	67	58	78	58
120,000 - 400,000	134	130	128	127	123	172	158	159	159	161
410,000 - 600,000	67	63	50	54	49	34	59	68	63	58
610,000 - 800,000	47	64	72	73	58	12	23	28	42	56
810,000 - Below 1,000,000	23	16	27	33	48	3	11	17	17	26
1,000,000	4	5	9	8	0	4	4	9	20	0
1,010,000 – 1,300,000	-	-	-	-	18	-	-	-	-	16
1,310,000 - Below 1,500,000	-	-	-	-	1	-	-	-	-	3
1,500,000	-	-	-	-	0	-	-	-	-	4

Note: To enhance support for schools having admitted larger number of students with SEN, EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year.



**Table 1**

**Number of public sector primary and secondary schools receiving School-based Educational Psychology Service from the 2009/10 to 2013/14 school years**

	2009/10	2010/11	2011/12	2012/13	2013/14
Primary schools	184	210	234	271	297
Secondary schools	167	203	228	259	282

**Table 2**

**Total expenditure of Enhanced Speech Therapy Grant (ESTG) and number of primary schools provided with Basic Grant and Top-up Grant from the 2009/10 to 2013/14 school years**

	2009/10	2010/11	2011/12	2012/13	2013/14
Number of schools	439	448	452	452	452
Total provision (\$ million)	39.1	41.6	45.6	48.1	51.5

Note: ESTG is provided to government and aided primary schools that have students with speech and language impairment (SLI) enrolled. Schools will be provided with Basic Grant and Top-up Grant according to the number of approved classes and the number of moderate or severe cases respectively each year. A few schools are not provided with the Top-up Grant because they do not have moderate or severe cases. Secondary schools are advised to utilize the LSG to support their students with SLI.

**Table 3**

**A. Number of primary schools and additional teachers of the Intensive Remedial Teaching Programme (IRTP) from the 2009/10 to 2013/14 school years**

	2009/10	2010/11	2011/12	2012/13	2013/14
Number of primary schools	277	269	259	253	251
Number of additional teachers	452	436	421	410	403

**B. Number of schools, additional teachers and learning support assistants of the Integrated Education (IE) Programme from the 2009/10 to 2013/14 school years**

	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Number of primary schools	31	27	27	27	27
Number of additional teachers in primary schools	28	24	23	23	23
Number of learning support assistants in primary schools	25	21	21	21	21
Number of secondary schools	23	17	15	15	11
Number of additional teachers in secondary schools	22	16	14	14	10
Number of learning support assistants in secondary schools	12	11	12	11	10

Note:

1. Since the introduction of the New Funding Mode in the 2003/04 school year, schools operating IRTP and IE Programme have been encouraged to switch to NFM to enjoy greater flexibility in the use of resources in supporting students with SEN.
2. The numbers of students under the IRTP and IE Programme are only for calculation of additional manpower to be provided to the schools concerned. In actual practice, irrespective of the funding mode adopted, under the Whole School Approach to integrated education, schools should deploy the additional manpower to render appropriate support for students in need. Hence, students with SEN both within and outside the IRTP and IE Programme should benefit from such additional resources. As such, providing the numbers of students under the Programmes and the unit cost for these Programmes is not meaningful and can be misleading.

**Table 4**

**Number of public sector secondary schools provided with additional teachers for supporting academic low achievers and number of additional teachers provided from the 2009/10 to 2013/14 school years**

	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Number of schools provided with additional teachers to support academic low achievers	260	260	257	258	252
Number of additional teachers provided	707	686	657	620	592

**CONTROLLING OFFICER'S REPLY****EDB063****(Question Serial No. 3004)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 3):

1. Please give a breakdown of the numbers of classes at each level, number of students, the student unit cost, the class-to-teacher ratio and teacher-to-student ratio for the past 5 years (2009/10 to 2013/14 school years) and the coming year (2014/15) respectively by types of special schools.
2. Please provide information on the establishment and details of all supporting staff such as speech therapists, etc., and details of schools which have actually employed or are unable to employ those staff for the past 5 years (2009/10 to 2013/14 school years) and the coming year (2014/15) respectively by types of special schools.

Asked by: Hon. IP Kin-yuenReply:

1. The number of classes, number of students, average unit cost per school place, class-to-teacher ratio and teacher-to-student ratio of each type of special schools from the 2009/10 to 2013/14 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2014/15 school year are tabulated below. As calculation of the class-to-teacher ratio and teacher-to-student ratio is based on the actual number of classes and students and the calculation of the unit cost per school place is based on the actual operating cost of the school, we are unable to provide these figures for different types of special schools for the 2014/15 school year at this stage.

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	15	100
Physical Disability	105	940
Mild Intellectual Disability	220	3 100
Moderate Intellectual Disability	201	1 830
Severe Intellectual Disability	101	720
School for Social Development	82	770
Hospital School	33	310

It is a common practice for special schools to adopt flexible groupings across grade levels and individualized education programmes to cater for the special educational needs of the students. Presenting the numbers of classes by level is not therefore reflecting the actual operation in special schools.

2. Special schools are provided with non-teaching specialist staff, including, social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist attendants and braillists according to the needs of their students. The specialist staff establishments of different types of special schools from the 2009/10 to 2013/14 school years are set out at Appendix 2. To address potential recruitment difficulties, special schools may encash different numbers of vacant posts of speech therapist, physiotherapist, occupational therapist and school nurse to employ qualified temporary staff or hire speech therapy/occupational therapy/physiotherapy/nursing services to meet the needs of their students. In other words, special schools have the flexibility to employ these specialist staff on the establishment or make use of the cash grant to hire specialist service. As such, providing details of schools which have actually employed or are unable to employ those staff under the establishment may be misleading.

**Number of Classes, Number of Students, Average Unit Cost per School Place,  
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools  
in the 2009/10 to 2013/14 School Years**

School Type	2009/10 School Year					2010/11 School Year					2011/12 School Year				
	No. of Classes	No. of Students (as at September 2009)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2010)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2011)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	149	\$173,500	1 : 2.5	1 : 4.0	15	143	\$174,500	1 : 2.5	1 : 3.8	15	126	\$197,500	1 : 2.5	1 : 3.4
Hearing Impairment	20	153	\$205,000	1 : 2.2	1 : 3.5	18	136	\$207,000	1 : 2.2	1 : 3.4	18	145	\$221,000	1 : 2.2	1 : 3.6
Physical Disability	89	845	\$216,000	1 : 1.9	1 : 5.0	94	877	\$218,000	1 : 1.9	1 : 4.9	102	932	\$230,000	1 : 1.9	1 : 4.8
Mild Intellectual Disability <sup>Note</sup>	166	2 923	\$107,500	1 : 2.3	1 : 7.6	183	3 072	\$110,000	1 : 2.4	1 : 7.1	192	3 116	\$122,500	1 : 2.4	1 : 6.8
Moderate Intellectual Disability <sup>Note</sup>	170	1 610	\$169,500	1 : 2.2	1 : 4.3	183	1 697	\$185,000	1 : 2.2	1 : 4.2	192	1 756	\$198,500	1 : 2.2	1 : 4.1
Severe Intellectual Disability	103	762	\$239,000	1 : 1.8	1 : 4.1	105	749	\$242,500	1 : 1.8	1 : 4.0	104	746	\$263,000	1 : 1.8	1 : 4.0
School for Social Development	72	757	\$113,500	1 : 1.9	1 : 5.4	74	710	\$113,500	1 : 1.9	1 : 5.0	80	775	\$120,000	1 : 1.9	1 : 5.0
Hospital School	32	310	\$129,000	1 : 1.8	1 : 5.4	32	358	\$129,000	1 : 1.8	1 : 6.3	33	348	\$138,000	1 : 1.8	1 : 5.9

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.*

**Number of Classes, Number of Students, Average Unit Cost per School Place,  
Class-to-Teacher Ratio and Teacher-to-Student Ratio in Special Schools  
in the 2009/10 to 2013/14 School Years**

School Type	2012/13 School Year					2013/14 School Year				
	No. of Classes	No. of Students (as at September 2012)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2013)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	122	\$213,000	1 : 2.5	1 : 3.3	15	124	\$229,000	1 : 2.5	1 : 3.3
Hearing Impairment	17	129	\$254,000	1 : 2.3	1 : 3.3	16	111	\$262,500	1 : 2.5	1 : 3.0
Physical Disability	101	929	\$249,000	1 : 1.9	1 : 4.7	102	936	\$254,000	1 : 2.0	1 : 4.7
Mild Intellectual Disability <sup>Note</sup>	198	3 122	\$140,000	1 : 2.4	1 : 6.6	206	3098	\$145,500	1 : 2.4	1 : 6.3
Moderate Intellectual Disability <sup>Note</sup>	193	1 786	\$216,500	1 : 2.2	1 : 4.1	196	1822	\$218,000	1 : 2.3	1 : 4.1
Severe Intellectual Disability	103	729	\$278,000	1 : 1.8	1 : 3.9	99	704	\$281,000	1 : 1.8	1 : 3.9
School for Social Development	80	769	\$137,500	1 : 1.9	1 : 5.0	80	744	\$134,000	1 : 1.9	1 : 4.9
Hospital School	33	297	\$153,000	1 : 1.8	1 : 4.9	33	295	\$153,000	1 : 1.8	1 : 4.9

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.*

**Establishment of Specialist Staff in Special Schools from the 2009/10 to 2013/14 school years**

School Type	2009/10 school year								2010/11 school year								2011/12 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5	2.5	1	0	2	1	1	1	3.5
Hearing Impairment	4.5	-	0	2	-	-	-	-	2.5	-	0	2	-	-	-	-	2.5	-	0	2	-	-	-	-
Physical Disability	12.5	9	2	20	29.5	29.5	29.5	-	13	9	2	21	30	30	30	-	14.5	10	2	24	33.5	33.5	33.5	-
Mild Intellectual Disability**	40	13.5	2	36.5	-	-	-	-	43	13.5	3	39	-	-	-	-	43.5	13.5	4.5	42	-	-	-	-
Moderate Intellectual Disability**	26	17.5	3	43	-	-	-	-	28	17.5	4	44	-	-	-	-	29	17.5	4.5	46	-	-	-	-
Severe Intellectual Disability	11	11	0	21.5	25	25	25	-	11	10	0	23.5	25	25	25	-	11	10	0	22.5	25.5	25.5	25.5	-
School for Social Development	14.5	-	1	-	-	-	-	-	15	-	1	-	-	-	-	-	16	-	2	-	-	-	-	-
Hospital School #	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker

RN: Registered Nurse

EP: Educational Psychologist

ST: Speech Therapist

PT: Physiotherapist

OT: Occupational Therapist

OTA: Occupational Therapist Attendant

Br: Brailist

\* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by the Education Bureau.

\*\*The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

# Specialist services for Hospital School are provided by the hospitals

**Establishment of Specialist Staff in Special Schools from the 2009/10 to 2013/14 school years**

School Type	2012/13 school year								2013/14 school year							
	SW	RN	EP*	ST	PT	OT	OTA	Br	SW	RN	EP*	ST	PT	OT	OTA	Br
Visual Impairment	2.5	1	0	2	1	1	1	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	0	3	-	-	-	-	2	-	1	3	-	-	-	-
Physical Disability	14	10	2	23	33	33	33	-	14.5	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability**	42.5	13.5	5	44	-	-	-	-	41.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability**	30	17.5	6	48	-	-	-	-	30	17.5	6	48	-	-	-	-
Severe Intellectual Disability	10	10	0	22.5	25	25	25	-	10	10	0	22.5	24	24	24	-
School for Social Development	16	-	2	-	-	-	-	-	16	-	2	-	-	-	-	-
Hospital School#	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

SW: Social Worker

RN: Registered Nurse

EP: Educational Psychologist

ST: Speech Therapist

PT: Physiotherapist

OT: Occupational Therapist

OTA: Occupational Therapist Attendant

Br: Braillist

\* EP is jointly employed by special schools and based in one of the schools concerned. Except for Hospital School, schools without EP in the establishment are provided with EP service either by EP jointly employed with other schools or by the Education Bureau.

\*\* The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID

# Specialist services for Hospital School are provided by the hospitals



**CONTROLLING OFFICER'S REPLY**

**EDB064**

**(Question Serial No. 3006)**

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 (Member Question No. 5):

In respect of the programmes offered by self-financing post-secondary institutions, please provide a breakdown by institution:

1. the estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the past 5 years (i.e. 2009/10 to 2013/14 academic years); and
2. the estimated intake, actual intake, unit cost as well as the tuition fees of the undergraduate, senior year top-up degree, sub-degree and higher diploma programmes offered by self-financing post-secondary institutions in the 2014/15 academic year.

Asked by: Hon. IP Kin-yuen

Reply:

According to the information provided by institutions, the number of intake places, actual intakes and average annual tuition fees of full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), first-year-first-degree and top-up degree programmes by institution from the 2009/10 to 2013/14 academic years are at Annexes A to C respectively. The estimated intake places of full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution in the 2014/15 academic year are at Annex D. We do not have the figures of the actual intakes of locally-accredited self-financing sub-degree, undergraduate and top-up degree programmes and the estimated intake places of top-up degree programmes for the 2014/15 academic year, as well as the information of the unit costs of the programmes.

**Intake Places of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2009/10 Academic Year to the 2013/14 Academic Year**

Institution	2009/10 Academic Year				2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year			
	Intake places				Intake places				Intake places				Intake places				Intake places			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	440	-	-	440	320	-	-	320	440	-	-	440	340	-	-	340	400	-	-	400
Caritas Institute of Higher Education	400	-	-	400	346	-	-	346	313	240	120	673	360	480	80	920	400	360	30	790
Centennial College	-	-	-	-	-	-	-	-	-	-	-	-	-	400	320	720	-	240	320	560
Chu Hai College of Higher Education	160	845	-	1 005	-	665	-	665	-	665	-	665	-	1 450	-	1 450	-	725	-	725
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 155	-	179	4 334	4 415	-	334	4 749	3 830	-	474	4 304	3 525	-	1 142	4 667	3 500	-	1 634	5 134
Hang Seng Management College	400	-	-	400	400	260	220	880	150	480	230	860	200	1 295	130	1 625	140	801	69	1 010
HKU SPACE Po Leung Kuk Community College	1 280	-	-	1 280	850	-	-	850	1 465	-	-	1 465	1 591	-	-	1 591	2 040	-	-	2 040
Hong Kong Adventist College	-	-	-	-	-	-	-	-	-	-	-	-	40	-	-	40	40	-	-	40
Hong Kong Art School <sup>[2]</sup>	70	-	-	70	70	-	-	70	55	-	-	55	55	65	-	120	55	65	-	120
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 805	-	425	2 230	1 880	-	480	2 360	1 985	-	540	2 525	3 090	-	630	3 720	2 055	-	730	2 785
Hong Kong Buddhist College	-	-	-	-	-	-	-	-	-	-	-	-	300	-	-	300	300	-	-	300
Hong Kong College of Technology	580	-	-	580	625	-	-	625	580	-	-	580	945	-	-	945	1 030	-	-	1 030
Hong Kong Institute of Technology	280	140	-	420	280	140	-	420	280	140	-	420	460	140	90	690	662	210	130	1 002
Hong Kong Shue Yan University	-	1 200	-	1 200	-	1 200	-	1 200	-	1 200	-	1 200	-	1 314	-	1 314	-	1 500	-	1 500
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	-	-	-	-	160	-	-	160	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 248	-	85	1 333	1 882	-	40	1 922	1 800	-	-	1 800	2 880	-	-	2 880	2 000	-	-	2 000
Pui Ching Academy	-	-	-	-	-	-	-	-	-	-	-	-	120	-	-	120	150	-	-	150
Sacred Heart Canossian College of Commerce	-	-	-	-	-	-	-	-	160	-	-	160	160	-	-	160	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	-	-	-	-	228	-	228	-	228	-	228	-	175	-	175
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 266	-	-	1 266	1 332	-	-	1 332	1 093	-	-	1 093	1 420	-	185	1 605	1 650	-	270	1 920
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 149	-	-	1 149	1 059	-	-	1 059	619	-	-	619	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	260	35	-	295	350	40	30	420	870	325	50	1 245	285	271	104	660	250	355	112	717
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 625	40	1 025	4 690	4 050	-	1 270	5 320	3 742	-	1 405	5 147	4 500	-	1 725	6 225	4 000	-	1 877	5 877
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 010	1 176	871	3 057	900	1 184	824	2 908	1 045	1 064	678	2 787	420	1 353	1 134	2 907	740	371	886	1 997
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 609	-	-	2 609	2 957	-	-	2 957	2 068	-	-	2 068	3 901	20	40	3 961	4 220	35	185	4 440

Institution	2009/10 Academic Year				2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year			
	Intake places				Intake places				Intake places				Intake places				Intake places			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[1]</sup>	First-Year-first-degree	Top-up Degree	Total
Tung Wah College	-	-	-	-	-	-	-	-	200	200	55	455	250	660	205	1 165	300	710	205	1 215
Vocational Training Council	5 607	-	-	5 607	4 945	-	-	4 945	3 450	-	335	3 785	5 060	210	775	6 045	5 100	495	1 235	6 830
Yew Chung Community College	40	-	-	40	31	-	-	31	20	-	-	20	220	-	-	220	420	-	-	420
YMCA College of Careers	-	-	-	-	-	-	-	-	-	-	-	-	105	-	-	105	40	-	-	40

**Notes:**

[1] Excludes sub-degree programmes provided under the old academic structure.

[2] The intake places for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there are no student intakes for part-time programmes.

“-” Denotes no related programme was offered.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes  
by Institution from the 2009/10 Academic Year to the 2013/14 Academic Year**

Institution	2009/10 Academic Year				2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Caritas Bianchi College of Careers	214	-	-	214	386	-	-	386	339	-	-	339	179	-	-	179	213	-	NA	213
Caritas Institute of Higher Education	212	-	-	212	399	-	-	399	296	8	38	342	180	60	35	275	221	134	NA	355
Centennial College	-	-	-	-	-	-	-	-	-	-	-	-	-	231	54	285	-	163	NA	163
Chu Hai College of Higher Education	42	277	-	319	-	225	-	225	-	274	-	274	-	852	-	852	-	352	NA	352
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 945	-	255	4 200	4 249	-	346	4 595	3 798	-	445	4 243	3 611	-	1 132	4 743	3 531	-	NA	3 531
Hang Seng Management College	396	-	-	396	339	450	148	937	127	496	124	747	318	1 636	121	2 075	108	769	NA	877
HKU SPACE Po Leung Kuk Community College	879	-	-	879	1 489	-	-	1 489	1 866	-	-	1 866	2 824	-	-	2 824	992	-	NA	992
Hong Kong Adventist College	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	NA	-
Hong Kong Art School	54	-	-	54	69	-	-	69	46	-	-	46	89	49	-	138	55	66	NA	121
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 608	-	451	2 059	2 513	-	494	3 007	2 290	-	562	2 852	2 853	-	672	3 525	1 814	-	NA	1 814
Hong Kong Buddhist College	-	-	-	-	-	-	-	-	-	-	-	-	12	-	-	12	19	-	NA	19
Hong Kong College of Technology	544	-	-	544	507	-	-	507	387	-	-	387	206	-	-	206	422	-	NA	422
Hong Kong Institute of Technology	246	110	-	356	132	106	-	238	172	-	-	242	476	51	62	589	610	198	NA	808
Hong Kong Shue Yan University	-	1 251	-	1 251	-	1 256	-	1 256	-	1 277	-	1 277	-	1 354	-	1 354	-	1 510	NA	1 510
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	-	-	-	-	14	-	-	14	-	-	NA	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 110	-	59	1 169	1 829	-	40	1 869	1 998	-	-	1 998	3 514	-	-	3 514	1 341	-	NA	1 341
Pui Ching Academy <sup>[3]</sup>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	-	NA	3
Sacred Heart Canossian College of Commerce	-	-	-	-	-	-	-	-	110	-	-	110	116	-	-	116	-	-	NA	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	-	-	-	-	-	-	-	-	88	-	88	-	113	-	113	-	138	NA	138
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 216	-	-	1 216	1 597	-	-	1 597	1 101	-	-	1 101	1 410	-	163	1 573	1 010	-	NA	1 010
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	558	-	-	558	1 343	-	-	1 343	842	-	-	842	-	-	-	-	-	-	NA	-
The Hong Kong Institute of Education	289	33	-	322	445	41	24	510	515	251	48	814	333	295	119	747	185	357	NA	542
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 137	11	1 239	5 387	4 201	-	1 391	5 592	4 379	-	1 522	5 901	4 704	-	1 746	6 450	3 877	-	NA	3 877
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	238	1 100	676	2 014	642	1 115	891	2 648	823	1 141	1 037	3 001	487	1 411	939	2 837	625	250	NA	875
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 796	-	-	2 796	3 430	-	-	3 430	2 333	-	-	2 333	5 181	12	30	5 223	2 632	17	NA	2 649

Institution	2009/10 Academic Year				2010/11 Academic Year				2011/12 Academic Year				2012/13 Academic Year				2013/14 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes <sup>[1]</sup>			
	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-Degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total	Sub-degree <sup>[2]</sup>	First-year-first-degree	Top-up Degree	Total
Tung Wah College	-	-	-	-	-	-	-	-	274	35	24	333	274	464	112	850	220	581	NA	801
Vocational Training Council	5 856	-	-	5 856	4 785	-	-	4 785	3 638	-	281	3 919	3 213	268	897	4 378	3 520	520	NA	4 040
Yew Chung Community College	9	-	-	9	6	-	-	6	15	-	-	15	56	-	-	56	44	-	NA	44
YMCA College of Careers	-	-	-	-	-	-	-	-	-	-	-	-	48	-	-	48	23	-	NA	23

**Notes:**

[1] Provisional figures as at end September 2013. The final actual intakes may vary.

[2] Excludes sub-degree programmes provided under the old academic structure.

[3] Pui Ching Academy eventually decided not to offer any programmes in the 2012/13 academic year. As a result, there are no student intakes.

“-” Denotes no related programme was offered.

NA Figures not available.

**Average Annual Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes by Institution from the 2009/10 Academic Year to the 2013/14 Academic Year**

Institution	Average Annual Tuition Fee (\$)														
	2009/10			2010/11			2011/12			2012/13 <sup>[1]</sup>			2013/14 <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
Caritas Bianchi College of Careers	43,017 - 45,940	-	-	44,503 - 46,697	-	-	45,473 - 50,790	-	-	49,045 - 53,840	-	-	51,015 - 56,540	-	-
Caritas Institute of Higher Education	43,227 - 45,680	-	-	44,723 - 47,960	-	-	45,160 - 49,495	54,715	56,865	49,045 - 52,750	57,230	59,265	51,015 - 55,390	60,095 - 61,903	62,230
Centennial College	-	-	-	-	-	-	-	-	-	-	87,000	92,000	-	87,000	92,000
Chu Hai College of Higher Education	39,000	48,000 - 49,500	-	-	49,000 - 50,500	-	-	53,000	-	-	55,000	-	-	53,429 - 61,500	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University <sup>[2]</sup>	36,000 - 53,100	-	67,200 - 75,000	36,000 - 53,100	-	71,400 - 75,000	36,000 - 53,100	-	72,000 - 85,200	47,250 - 56,250	-	72,000 - 90,300	47,250 - 56,250	-	61,750 - 95,700
Hang Seng Management College	35,000 - 40,000	-	-	35,000 - 40,000	52,500	-	40,000	62,500	65,000	45,000	63,500	65,000	48,000	66,500	68,000
HKU SPACE Po Leung Kuk Community College	42,800 - 48,800	-	-	42,800 - 48,800	-	-	42,800 - 49,800	-	-	51,150	-	-	52,500	-	-
Hong Kong Adventist College	-	-	-	-	-	-	-	-	-	39,600	-	-	39,600	-	-
Hong Kong Art School <sup>[2]</sup>	39,000 - 40,500	-	-	40,500	-	-	40,500	-	-	43,000	77,522	-	45,000	81,400	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	36,000 - 50,000	-	63,000	36,000 - 50,000	-	63,000	36,000 - 50,000	-	63,000 - 67,200	48,750 - 58,720	-	63,000 - 69,300	48,750 - 66,978	-	63,000 - 82,500
Hong Kong Buddhist College	-	-	-	-	-	-	-	-	-	38,000	-	-	38,000	-	-
Hong Kong College of Technology	36,400 - 39,250	-	-	36,225 - 41,200	-	-	36,895 - 40,800	-	-	41,000 - 49,480	-	-	43,740 - 51,600	-	-
Hong Kong Institute of Technology <sup>[2]</sup>	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	32,400 - 42,120	42,120 - 43,080	42,120 - 45,000	35,800	42,120 - 45,000	42,120 - 45,000	37,400	45,000	45,000
Hong Kong Shue Yan University	-	49,000	-	-	49,000	-	-	55,000	-	-	55,000	-	-	55,000	-
Kaplan Business and Accountancy School	-	-	-	-	-	-	-	-	-	48,000	-	-	48,000	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	35,000 - 50,000	-	80,000	35,000 - 50,000	-	80,000	35,000 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-
Pui Ching Academy	-	-	-	-	-	-	-	-	-	39,000	-	-	41,000	-	-
Sacred Heart Canossian College of Commerce	-	-	-	-	-	-	41,400	-	-	43,700	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	-	-	-	-	-	-	-	253,460	-	-	266,939	-	-	279,755	-

Institution	Average Annual Tuition Fee (\$)														
	2009/10			2010/11			2011/12			2012/13 <sup>[1]</sup>			2013/14 <sup>[1]</sup>		
	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree	Sub-degree	First-year-first-degree	Top-up Degree
School of Continuing and Professional Studies, The Chinese University of Hong Kong <sup>[2]</sup>	40,333 - 47,750	-	-	40,333 - 47,750	-	-	40,333 - 49,150	-	-	42,000 - 49,150	-	117,600	45,225 - 49,810	-	117,600
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	38,000 - 50,000	-	-	38,000 - 50,000	-	-	47,000 - 50,000	-	-	-	-	-	-	-	-
The Hong Kong Institute of Education	31,800 - 46,800	78,000	-	31,800 - 46,800	78,000	63,000	31,800 - 46,800	78,000 - 85,866	63,000	41,800 - 46,800	72,000 - 77,500	79,267 - 93,600	48,100	72,000 - 80,000	73,500 - 84,000
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	39,600 - 49,500	45,150	57,000 - 100,800	39,600 - 49,875	-	57,000 - 100,800	39,600 - 52,470	-	60,000 - 105,000	49,200 - 54,120	-	65,100 - 105,000	50,400 - 55,440	-	66,650 - 110,000
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>[2]</sup>	30,000 - 37,500	43,775 - 60,405	46,613 - 103,800	30,000 - 54,338	45,850 - 60,405	47,522 - 79,066	34,500 - 54,337	46,750 - 62,910	45,937 - 79,066	43,000 - 55,800	49,600 - 62,000	49,600 - 66,133	45,000 - 66,365	52,000 - 65,000	52,000 - 77,440
The University of Hong Kong - HKU SPACE & HKU SPACE Community College <sup>[2]</sup>	42,800 - 59,000	-	-	42,800 - 59,000	-	-	42,800 - 59,000	-	-	52,500 - 62,000	57,200	72,000	52,500 - 72,000	59,200	46,200 - 108,500
Tung Wah College	-	-	-	-	-	-	80,300	66,000	66,000	52,500 - 79,200	66,000 - 99,200	66,000 - 90,600	52,500 - 79,200	66,000 - 108,800	66,000 - 90,600
Vocational Training Council <sup>[2]</sup>	37,100 - 43,300	-	-	37,100 - 43,300	-	-	42,000 - 44,800	-	68,250 - 69,000	46,500 - 47,750	66,150 - 75,900	55,000 - 75,400	46,500 - 47,750	66,150 - 75,900	57,800 - 75,400
Yew Chung Community College	40,000 - 51,000	-	-	40,000 - 51,000	-	-	40,000 - 51,000	-	-	53,550	-	-	60,500	-	-
YMCA College of Careers	-	-	-	-	-	-	-	-	-	43,000	-	-	44,250	-	-

**Notes:**

[1] Tuition fee information does not cover the sub-degree programmes provided under the old academic structure.

[2] Institutions providing locally-accredited non-local first-year-first-degree and/or top-up degree programmes.

"-" Denotes no related programme was offered.

**Estimated Intake Places of Institutions Offering Full-time Locally-Accredited Self-financing  
Sub-degree and Undergraduate Programmes  
for the 2014/15 Academic Year (as at 31 January 2014)**

Institution	Estimated Intake Places <sup>#</sup>	
	Sub-degree	Undergraduate
Caritas Bianchi College of Careers	290	-
Caritas Institute of Higher Education	340	660
Centennial College	-	320
Chu Hai College of Higher Education	-	795
City University of Hong Kong - Community College of City University	3 500*	-
Hang Seng Management College	140	801
HKU SPACE Po Leung Kuk Community College	2 000	-
Hong Kong Art School	Not yet available	65
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 900	120
Hong Kong Buddhist College	300	-
Hong Kong College of Technology	1 040	-
Hong Kong Institute of Technology	300	250
Hong Kong Shue Yan University	-	1 323
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	2 000*	-
Pui Ching Academy	260	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	225
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 475	-
The Hong Kong Institute of Education	186*	380
The Hong Kong Polytechnic University - Hong Kong Community College	4 000*	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	855	221
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	130
Tung Wah College	200	710
Vocational Training Council ^	3 740	660
Yew Chung Community College	420	-
YMCA College of Careers	90	-

## Notes:

<sup>#</sup> Figures are provided by institutions for planning of intake places. They may not be the admission targets of individual institutions. Updated figures will also be provided periodically.

\* Provisional figure provided by institution.

^ Excluding subvented programmes.

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



**CONTROLLING OFFICER'S REPLY****EDB065****(Question Serial No. 3008)**

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 (Member Question No. 7):

Regarding the vocational education and training provided by the Vocational Training Council (VTC) in the past 5 years (i.e. the 2009/10 to 2013/14 academic years), please give the following information:

1. a breakdown of the target students, number of intake and total number of students in the member institutions of VTC by categories of qualifications awarded by each member institution;
2. the ratio of subvented to non-subvented programmes, and their tuition fees for the various levels of programmes offered by the member institutions of VTC;
3. a breakdown, by programme, of the numbers of places, student intake as well as the total number of students under the apprenticeship scheme and other vocational training schemes; and
4. a breakdown, by institution and programme, of the numbers of graduates from subvented and non-subvented higher diploma programmes of the VTC who progressed to subvented top-up programmes, and their percentage shares in the total numbers of graduates.

Asked by: Hon. IP Kin-yuen

Reply:

1. The Vocational Training Council (VTC) through its member institutions offers a wide range of full-time and part-time vocational education programmes from post-secondary 3 up to degree levels. The target students, new intake and total number of students of VTC's vocational education programmes from the 2009/10 to 2013/14 academic years (AY) are as follows –

Award Level (Note 1)	Target Students (Note 2) (for 2013/14)	Mode of Study	Academic Year									
			2009/10		2010/11		2011/12		2012/13		2013/14 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Degree and Top-up Degree	Secondary 6 leavers and Higher Diploma holders	Full-time	1 587	1 988	1 490	1 862	1 360	1 828	2 060	2 445	2 500	3 100
		Part-time	601	1 330	432	1 018	361	1 153	681	1 391	1 000	1 700
Higher Diploma and Diploma	Secondary 6 leavers and	Full-time	14 769	37 805	12 142	34 914	9 875	31 444	11 059	29 154	13 200	29 300

Award Level (Note 1)	Target Students (Note 2) (for 2013/14)	Mode of Study	Academic Year									
			2009/10		2010/11		2011/12		2012/13		2013/14 (provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
	in-service personnel	Part-time	3 476	10 199	3 187	9 809	2 880	9 177	2 475	8 670	2 400	8 600
Professional Diploma and Professional Certificate	In-service personnel	Part-time	11 910	13 188	6 269	6 846	7 766	8 062	5 057	5 672	6 900	8 200
Foundation Diploma and Yi Jin Diploma (Project Yi Jin)	Secondary 6 leavers and in-service personnel	Full-time	3 439	3 486	4 367	4 420	795	873	3 763	3 786	4 900	4 900
		Part-time	1 151	2 254	1 217	2 167	1 029	2 002	40	912	400	500
Diploma in Vocational Education	Secondary 3 to 6 leavers and in-service personnel	Full-time	4 598	5 574	4 309	5 838	2 285	4 078	4 374	6 661	4 300	6 100
		Part-time	50	55	52	52	52	86	145	207	300	500
Certificate	Secondary 3 to 6 leavers and in-service personnel	Full-time	2 420	3 008	2 403	2 599	1 682	2 054	1 341	1 556	1 900	2 400
		Part-time	3 330	5 065	4 869	6 798	4 561	6 313	4 214	5 994	4 800	6 800

Notes:

- The above table includes publicly-funded and self-financing programmes offered by VTC member institutions. There are other part-time programmes funded under Head 141 Government Secretariat: Labour and Welfare Bureau.
  - The target students reflect the position as at the 2013/14 AY under the new academic structure. Under the old academic structure, some of the programmes target Secondary 5 or Secondary 7 leavers.
2. The ratio of subvented to self-financed student places for the full-time programmes above is around 60% to 40%. The tuition fee levels of full-time programmes for the 2009/10 to 2013/14 AY are as follows –

	Average Fee Level per annum (Academic Year)				
	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u> (provisional)
<b>(a) Subvented</b>					
Higher Diploma	\$22,830	\$23,370	\$24,750	\$28,860	\$29,720
Foundation Diploma	\$16,600	\$16,600	\$17,200	\$19,600	\$19,600
Diploma in Vocational Education (1-year Intensive)	\$16,600	\$16,600	\$17,200	\$19,600	\$19,600
Certificate	\$2,400	\$2,400	\$1,970	\$9,900	\$9,930
<b>(b) Self-financed</b>					
Top-up Degree	\$55,000 to \$71,400	\$55,000 to \$72,000	\$57,000 to \$72,000	\$57,200 to \$78,600	\$57,200 to \$78,600
Degree	-	-	-	74,160	74,800
Higher Diploma	\$39,850	\$40,240	\$41,630	\$46,030	\$46,810
Yi Jin Diploma	\$29,500	\$29,500	\$29,500	\$32,000	\$33,500

- The new intake and total number of apprentices and trainees in VTC's vocational education programmes are as follows –

	2009-10		2010-11		2011-12		2012-13		2013-14 (provisional)	
	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Aircraft	0	0	0	0	0	0	0	0	81	81
Automobile	90	301	116	306	122	323	112	312	139	362
Construction	228	509	323	667	370	823	416	1 030	444	1 125
Electrical	227	513	256	559	291	617	275	685	346	816
Electronics	24	79	22	74	32	77	13	57	31	76
Gas	34	40	32	39	25	33	31	33	28	36
Jewellery	5	10	2	2	0	0	2	4	0	3
Lift and Escalator	57	114	51	118	54	128	56	136	82	182
Mechanical	78	150	74	170	33	158	41	141	104	185
Plastics	0	4	0	3	0	1	0	1	0	1
Air Conditioning	135	298	156	303	115	308	145	352	173	407
Ship Repair	3	4	2	5	0	1	0	0	0	0
Textile Clothing	1	1	0	0	0	0	0	0	1	1
Beauty Care and Hairdressing*	0	0	0	0	75	75	126	126	116	116
<b>Total:</b>	<b>882</b>	<b>2 023</b>	<b>1 034</b>	<b>2 246</b>	<b>1 117</b>	<b>2 544</b>	<b>1 217</b>	<b>2 877</b>	<b>1 545</b>	<b>3 391</b>

\* Traineeship Scheme funded under Head 141 Government Secretariat: Labour and Welfare Bureau.

4. The number of Higher Diploma graduates pursuing further studies in subvented programmes, and the percentage to the total number of graduates from the 2009/10 to 2012/13AY are as follows –

Discipline	Academic year							
	2009/10		2010/11		2011/12		2012/13 (provisional)	
	Subvented	Self-financed	Subvented	Self-financed	Subvented	Self-financed	Subvented	Self-financed
Applied Science	43 (6%)	-	30 (4%)	-	25 (3%)	1 (10%)	34 (5%)	-
Business Administration	2 (1%)	18 (<0.5%)	-	9 (<0.5%)	-	19 (1%)	1 (1%)	22 (1%)
Child Education and Community Services	6 (2%)	-	16 (5%)	-	-	-	1 (<0.5%)	-
Design	30 (3%)	2 (1%)	46 (4%)	7 (2%)	44 (4%)	19 (6%)	36 (3%)	11 (6%)
Engineering	170 (8%)	-	198 (10%)	-	169 (7%)	-	137 (6%)	-
Hotel, Service and Tourism Studies	15 (2%)	7 (1%)	14 (2%)	3 (1%)	10 (2%)	-	11 (2%)	-
Information Technology	69 (11%)	42 (7%)	73 (10%)	35 (7%)	76 (11%)	37 (7%)	78 (10%)	10 (2%)
<b>Overall</b>	<b>335 (6%)</b>	<b>69 (1%)</b>	<b>377 (7%)</b>	<b>54 (1%)</b>	<b>324 (6%)</b>	<b>76 (2%)</b>	<b>298 (5%)</b>	<b>43 (1%)</b>

Note: Figures in ( ) refer to the percentage of graduates pursuing further studies in subvented programmes to the total number of graduates.

As the 2013/14 AY will only end in August 2014, the information about the graduates is not yet available.

**CONTROLLING OFFICER'S REPLY****EDB066****(Question Serial No. 3015)**

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 (Member Question No. 14):

Regarding the staffing and relevant expenses of the Vocational Training Council (VTC), please advise on the following in the past 5 years (from 2009-10 to 2013-14):

1. the annual expenditure of the VTC on staff emoluments and benefits; the amount and proportion of such expenditure funded by government recurrent subvention; and whether the VTC has deployed resources other than government subvention (such as donations) for staff employment, and if so, please provide an annual breakdown of the number and rank of the staff involved and the related expenditure on emoluments;
2. the annual salaries of the five highest paid staff;
3. staff employment of various departments under the three systems of the VTC, and the estimates for the upcoming 2014-15, including :
  - (a) the numbers of teaching staff and staff from other grades employed under the three systems, and the percentages of staff under each system;
  - (b) amongst staff on temporary/short-term contracts, the respective numbers of teaching staff and staff from other grades with a contract duration of less than one year, continuously employed for two or more years, and more than 6 years but yet to be offered long term employment; and the greatest number of times of contract renewal and the longest duration of such employment;
  - (c) the estimated number of staff on temporary/short-term contracts to be converted to fixed-term contracts in 2014, and the number of teaching staff among them; and
  - (d) the number of teaching staff on new fixed-term contracts to be promoted or converted to long term contracts, and the number of teaching staff among them.

Asked by: Hon. IP Kin-yuen

Reply:

1. The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) from 2009-10 to 2013-14 are as follows –

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2009-10	1,951	1,533	79
2010-11	2,051	1,543	75
2011-12	2,027	1,636	81
2012-13	2,135	1,748	82
2013-14 (Estimate)	2,281	1,806	79

\* Apart from Government subvention, the staff expenses for subvented programmes are also met by income generated by VTC (mainly tuition fees and training charges).

In addition to its recurrent subvented activities, VTC also operates programmes that are self-financed or financed by specific funds from other organisations. VTC staff may be deployed to work on both subvented and self-financed programmes and activities as appropriate to meet operational requirements, and staff costs are charged to relevant accounts. Therefore, breakdown of number and rank of staff funded by resources other than Government subvention is not available. The total numbers of VTC staff and related expenditure from 2009-10 to 2013-14 are as follows –

Financial year	Number of teaching staff	Number of administrative and support staff	Total number of staff	Total staff expenses (\$ million)	Staff expenses for non-subvented activities (\$ million)
2009-10	2 787	2 874	5 661	2,474	523
2010-11	2 795	2 804	5 599	2,590	539
2011-12	2 620	2 765	5 385	2 568	541
2012-13	2 675	2 810	5 485	2,702	567
2013-14 (Provisional)	2 738	2 937	5 675	2,928	647

2. The annual salaries of the five highest paid staff in the 2013/14 academic year are as follows –

	Annual salary(\$ million)
1 <sup>st</sup> highest	2.42
2 <sup>nd</sup> highest	2.21
3 <sup>rd</sup> highest	1.94
4 <sup>th</sup> highest	1.91
5 <sup>th</sup> highest	1.91

3. Information about staff employed under various packages for the past five years is given below –

(a) Numbers of teaching staff and administrative and supporting staff and their percentages under the New Remuneration Package, Old Remuneration Package and Short-Term Contract –

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
2009/10	Teaching	1 235 (21.8%)	964 (17.0%)	588 (10.4%)	5 661
	Administrative and supporting	1 571 (27.8%)	747 (13.2%)	556 (9.8%)	
2010/11	Teaching	1 197 (21.4%)	1 002 (17.9%)	596 (10.6%)	5 599
	Administrative and supporting	1 469 (26.2%)	820 (14.6%)	515 (9.2%)	
2011/12	Teaching	1 002 (18.6%)	1 271 (23.6%)	347 (6.4%)	5 385
	Administrative and supporting	1 355 (25.2%)	1 012 (18.8%)	398 (7.4%)	

Academic year	Staff type	Number of staff employed under			Total number of staff
		Old Remuneration Package	New Remuneration Package	Short-term Contract	
2012/13	Teaching	979 (17.9%)	1 333 (24.3%)	363 (6.6%)	5 485
	Administrative and supporting	1 329 (24.2%)	1 094 (19.9%)	387 (7.1%)	
2013/14	Teaching	914 (16.1%)	1 428 (25.2%)	396 (7.0%)	5 675
	Administrative and supporting	1 290 (22.7%)	1 254 (22.1%)	393 (6.9%)	
2014/15 (Provisional)	Teaching	865 (15.3%)	1 500 (26.5%)	390 (6.9%)	5 660
	Administrative and supporting	1 180 (20.8%)	1 380 (24.4%)	345 (6.1%)	

Note: Figures in brackets represent the ratios as compared to the total number of staff.

- (b) Numbers of staff on short-term contract of which the contract duration is less than one year from the 2009/10 to 2013/14 academic years –

Academic year	Staff type	Short-term contract for less than one year
2009/10	Teaching	255
	Administrative and supporting	169
2010/11	Teaching	263
	Administrative and supporting	255
2011/12	Teaching	91
	Administrative and supporting	147
2012/13	Teaching	122
	Administrative and supporting	138
2013/14 (Provisional)	Teaching	168
	Administrative and supporting	158

The information for the 2014/15 academic year is not yet available.

Numbers of staff on fixed-term contract who have been continuously employed for two to six years and numbers of staff employed for more than six years from the 2009/10 to 2013/14 academic years –

Academic year	Number of fixed-term contract staff who have served for		Longest serving fixed-term contract staff	
	Two years to six years	more than six years	Years of service	Number of contract renewal
2009/10	1 085	217	13	7
2010/11	1 215	121	14	7
2011/12	1 125	132	15	8
2012/13	930	156	16	9
2013/14 (Provisional)	1 045	453	17	9

The information for the 2014/15 academic year is not yet available.

- (c) The information for the estimated number of temporary/short-term staff to be transferred to fixed term contracts in the 2014/15 academic year is not yet available.
- (d) Numbers of staff employed under the New Remuneration Package who were transferred to open-ended contracts from the 2009/10 to 2012/13 academic years –

<b>Academic year</b>	<b>Number of staff employed under New Remuneration Package who were transferred to open-ended contracts</b>		
	<b>Teaching</b>	<b>Administrative and supporting</b>	<b>Total</b>
2009/10	114	13	127
2010/11	94	35	129
2011/12	122	98	220
2012/13	0	0	0

Note: Taking into account the uncertainty in student recruitment situation and the manpower demand situation, transfer to open-ended contracts was considered and recommended on the merits of individual cases by the various operating units. No recommendation for transfer to open-ended contract was put forward in the 2012/13 academic year.

The information for the 2013/14 and 2014/15 academic years is not yet available.



**CONTROLLING OFFICER'S REPLY****EDB067****(Question Serial No. 3016)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 15):

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

(a) Please provide the number of cross-boundary students, and illustrate the situation of land boundary control points used daily by school coaches in the past 5 school years in the following tables:

Table 1

Control Points (PC)	School Year	Number of Cross-boundary Students				Number of Local / Cross-boundary School Coaches Carrying Cross-boundary Students			
		Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including kindergarten -cum-child care centre)	Primary school	Secondary school	Sub-total
Shenzhen Bay Control Point (SZB CP)	2009/10								
	2010/11								
	2011/12								
	2012/13								
	2013/14								
Lok Ma Chau Control Point (LMC CP)	2009/10								
	2010/11								
	2011/12								
	2012/13								
	2013/14								
Man Kam To Control Point (MKT CP)	2009/10								
	2010/11								
	2011/12								
	2012/13								
	2013/14								
Sha Tau Kok Control Point (STK CP)	2009/10								
	2010/11								
	2011/12								
	2012/13								
	2013/14								
Lok Ma Chau Spur Line	2009/10								
	2010/11								
	2011/12								

Control Point (LMCSL CP)	2012/13								
	2013/14								
Lo Wu Control Point (LW CP)	2009/10								
	2010/11								
	2011/12								
	2012/13								
	2013/14								

Table 2

Control Points (CP)	Grade Level	Number of Cross-boundary Students				
		2009/10	2010/11	2011/12	2012/13	2013/14
Shenzhen Bay Control Point (SZB CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
Total						
Lok Ma Chau Control Point (LMC CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
Total						
Man Kam To Control Point (MKT CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
P4						

	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
	S7					
	Total					
Sha Tau Kok Control Point (STK CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
S7						
Total						
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
	S2					
	S3					
	S4					
	S5					
	S6					
S7						
Total						
Lo Wu Control Point (LW CP)	K1					
	K2					
	K3					
	P1					
	P2					
	P3					
	P4					
	P5					
	P6					
	S1					
S2						

	S3					
	S4					
	S5					
	S6					
	S7					
	Total					

Table 3

Control Points (CP)	District	Number of Cross-boundary Students				
		2009/10	2010/11	2011/12	2012/13	2013/14
Shenzhen Bay Control Point (SZB CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lok Ma Chau Control Point (LMC CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Man Kam To Control Point (MKT CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Sha Tau Kok Control Point (STK CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					

Lok Ma Chau Spur Line Control Point (LMCSL CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					
Lo Wu Control Point (LW CP)	North					
	Tai Po					
	Yuen Long					
	Tuen Mun					
	Tsuen Wan					
	Kwai Tsing					
	Tung Chung					
	Others (please specify)					
	Total					

(b) Please provide the number of accidents concerning cross-boundary students in the area of the land-based boundary control points, e.g. injury from slip, in the past 5 years in the following table:

Table 4

Control Points (CP)	School Years	Number of Accidents Concerning Cross-boundary Students			Total
		Kindergarten Students	Primary Students	Secondary Students	
Shenzhen Bay Control Point (SZB CP)	2009/10				
	2010/11				
	2011/12				
	2012/13				
	2013/14				
Lok Ma Chau Control Point (LMC CP)	2009/10				
	2010/11				
	2011/12				
	2012/13				
	2013/14				
Man Kam To Control Point (MKT CP)	2009/10				
	2010/11				
	2011/12				
	2012/13				
	2013/14				
Sha Tau Kok Control Point (STK CP)	2009/10				
	2010/11				
	2011/12				
	2012/13				
	2013/14				
Lok Ma Chau Spur Line	2009/10				
	2010/11				
	2011/12				

Control Point (LMCSL CP) Control Point	2012/13				
	2013/14				
Lo Wu Control Point (LW CP)	2009/10				
	2010/11				
	2011/12				
	2012/13				
	2013/14				

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

Asked by: Hon. IP Kin-yuen

Reply:

(a) The numbers of cross-boundary students (CBS) and local / cross-boundary school coaches by level using various land-based boundary control points (CP) in the past five school years are as follows:

Table 1

Control Point (CP)	School Year	Number of Cross-boundary Students <sup>(1)</sup>				Number of Local / Cross-boundary School Coaches <sup>(1), (2)</sup> Carrying Cross-boundary Students		
		Kindergarten (including kindergartencum-child care centre)	Primary	Secondary	Sub-total	Kindergarten (including kindergartencum-child care centre) and primary school <sup>(3)</sup>	Secondary <sup>(4)</sup>	Sub-total
Shenzhen Bay Control Point (SZB CP)	2009/10	329	149	34	512	12	NA	12
	2010/11	736	260	50	1 046	25	NA	25
	2011/12	1 567	466	94	2 127	43	NA	43
	2012/13	2 281	971	108	3 360	77	NA	77
	2013/14	3 159	1 920	123	5 202	102	NA	102
Lok Ma Chau Control Point (LMC CP)	2009/10	144	211	61	416	9	NA	9
	2010/11	107	318	63	488	10	NA	10
	2011/12	60	98	65	223	3	NA	3
	2012/13	335	279	98	712	12	NA	12
	2013/14	331	295	148	774	17	NA	17
Man Kam To Control Point (MKT CP)	2009/10	4	313	15	332	9	NA	9
	2010/11	28	315	9	352	10	NA	10
	2011/12	4	358	14	376	10	NA	10
	2012/13	0	610	9	619	13	NA	13
	2013/14	213	795	20	1 028	13	NA	13

Control Point (CP)	School Year	Number of Cross-boundary Students <sup>(1)</sup>				Number of Local / Cross-boundary School Coaches <sup>(1), (2)</sup> Carrying Cross-boundary Students		
		Kindergarten (including kindergarten-cum-child care centre)	Primary	Secondary	Sub-total	Kindergarten (including kindergarten-cum-child care centre) and primary school <sup>(3)</sup>	Secondary <sup>(4)</sup>	Sub-total
Sha Tau Kok Control Point (STK CP)	2009/10	385	564	220	1 169	7	NA	7
	2010/11	445	502	194	1 141	7	NA	7
	2011/12	412	469	163	1 044	8	NA	8
	2012/13	433	544	136	1 113	7	NA	7
	2013/14	387	582	155	1 124	8	NA	8
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2009/10	971	1 158	320	2 449	13	NA	13
	2010/11	1 432	1 485	432	3 349	17	NA	17
	2011/12	2 090	1 923	575	4 588	25	NA	25
	2012/13	2 814	2 462	725	6 001	29	NA	29
	2013/14	3 651	3 316	818	7 785	44	NA	44
Lo Wu Control Point (LW CP)	2009/10	848	1 695	617	3 160	34	NA	34
	2010/11	1 038	1 695	790	3 523	34	NA	34
	2011/12	1 575	1 962	970	4 507	34	NA	34
	2012/13	1 591	1 883	1 077	4 551	34	NA	34
	2013/14	1 545	2 173	1 240	4 958	34	NA	34

#### Notes

- (1) The figures refer to all CBS studying in the New Territories and crossing the respective boundary CPs by various transportation means as at September of the respective school years.
- (2) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.
- (3) The local / cross-boundary school coaches are allowed to carry eligible CBS from kindergartens and primary schools at the same time.
- (4) The local / cross-boundary coach services are intended for CBS attending kindergartens and primary schools only.

Table 2

Control Point (CP)	Class Level <sup>(2)</sup>	Number of Cross-boundary Students <sup>(1)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
Shenzhen Bay Control Point (SZB CP)	K1	160	308	647	837	1 145
	K2	109	271	513	834	1 064
	K3	60	157	407	610	950
	P1	55	107	220	541	913
	P2	50	52	95	218	557

Control Point (CP)	Class Level <sup>(2)</sup>	Number of Cross-boundary Students <sup>(1)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
	P3	10	50	53	85	244
	P4	12	23	55	57	101
	P5	12	16	25	47	62
	P6	10	12	18	23	43
	S1	10	17	26	27	36
	S2	8	10	26	24	20
	S3	6	6	14	30	27
	S4	5	10	11	14	23
	S5	3	5	9	10	11
	S6	1	0	8	3	6
	S7	1	2	0	NA	NA
	Total	512	1 046	2 127	3 360	5 202
	Lok Ma Chau Control Point (LMC CP)	K1	32	28	17	103
K2		43	37	15	125	108
K3		69	42	28	107	114
P1		50	67	15	101	128
P2		48	54	16	70	62
P3		26	67	18	48	40
P4		44	47	21	29	34
P5		25	50	12	23	17
P6		18	33	16	8	14
S1		17	12	9	25	31
S2		13	20	16	20	32
S3		16	14	25	19	21
S4		11	10	4	21	28
S5		2	6	7	8	23
S6		0	0	3	5	13
S7		2	1	1	NA	NA
Total		416	488	223	712	774
Man Kam To Control Point (MKT CP)	K1	2	14	0	0	98
	K2	1	7	1	0	64
	K3	1	7	3	0	51
	P1	103	91	122	251	354
	P2	70	77	79	147	247
	P3	56	55	60	86	118
	P4	42	43	56	67	44
	P5	29	34	31	36	17
	P6	13	15	10	23	15
	S1	5	4	4	1	6
	S2	6	3	5	2	6



Control Point (CP)	Class Level <sup>(2)</sup>	Number of Cross-boundary Students <sup>(1)</sup>					
		2009/10	2010/11	2011/12	2012/13	2013/14	
	S3	1	1	3	2	1	
	S4	1	1	0	3	2	
	S5	2	0	1	1	1	
	S6	0	0	1	0	4	
	S7	0	0	0	NA	NA	
	Total	332	352	376	619	1 028	
	Sha Tau Kok Control Point (STK CP)	K1	132	143	141	139	113
K2		137	166	132	145	142	
K3		116	136	139	149	132	
P1		78	82	110	122	150	
P2		85	71	71	118	108	
P3		99	89	72	83	111	
P4		100	88	75	77	75	
P5		109	83	77	73	70	
P6		93	89	64	71	68	
S1		54	55	29	22	39	
S2		43	33	42	30	22	
S3		42	37	23	34	25	
S4		41	27	23	20	39	
S5		32	32	19	16	16	
S6		4	5	26	14	14	
S7		4	5	1	NA	NA	
Total		1 169	1 141	1 044	1 113	1 124	
Lok Ma Chau Spur Line Control Point (LMCSL CP)		K1	356	543	713	941	1 258
		K2	329	454	723	982	1 243
	K3	286	435	654	891	1 150	
	P1	260	362	576	832	1 079	
	P2	236	277	386	521	809	
	P3	200	236	290	371	503	
	P4	171	222	282	296	402	
	P5	158	229	201	240	276	
	P6	133	159	188	202	247	
	S1	98	143	150	222	209	
	S2	76	94	127	148	202	
	S3	65	73	97	119	142	
	S4	49	64	82	111	123	
	S5	31	48	65	60	82	
	S6	1	8	45	65	60	
	S7	0	2	9	NA	NA	
	Total	2 449	3 349	4 588	6 001	7 785	

Control Point (CP)	Class Level <sup>(2)</sup>	Number of Cross-boundary Students <sup>(1)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
Lo Wu Control Point (LW CP)	K1	318	364	580	531	529
	K2	257	362	503	568	518
	K3	273	312	492	492	498
	P1	349	386	438	523	538
	P2	332	321	342	344	458
	P3	305	303	306	273	323
	P4	315	265	297	212	293
	P5	204	236	281	259	267
	P6	190	184	298	272	294
	S1	164	222	247	281	290
	S2	158	154	221	215	258
	S3	106	162	166	223	236
	S4	114	106	147	152	207
	S5	54	119	81	131	142
	S6	11	17	95	75	107
	S7	10	10	13	NA	NA
	Total		3 160	3 523	4 507	4 551

Notes

- (1) The figures refer to all CBS studying in the New Territories and crossing the respective boundary CPs by various transportation means as at September of the respective school years.
- (2) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.

Table 3

Control Point (CP)	District	Number of Cross-boundary Students <sup>(1), (2)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
Shenzhen Bay Control Point (SZB CP)	North	6	5	16	20	17
	Tai Po	1	1	3	2	1
	Yuen Long	180	402	875	1 450	2 277
	Tuen Mun	325	638	1 232	1 887	2 907
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	1	0	0
	Tung Chung	NA	NA	NA	0	0
	Others (Sha Tin)	0	0	0	1	0
	Total		512	1 046	2 127	3 360
Lok Ma Chau Control Point (LMC CP)	North	296	262	111	310	390
	Tai Po	2	122	0	55	7
	Yuen Long	116	104	108	247	275
	Tuen Mun	2	0	2	1	4

Control Point (CP)	District	Number of Cross-boundary Students <sup>(1), (2)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
	Tsuen Wan	0	0	1	1	2
	Kwai Tsing	0	0	0	34	48
	Tung Chung	NA	NA	NA	0	0
	Others (Sha Tin)	0	0	1	64	48
	Total	416	488	223	712	774
Man Kam To Control Point (MKT CP)	North	254	265	209	344	580
	Tai Po	78	87	164	275	446
	Yuen Long	0	0	1	0	0
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	NA	NA	0	0
	Others (Sha Tin)	0	0	2	0	2
	Total	332	352	376	619	1 028
Sha Tau Kok Control Point (STK CP)	North	1 145	1 117	1 024	1 088	1 088
	Tai Po	21	22	18	23	35
	Yuen Long	0	0	1	0	0
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	NA	NA	NA	0	0
	Others (Sha Tin)	3	2	1	2	1
	Total	1 169	1 141	1 044	1 113	1 124
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North	1 926	2 545	3 403	4 270	5 143
	Tai Po	81	100	198	440	891
	Yuen Long	417	658	903	1 206	1 538
	Tuen Mun	2	2	3	4	20
	Tsuen Wan	0	0	1	2	0
	Kwai Tsing	0	0	2	3	1
	Tung Chung	NA	NA	NA	29	54
	Others (Sha Tin)	23	44	78	47	138
	Total	2 449	3 349	4 588	6 001	7 785
Lo Wu Control Point (LW CP)	North	2 993	3 417	4 274	4 197	4 468
	Tai Po	157	84	217	319	425
	Yuen Long	4	4	3	8	15
	Tuen Mun	0	4	3	4	3
	Tsuen Wan	0	0	0	0	1
	Kwai Tsing	2	0	1	1	4

Control Point (CP)	District	Number of Cross-boundary Students <sup>(1), (2)</sup>				
		2009/10	2010/11	2011/12	2012/13	2013/14
	Tung Chung	NA	NA	NA	0	0
	Others (Sha Tin)	4	14	9	22	42
	Total	3 160	3 523	4 507	4 551	4 958

Notes

- (1) The figures refer to all CBS studying in selected districts and crossing the respective boundary CPs by various transportation means as at September of the respective school years.
- (2) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.

(b) The EDB does not have the number of accidents concerning cross-boundary students in the area of the boundary control points in the past 5 years.

(c) In the 2013/14 school year, the Government has adopted the following facilitating measures to enhance transportation and clearance services for CBS –

- (i) continued implementation of simplified clearance procedures for CBS at the LMCSL and SZB CPs and extension of the measure to LW CP;
- (ii) continued implementation of on-board clearance services at MKT, STK and LMC CPs;
- (iii) introduction of additional pick-up / drop-off bays for local / cross-boundary school coaches at LMCSL (from seven to eleven in total), LMC (six in each direction) and MKT (five in each direction);
- (iv) increasing the number of special quotas for cross-boundary school coaches from 110 in the 2012/13 school year to 140 in the 2013/14 school year.

In the 2014/15 school year, the Government will further carry out construction works at the LMCSL CP to provide additional pedestrian shelter to provide CBS with convenient and safe transport facilities with an estimated cost of \$4.5 million.

We expect the number of CBS using facilitating measures at the boundary CPs would continue to increase in the coming school years. The Government will continue to monitor closely the transportation and clearance needs of CBS, provide necessary supporting measures to cater for the needs and ensure their safety.

**CONTROLLING OFFICER'S REPLY****EDB068****(Question Serial No. 3017)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 16):

Regarding the number of cross-boundary students (CBS) and related measures:

(a) Please provide the number of CBS attending secondary schools, primary schools and kindergartens in various districts and the total number of school places in the respective districts from the 2009/10 to 2013/14 school years using the table below.

Table 1

	No. of CBS				
	2009/10	2010/11	2011/12	2012/13	2013/14
<b><u>North District</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Tai Po</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Yuen Long</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Tuen Mun</u></b>					
a. Kindergarten					

(including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Tsuen Wan</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Kwai Tsing</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Tung Chung</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
<b><u>Other districts (please specify)</u></b>					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Total					

Table 2

District	No. of CBS															
	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North District																
Tai Po																
Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai																

Tsing																
Tung Chung																
Other districts (please specify)																
Total																

Table 3a

	No. of CBS in kindergartens (including child care centres) (percentage)				No. of places in kindergartens (including child care centres)			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung Chung								
Other districts (please specify)								

Table 3b

	No. of CBS in primary schools (percentage)							No. of places in primary schools						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North District														
Tai Po														
Yuen Long														
Tuen Mun														
Tsuen Wan														
Kwai Tsing														
Tung Chung														
Other districts														

(please specify)																	
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Table 3c

	No. of CBS in secondary schools (percentage)								No. of places in secondary schools							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North District																
Tai Po																
Yuen Long																
Tuen Mun																
Tsuen Wan																
Kwai Tsing																
Tung Chung																
Other districts (please specify)																

Table 3d

	Total no. of CBS (percentage)				Total no. of school places			
	Kindergarten (including child care centre)	Primary school	Secondary school	Sub-total	Kindergarten (including child care centre)	Primary school	Secondary school	Sub-total
North District								
Tai Po								
Yuen Long								
Tuen Mun								
Tsuen Wan								
Kwai Tsing								
Tung Chung								
Other districts (please specify)								

(b) Please provide, for secondary schools, primary schools and kindergartens separately, the number of CBS in the 10 schools that admitted the most number of CBS and its percentage out of the total number of students in the respective schools from the 2009/10 to 2013/14 school years using the table below.



Table 4a

	Name of kindergarten			

Table 4b

	Name of primary school			

Table 4c

	Name of secondary school			

(c) As the number of CBS is increasing in recent years, what is being and what will be done by the Government to upgrade or improve the supporting facilities in schools? What is the amount of money involved?

Asked by: Hon. IP Kin-yuen

Reply:

(a) The numbers of cross-boundary students (CBS) attending secondary schools, primary schools and kindergartens (including kindergarten-cum-child care centres) and the numbers of school places in the respective districts from the 2009/10 to 2013/14 school years are as follows:

**Table 1**

Number of CBS by district and by school level from the 2009/10 to 2013/14 school years

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>North:</b>					
Kindergarten (including kindergarten-cum-child care centre)	2 225	2 787	3 677	4 281	4 908
Primary	3 393	3 619	3 928	4 379	4 996
Secondary	1 002	1 205	1 432	1 569	1 782
<b>Tai Po:</b>					
Kindergarten (including kindergarten-cum-child care centre)	19	29	67	190	340
Primary	199	248	351	669	1 130
Secondary	122	139	182	255	335
<b>Yuen Long:</b>					
Kindergarten (including kindergarten-cum-child care centre)	210	514	1 070	1 653	2 235
Primary	396	513	625	1 012	1 590
Secondary	111	141	196	246	280
<b>Tuen Mun:</b>					
Kindergarten (including kindergarten-cum-child care centre)	225	454	892	1 265	1 679
Primary	82	158	305	578	1 181
Secondary	22	32	43	53	74
<b>Tsuen Wan:</b>					
Kindergarten (including kindergarten-cum-child care centre)	0	0	0	0	1
Primary	0	0	0	0	1
Secondary	0	0	2	3	1
<b>Kwai Tsing:</b>					
Kindergarten (including kindergarten-cum-child care centre)	0	0	1	34	44
Primary	2	0	3	2	7
Secondary	0	0	0	2	2
<b>Tung Chung:</b>					
Kindergarten (including kindergarten-cum-child care centre)	N.A.	N.A.	N.A.	29	54
Primary	N.A.	N.A.	N.A.	0	0
Secondary	N.A.	N.A.	N.A.	0	0

**Table 1(Cont'd)**

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Other districts (Sha Tin)</b>					
Kindergarten (including kindergarten-cum-child care centre)	2	2	1	2	25
Primary	18	37	64	109	176
Secondary	10	21	26	25	30

## Notes

- (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) "N.A." – no data were collected from schools in the respective district and school years.

**Table 2**

Number of CBS admitted to kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by class level from the 2009/10 to 2013/14 school years

(i) School Year: 2009/10

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	782	727	716	719	663	589	579	449	394	286	242	171	177	99	14	13
Tai Po	6	7	6	44	38	40	42	22	13	29	28	28	22	10	3	2
Yuen Long	106	63	41	84	92	59	55	60	46	24	25	29	19	13	0	1
Tuen Mun	106	77	42	37	25	6	7	3	4	7	4	5	3	2	0	1
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwai Tsing	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Other districts (Sha Tin)	0	2	0	11	2	1	1	3	0	2	5	3	0	0	0	0
<b>Total</b>	<b>1 000</b>	<b>876</b>	<b>805</b>	<b>895</b>	<b>821</b>	<b>696</b>	<b>684</b>	<b>537</b>	<b>457</b>	<b>348</b>	<b>304</b>	<b>236</b>	<b>221</b>	<b>124</b>	<b>17</b>	<b>17</b>

(ii) School Year: 2010/11

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	988	934	865	814	674	634	564	533	400	353	256	236	151	166	27	16
Tai Po	11	7	11	74	44	34	38	32	26	38	22	26	30	20	1	2
Yuen Long	221	187	106	117	89	100	75	73	59	47	26	22	26	17	2	1
Tuen Mun	179	169	106	75	34	28	10	8	3	9	6	4	7	6	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other districts (Sha Tin)	1	0	1	15	11	4	1	2	4	6	4	5	4	1	0	1
<b>Total</b>	<b>1 400</b>	<b>1 297</b>	<b>1 089</b>	<b>1 095</b>	<b>852</b>	<b>800</b>	<b>688</b>	<b>648</b>	<b>492</b>	<b>453</b>	<b>314</b>	<b>293</b>	<b>218</b>	<b>210</b>	<b>30</b>	<b>20</b>

**Table 2 (Cont'd)**

(iii) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0
Other districts (Sha Tin)	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1
<b>Total</b>	<b>2 098</b>	<b>1 887</b>	<b>1 723</b>	<b>1 481</b>	<b>989</b>	<b>799</b>	<b>786</b>	<b>627</b>	<b>594</b>	<b>465</b>	<b>437</b>	<b>328</b>	<b>267</b>	<b>182</b>	<b>178</b>	<b>24</b>

(iv) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	0	1	1
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0
Other districts (Sha Tin)	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1
<b>Total</b>	<b>2 551</b>	<b>2 654</b>	<b>2 249</b>	<b>2 370</b>	<b>1 418</b>	<b>946</b>	<b>738</b>	<b>678</b>	<b>599</b>	<b>578</b>	<b>439</b>	<b>427</b>	<b>321</b>	<b>226</b>	<b>162</b>

**Table 2 (Cont'd)**

(v) School Year: 2013/14

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 674	1 679	1 555	1 388	1 069	806	667	530	536	423	385	297	312	207	158
Tai Po	152	97	91	508	359	131	62	43	27	96	79	70	44	28	18
Yuen Long	791	748	696	658	420	230	129	80	73	65	56	62	47	30	20
Tuen Mun	592	573	514	538	343	147	70	48	35	19	13	15	16	7	4
Tsuen Wan	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
Kwai Tsing	17	13	14	2	1	0	1	1	2	1	0	0	0	0	1
Tung Chung	20	16	18	0	0	0	0	0	0	0	0	0	0	0	0
Other districts (Sha Tin)	6	13	6	68	49	25	19	7	8	7	7	8	3	2	3
<b>Total</b>	<b>3 252</b>	<b>3 139</b>	<b>2 895</b>	<b>3 162</b>	<b>2 241</b>	<b>1 339</b>	<b>949</b>	<b>709</b>	<b>681</b>	<b>611</b>	<b>540</b>	<b>452</b>	<b>422</b>	<b>275</b>	<b>204</b>

## Notes

- (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.

**Table 3a**

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres) by district and by class level from the 2009/10 to 2013/14 school years

(i) School Year: 2009/10

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2), (5)</sup>				Number of school places in kindergartens (including kindergarten-cum-child care centres) <sup>(2), (3), (4)</sup>			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	782 (24.2%)	727 (22.5%)	716 (22.0%)	<b>2 225</b> <b>(22.9%)</b>	3 235	3 224	3 251	<b>9 710</b>
Tai Po	6 (0.3%)	7 (0.3%)	6 (0.3%)	<b>19</b> <b>(0.3%)</b>	2 086	2 009	1 987	<b>6 082</b>
Yuen Long	106 (2.0%)	63 (1.2%)	41 (0.8%)	<b>210</b> <b>(1.3%)</b>	5 343	5 154	5 278	<b>15 775</b>
Tuen Mun	106 (2.5%)	77 (1.9%)	42 (1.1%)	<b>225</b> <b>(1.8%)</b>	4 160	4 123	3 977	<b>12 260</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 194	2 213	2 098	<b>6 505</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 143	4 402	4 327	<b>12 872</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	926	1 029	1 040	<b>2 995</b>
Other districts (Sha Tin)	0 (0.0%)	2 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	4 339	4 587	4 422	<b>13 348</b>

**Table 3a (Cont'd)**

(ii) School Year: 2010/11

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2), (5)</sup>				Number of school places in kindergartens (including kindergarten-cum-child care centres) <sup>(2), (3), (4)</sup>			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	988 (28.8%)	934 (28.4%)	865 (26.3%)	<b>2 787</b> <b>(27.9%)</b>	3 425	3 291	3 285	<b>10 001</b>
Tai Po	11 (0.5%)	7 (0.3%)	11 (0.6%)	<b>29</b> <b>(0.5%)</b>	2 201	2 092	1 960	<b>6 253</b>
Yuen Long	221 (4.0%)	187 (3.6%)	106 (2.1%)	<b>514</b> <b>(3.3%)</b>	5 505	5 260	4 948	<b>15 713</b>
Tuen Mun	179 (4.2%)	169 (4.1%)	106 (2.8%)	<b>454</b> <b>(3.7%)</b>	4 249	4 073	3 843	<b>12 165</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 316	2 175	2 194	<b>6 685</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 279	4 217	4 234	<b>12 730</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	921	1 033	972	<b>2 926</b>
Other districts (Sha Tin)	1 (0.0%)	0 (0.0%)	1 (0.0%)	<b>2</b> <b>(0.0%)</b>	4 854	4 553	4 324	<b>13 731</b>



**Table 3a (Cont'd)**

(iii) School Year: 2011/12

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2), (5)</sup>				Number of school places in kindergartens (including kindergarten-cum-child care centres) <sup>(2), (3), (4)</sup>			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 334 (35.4%)	1 191 (33.0%)	1 152 (33.1%)	<b>3 677</b> <b>(33.8%)</b>	3 773	3 608	3 484	<b>10 865</b>
Tai Po	19 (0.8%)	31 (1.4%)	17 (0.9%)	<b>67</b> <b>(1.1%)</b>	2 261	2 163	1 930	<b>6 354</b>
Yuen Long	380 (6.7%)	374 (6.7%)	316 (6.1%)	<b>1 070</b> <b>(6.5%)</b>	5 635	5 568	5 211	<b>16 414</b>
Tuen Mun	364 (8.6%)	291 (6.9%)	237 (6.0%)	<b>892</b> <b>(7.2%)</b>	4 222	4 191	3 948	<b>12 361</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 437	2 235	2 162	<b>6 834</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	1 (0.0%)	<b>1</b> <b>(0.0%)</b>	4 092	4 240	4 042	<b>12 374</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	876	989	943	<b>2 808</b>
Other districts (Sha Tin)	1 (0.0%)	0 (0.0%)	0 (0.0%)	<b>1</b> <b>(0.0%)</b>	4 857	4 783	4 169	<b>13 809</b>

**Table 3a (Cont'd)**

(iv) School Year: 2012/13

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2)</sup>				Number of school places in kindergartens (including kindergarten-cum-child care centres) <sup>(2), (3), (4)</sup>			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 443 (37.3%)	1 534 (38.9%)	1 304 (35.0%)	4 281 (37.1%)	3 872	3 947	3 730	11 549
Tai Po	59 (2.7%)	61 (2.7%)	70 (3.4%)	190 (2.9%)	2 160	2 300	2 036	6 496
Yuen Long	585 (10.5%)	568 (9.7%)	500 (8.8%)	1 653 (9.7%)	5 549	5 840	5 656	17 045
Tuen Mun	446 (10.5%)	467 (10.8%)	352 (8.6%)	1 265 (10.0%)	4 230	4 327	4 080	12 637
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 445	2 429	2 278	7 152
Kwai Tsing	7 (0.2%)	8 (0.2%)	19 (0.5%)	34 (0.3%)	3 971	4 080	3 996	12 047
Tung Chung	9 (1.0%)	16 (1.7%)	4 (0.5%)	29 (1.1%)	897	918	820	2 635
Other districts (Sha Tin)	2 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)	4 931	4 906	4 503	14 340

**Table 3a (Cont'd)**

(v) School Year: 2013/14

District	Number of CBS in kindergartens (including kindergarten-cum-child care centres) (percentage) <sup>(1), (2)</sup>				Number of school places in kindergartens (including kindergarten-cum-child care centres) <sup>(2), (3), (4)</sup>			
	K1	K2	K3	Sub-total	K1	K2	K3	Sub-total
North	1 674 (40.5%)	1 679 (41.8%)	1 555 (38.1%)	4 908 (40.1%)	4 136	4 014	4 078	12 228
Tai Po	152 (5.8%)	97 (4.4%)	91 (4.2%)	340 (4.8%)	2 612	2 221	2 183	7 016
Yuen Long	791 (13.2%)	748 (12.8%)	696 (11.8%)	2 235 (12.6%)	5 984	5 858	5 897	17 739
Tuen Mun	592 (13.4%)	573 (12.9%)	514 (12.2%)	1 679 (12.8%)	4 420	4 426	4 224	13 070
Tsuen Wan	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 471	2 400	2 362	7 233
Kwai Tsing	17 (0.4%)	13 (0.3%)	14 (0.4%)	44 (0.4%)	4 178	4 067	3 840	12 085
Tung Chung	20 (2.2%)	16 (1.8%)	18 (2.2%)	54 (2.1%)	917	869	831	2 617
Other districts (Sha Tin)	6 (0.1%)	13 (0.3%)	6 (0.1%)	25 (0.2%)	5 387	5 049	4 668	15 104

## Notes

- (1) The figures of CBS are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) The figures do not include special schools.

**Table 3a (Cont'd)**

Notes

- (4) The figures do not include vacant classrooms and vacant child care centre portions.
- (5) "N.A." - no data were collected from schools in the respective districts and school years.

**Table 3b**

Number of CBS and school places in primary schools by district and by class level from the 2009/10 to 2013/14 school years

(i) School Year: 2009/10

District	Number of CBS in primary schools (percentage) <sup>(1), (2), (5)</sup>							Number of school places in primary schools <sup>(2), (3), (4)</sup>						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North	719 (26.8%)	663 (23.1%)	589 (19.9%)	579 (19.0%)	449 (15.1%)	394 (12.9%)	<b>3 393</b> <b>(19.3%)</b>	2 685	2 870	2 965	3 044	2 980	3 049	<b>17 593</b>
Tai Po	44 (2.2%)	38 (1.9%)	40 (1.9%)	42 (1.8%)	22 (1.0%)	13 (0.5%)	<b>199</b> <b>(1.5%)</b>	1 964	2 014	2 162	2 297	2 268	2 503	<b>13 208</b>
Yuen Long	84 (1.9%)	92 (1.9%)	59 (1.1%)	55 (1.0%)	60 (1.0%)	46 (0.7%)	<b>396</b> <b>(1.2%)</b>	4 343	4 773	5 298	5 686	5 837	6 411	<b>32 348</b>
Tuen Mun	37 (1.2%)	25 (0.7%)	6 (0.2%)	7 (0.2%)	3 (0.1%)	4 (0.1%)	<b>82</b> <b>(0.4%)</b>	3 140	3 360	3 690	4 281	4 162	4 761	<b>23 394</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 055	2 195	2 341	2 477	2 386	2 594	<b>14 048</b>
Kwai Tsing	0 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	3 085	3 315	3 451	3 957	3 709	3 993	<b>21 510</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	700	750	768	864	864	992	<b>4 938</b>
Other districts (Sha Tin)	11 (0.3%)	2 (0.0%)	1 (0.0%)	1 (0.0%)	3 (0.1%)	0 (0.0%)	<b>18</b> <b>(0.1%)</b>	4 146	4 333	4 594	5 140	5 127	5 527	<b>28 867</b>

**Table 3b (Cont'd)**

(ii) School Year: 2010/11

District	Number of CBS in primary schools (percentage) <sup>(1), (2), (5)</sup>							Number of school places in primary schools <sup>(2), (3), (4)</sup>						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North	814 (30.0%)	674 (25.1%)	634 (22.3%)	564 (19.4%)	533 (17.5%)	400 (13.6%)	<b>3 619</b> <b>(21.1%)</b>	2 710	2 685	2 840	2 905	3 043	2 952	<b>17 135</b>
Tai Po	74 (3.8%)	44 (2.3%)	34 (1.7%)	38 (1.7%)	32 (1.4%)	26 (1.2%)	<b>248</b> <b>(2.0%)</b>	1 924	1 899	1 969	2 177	2 220	2 191	<b>12 380</b>
Yuen Long	117 (2.8%)	89 (2.0%)	100 (2.1%)	75 (1.4%)	73 (1.3%)	59 (1.0%)	<b>513</b> <b>(1.7%)</b>	4 252	4 344	4 805	5 262	5 703	5 859	<b>30 225</b>
Tuen Mun	75 (2.4%)	34 (1.1%)	28 (0.8%)	10 (0.3%)	8 (0.2%)	3 (0.1%)	<b>158</b> <b>(0.7%)</b>	3 085	3 155	3 405	3 743	4 115	3 961	<b>21 464</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 025	2 055	2 195	2 341	2 481	2 403	<b>13 500</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 999	3 094	3 365	3 687	3 963	3 734	<b>20 842</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	620	700	750	768	896	864	<b>4 598</b>
Other districts (Sha Tin)	15 (0.4%)	11 (0.3%)	4 (0.1%)	1 (0.0%)	2 (0.0%)	4 (0.1%)	<b>37</b> <b>(0.1%)</b>	4 113	4 167	4 337	4 819	5 130	5 087	<b>27 653</b>

**Table 3b (Cont'd)**

(iii) School Year: 2011/12

District	Number of CBS in primary schools (percentage) <sup>(1), (2), (5)</sup>							Number of school places in primary schools <sup>(2), (3), (4)</sup>						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North	936 (33.1%)	730 (26.7%)	635 (23.4%)	618 (21.8%)	511 (17.3%)	498 (16.1%)	<b>3 928</b> <b>(22.9%)</b>	2 830	2 735	2 710	2 840	2 950	3 088	<b>17 153</b>
Tai Po	141 (6.9%)	68 (3.6%)	42 (2.2%)	29 (1.4%)	39 (1.8%)	32 (1.4%)	<b>351</b> <b>(2.9%)</b>	2 046	1 904	1 904	2 004	2 157	2 245	<b>12 260</b>
Yuen Long	225 (5.2%)	104 (2.5%)	83 (1.9%)	100 (2.1%)	63 (1.2%)	50 (0.9%)	<b>625</b> <b>(2.2%)</b>	4 324	4 237	4 354	4 755	5 272	5 713	<b>28 655</b>
Tuen Mun	146 (4.6%)	68 (2.2%)	35 (1.1%)	34 (1.0%)	12 (0.3%)	10 (0.2%)	<b>305</b> <b>(1.5%)</b>	3 202	3 077	3 097	3 470	3 752	4 146	<b>20 744</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 041	2 024	2 055	2 195	2 373	2 504	<b>13 192</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	<b>3</b> <b>(0.0%)</b>	3 049	2 999	3 094	3 580	3 662	3 988	<b>20 372</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	575	620	700	750	768	896	<b>4 309</b>
Other districts (Sha Tin)	33 (0.8%)	19 (0.5%)	4 (0.1%)	4 (0.1%)	1 (0.0%)	3 (0.1%)	<b>64</b> <b>(0.2%)</b>	4 316	4 125	4 167	4 427	4 783	5 076	<b>26 894</b>

**Table 3b (Cont'd)**

(iv) School Year: 2012/13

District	Number of CBS in primary schools (percentage) <sup>(1), (2)</sup>							Number of school places in primary schools <sup>(2), (3), (4)</sup>						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North	1 184 (39.8%)	900 (31.8%)	698 (25.5%)	573 (21.1%)	534 (18.8%)	490 (16.5%)	<b>4 379</b> <b>(25.7%)</b>	2 975	2 830	2 735	2 710	2 840	2 970	<b>17 060</b>
Tai Po	382 (16.4%)	129 (6.4%)	65 (3.4%)	36 (1.9%)	22 (1.1%)	35 (1.7%)	<b>669</b> <b>(5.5%)</b>	2 323	2 011	1 909	1 909	1 971	2 110	<b>12 233</b>
Yuen Long	439 (9.3%)	232 (5.4%)	108 (2.6%)	84 (1.9%)	87 (1.8%)	62 (1.2%)	<b>1 012</b> <b>(3.7%)</b>	4 700	4 303	4 220	4 335	4 710	5 192	<b>27 460</b>
Tuen Mun	318 (8.9%)	128 (3.9%)	55 (1.7%)	40 (1.3%)	28 (0.8%)	9 (0.2%)	<b>578</b> <b>(2.8%)</b>	3 591	3 279	3 145	3 165	3 575	3 829	<b>20 584</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 038	2 040	2 016	2 058	2 203	2 383	<b>12 738</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	<b>2</b> <b>(0.0%)</b>	3 104	3 024	2 999	3 094	3 580	3 687	<b>19 488</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	525	575	620	700	750	768	<b>3 938</b>
Other districts (Sha Tin)	47 (1.0%)	29 (0.7%)	20 (0.5%)	5 (0.1%)	6 (0.1%)	2 (0.0%)	<b>109</b> <b>(0.4%)</b>	4 511	4 349	4 150	4 167	4 423	4 698	<b>26 298</b>



**Table 3b (Cont'd)**

(v) School Year: 2013/14

District	Number of CBS in primary schools (percentage) <sup>(1), (2)</sup>							Number of school places in primary schools <sup>(2), (3), (4)</sup>						
	P1	P2	P3	P4	P5	P6	Sub-total	P1	P2	P3	P4	P5	P6	Sub-total
North	1 388 (39.4%)	1 069 (33.5%)	806 (27.5%)	667 (24.4%)	530 (19.6%)	536 (18.9%)	<b>4 996</b> <b>(27.9%)</b>	3 527	3 187	2 931	2 735	2 710	2 840	<b>17 930</b>
Tai Po	508 (20.2%)	359 (15.7%)	131 (6.5%)	62 (3.3%)	43 (2.3%)	27 (1.4%)	<b>1 130</b> <b>(9.0%)</b>	2 514	2 289	2 011	1 904	1 899	1 974	<b>12 591</b>
Yuen Long	658 (12.9%)	420 (8.9%)	230 (5.3%)	129 (3.1%)	80 (1.8%)	73 (1.5%)	<b>1 590</b> <b>(5.8%)</b>	5 091	4 719	4 321	4 217	4 339	4 720	<b>27 407</b>
Tuen Mun	538 (13.6%)	343 (9.5%)	147 (4.5%)	70 (2.2%)	48 (1.5%)	35 (1.0%)	<b>1 181</b> <b>(5.7%)</b>	3 958	3 610	3 289	3 149	3 169	3 579	<b>20 754</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	<b>1</b> <b>(0.0%)</b>	2 124	2 037	2 037	2 012	2 070	2 195	<b>12 475</b>
Kwai Tsing	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	<b>7</b> <b>(0.0%)</b>	3 345	3 192	3 112	2 999	3 094	3 580	<b>19 322</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	525	550	575	620	700	750	<b>3 720</b>
Other districts (Sha Tin)	68 (1.4%)	49 (1.1%)	25 (0.6%)	19 (0.5%)	7 (0.2%)	8 (0.2%)	<b>176</b> <b>(0.7%)</b>	4 823	4 523	4 328	4 179	4 240	4 455	<b>26 548</b>

## Notes

- (1) The figures of CBS are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) The figures include ordinary primary schools, but not special schools.

**Table 3b (Cont'd)**

Notes

- (4) The figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (5) "N.A." - no data were collected from schools in the respective districts and school years.

**Table 3c**

Number of CBS and school places in secondary schools by district and by class level from the 2009/10 to 2013/14 school years

(i) School Year: 2009/10

District	Number of CBS in secondary schools (percentage) <sup>(1), (2), (6)</sup>								Number of school places in secondary schools <sup>(2), (3), (4)</sup>							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	286 (8.1%)	242 (6.5%)	171 (4.5%)	177 (4.5%)	99 (2.5%)	14 (1.1%)	13 (0.9%)	<b>1 002</b> <b>(4.6%)</b>	3 545	3 703	3 830	3 925	3 950	1 290	1 380	<b>21 623</b>
Tai Po	29 (0.9%)	28 (0.8%)	28 (0.7%)	22 (0.6%)	10 (0.2%)	3 (0.2%)	2 (0.1%)	<b>122</b> <b>(0.5%)</b>	3 316	3 632	3 829	3 909	4 812	1 530	1 462	<b>22 490</b>
Yuen Long	24 (0.3%)	25 (0.3%)	29 (0.4%)	19 (0.2%)	13 (0.2%)	0 (0.0%)	1 (0.0%)	<b>111</b> <b>(0.3%)</b>	7 029	7 385	7 625	7 885	7 680	2 550	2 448	<b>42 602</b>
Tuen Mun	7 (0.1%)	4 (0.1%)	5 (0.1%)	3 (0.0%)	2 (0.0%)	0 (0.0%)	1 (0.0%)	<b>22</b> <b>(0.1%)</b>	6 080	6 639	7 039	7 120	6 920	2 130	2 130	<b>38 058</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 394	2 519	2 520	2 520	2 360	780	767	<b>13 860</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	5 358	5 710	5 950	5 960	5 712	1 890	1 890	<b>32 470</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	1 090	1 140	1 140	1 255	1 340	390	390	<b>6 745</b>
Other districts (Sha Tin)	2 (0.0%)	5 (0.1%)	3 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>10</b> <b>(0.0%)</b>	7 791	8 119	8 539	8 613	8 516	3 430	3 351	<b>48 359</b>

**Table 3c (Cont'd)**

(ii) School Year: 2010/11

District	Number of CBS in secondary schools (percentage) <sup>(1), (2), (6)</sup>								Number of school places in secondary schools <sup>(2), (3), (4)</sup>							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	353 (10.4%)	256 (7.2%)	236 (6.4%)	151 (3.9%)	166 (4.2%)	27 (2.2%)	16 (1.2%)	<b>1 205</b> <b>(5.7%)</b>	3 391	3 551	3 712	3 830	3 964	1 250	1 300	<b>20 998</b>
Tai Po	38 (1.3%)	22 (0.7%)	26 (0.7%)	30 (0.8%)	20 (0.5%)	1 (0.1%)	2 (0.1%)	<b>139</b> <b>(0.7%)</b>	3 024	3 324	3 639	3 876	3 920	1 530	1 522	<b>20 835</b>
Yuen Long	47 (0.7%)	26 (0.4%)	22 (0.3%)	26 (0.3%)	17 (0.2%)	2 (0.1%)	1 (0.0%)	<b>141</b> <b>(0.3%)</b>	6 690	6 982	7 356	7 691	8 332	2 812	2 661	<b>42 524</b>
Tuen Mun	9 (0.2%)	6 (0.1%)	4 (0.1%)	7 (0.1%)	6 (0.1%)	0 (0.0%)	0 (0.0%)	<b>32</b> <b>(0.1%)</b>	5 580	6 080	6 639	7 080	7 120	2 130	2 130	<b>36 759</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	2 196	2 394	2 519	2 520	2 519	767	780	<b>13 695</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 968	5 358	5 720	5 960	5 960	1 890	1 890	<b>31 746</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	1 070	1 102	1 150	1 230	1 302	378	390	<b>6 622</b>
Other districts (Sha Tin)	6 (0.1%)	4 (0.1%)	5 (0.1%)	4 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	<b>21</b> <b>(0.0%)</b>	7 182	7 778	8 138	8 489	8 598	3 535	3 406	<b>47 126</b>

**Table 3c (Cont'd)**

(iii) School Year: 2011/12

District	Number of CBS in secondary schools (percentage) <sup>(1), (2), (6)</sup>								Number of school places in secondary schools <sup>(2), (3), (4)</sup>							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	326 (11.3%)	342 (10.1%)	257 (7.2%)	214 (5.7%)	134 (3.5%)	139 (3.5%)	20 (1.5%)	<b>1 432</b> <b>(6.3%)</b>	2 887	3 400	3 561	3 725	3 845	3 964	1 319	<b>22 701</b>
Tai Po	73 (2.7%)	37 (1.2%)	23 (0.7%)	21 (0.6%)	13 (0.3%)	14 (0.4%)	1 (0.1%)	<b>182</b> <b>(0.8%)</b>	2 696	2 970	3 281	3 598	3 840	3 920	1 450	<b>21 755</b>
Yuen Long	53 (0.9%)	45 (0.7%)	33 (0.5%)	23 (0.3%)	23 (0.3%)	17 (0.2%)	2 (0.1%)	<b>196</b> <b>(0.4%)</b>	5 795	6 704	7 029	7 538	7 853	8 231	2 772	<b>45 922</b>
Tuen Mun	7 (0.1%)	11 (0.2%)	9 (0.1%)	5 (0.1%)	6 (0.1%)	5 (0.1%)	0 (0.0%)	<b>43</b> <b>(0.1%)</b>	4 932	5 580	6 080	6 680	7 080	7 118	2 130	<b>39 600</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	1 872	2 196	2 394	2 520	2 519	2 519	767	<b>14 787</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	4 356	4 957	5 345	5 720	5 960	5 960	1 890	<b>34 188</b>
Tung Chung	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	<b>N.A.</b>	936	1 080	1 100	1 217	1 285	1 327	390	<b>7 335</b>
Other districts (Sha Tin)	6 (0.1%)	2 (0.0%)	6 (0.1%)	4 (0.0%)	4 (0.0%)	3 (0.0%)	1 (0.0%)	<b>26</b> <b>(0.1%)</b>	6 655	7 199	7 783	8 178	8 488	8 655	3 552	<b>50 510</b>

**Table 3c (Cont'd)**

(iv) School Year: 2012/13

District	Number of CBS in secondary schools (percentage) <sup>(1), (2), (5)</sup>								Number of school places in secondary schools <sup>(2), (3), (4), (5)</sup>							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	411 (14.1%)	300 (10.4%)	318 (9.4%)	243 (6.9%)	176 (4.8%)	121 (3.1%)	N.A.	<b>1 569</b> <b>(7.7%)</b>	2 924	2 884	3 390	3 526	3 700	3 927	0	<b>20 351</b>
Tai Po	83 (3.0%)	65 (2.4%)	45 (1.5%)	31 (0.9%)	18 (0.5%)	13 (0.3%)	N.A.	<b>255</b> <b>(1.3%)</b>	2 736	2 736	3 023	3 324	3 600	3 800	0	<b>19 219</b>
Yuen Long	60 (1.0%)	61 (1.1%)	49 (0.7%)	34 (0.5%)	21 (0.3%)	21 (0.3%)	N.A.	<b>246</b> <b>(0.6%)</b>	5 753	5 776	6 667	7 144	7 634	8 183	0	<b>41 157</b>
Tuen Mun	16 (0.3%)	8 (0.2%)	14 (0.2%)	8 (0.1%)	4 (0.1%)	3 (0.0%)	N.A.	<b>53</b> <b>(0.1%)</b>	5 016	4 992	5 616	6 111	6 647	7 082	0	<b>35 464</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.1%)	N.A.	<b>3</b> <b>(0.0%)</b>	1 872	1 872	2 177	2 394	2 519	2 519	0	<b>13 353</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	N.A.	<b>2</b> <b>(0.0%)</b>	4 356	4 356	4 968	5 358	5 720	5 960	0	<b>30 718</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	N.A.	<b>0</b> <b>(0.0%)</b>	912	912	1 056	1 115	1 238	1 273	0	<b>6 506</b>
Other districts (Sha Tin)	8 (0.1%)	5 (0.1%)	1 (0.0%)	4 (0.1%)	6 (0.1%)	1 (0.0%)	N.A.	<b>25</b> <b>(0.1%)</b>	6 650	6 696	7 229	7 789	8 284	8 656	369	<b>45 673</b>

**Table 3c (Cont'd)**

(v) School Year: 2013/14

District	Number of CBS in secondary schools (percentage) <sup>(1), (2), (5)</sup>								Number of school places in secondary schools <sup>(2), (3), (4), (5)</sup>							
	S1	S2	S3	S4	S5	S6	S7	Sub-total	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	423 (15.1%)	385 (13.2%)	297 (10.3%)	312 (9.2%)	207 (5.9%)	158 (4.1%)	N.A.	<b>1 782</b> <b>(9.2%)</b>	2 808	2 921	2 888	3 392	3 524	3 815	20	<b>19 368</b>
Tai Po	96 (3.6%)	79 (2.9%)	70 (2.6%)	44 (1.4%)	28 (0.8%)	18 (0.5%)	N.A.	<b>335</b> <b>(1.8%)</b>	2 642	2 740	2 740	3 044	3 344	3 604	0	<b>18 114</b>
Yuen Long	65 (1.2%)	56 (1.0%)	62 (1.1%)	47 (0.7%)	30 (0.4%)	20 (0.3%)	N.A.	<b>280</b> <b>(0.7%)</b>	5 435	5 799	5 771	6 759	7 166	7 705	0	<b>38 635</b>
Tuen Mun	19 (0.4%)	13 (0.3%)	15 (0.3%)	16 (0.3%)	7 (0.1%)	4 (0.1%)	N.A.	<b>74</b> <b>(0.2%)</b>	4 688	5 016	4 992	5 616	6 112	6 675	26	<b>33 125</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	N.A.	<b>1</b> <b>(0.0%)</b>	1 777	1 872	1 872	2 196	2 394	2 495	0	<b>12 606</b>
Kwai Tsing	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	N.A.	<b>2</b> <b>(0.0%)</b>	4 114	4 356	4 356	4 968	5 358	5 720	0	<b>28 872</b>
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	N.A.	<b>0</b> <b>(0.0%)</b>	875	912	912	1 098	1 174	1 224	0	<b>6 195</b>
Other districts (Sha Tin)	7 (0.1%)	7 (0.1%)	8 (0.1%)	3 (0.0%)	2 (0.0%)	3 (0.0%)	N.A.	<b>30</b> <b>(0.1%)</b>	6 531	6 825	6 867	7 372	8 112	8 449	399	<b>44 555</b>

## Notes

- (1) The figures of CBS are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.

**Table 3c (Cont'd)**

Notes

- (3) The figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (4) The figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (5) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.
- (6) "N.A." - no data were collected from schools in the respective districts and school years.



**Table 3d**

Number of CBS and school places in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by school level from the 2009/10 to 2013/14 school years

(i) School Year: 2009/10

District	Number of CBS (percentage) <sup>(1), (2), (9)</sup>				Number of school places <sup>(2)</sup>			
	Kindergartens (including kindergarten- cum-child care centres)	Primary	Secondary	Sub-total	Kindergartens (including kindergarten- cum-child care centres) <sup>(3), (4)</sup>	Primary <sup>(5), (6)</sup>	Secondary <sup>(6), (7)</sup>	Sub-total
North	2 225 (22.9%)	3 393 (19.3%)	1 002 (4.6%)	<b>6 620</b> <b>(13.5%)</b>	9 710	17 593	21 623	<b>48 926</b>
Tai Po	19 (0.3%)	199 (1.5%)	122 (0.5%)	<b>340</b> <b>(0.8%)</b>	6 082	13 208	22 490	<b>41 780</b>
Yuen Long	210 (1.3%)	396 (1.2%)	111 (0.3%)	<b>717</b> <b>(0.8%)</b>	15 775	32 348	42 602	<b>90 725</b>
Tuen Mun	225 (1.8%)	82 (0.4%)	22 (0.1%)	<b>329</b> <b>(0.4%)</b>	12 260	23 394	38 058	<b>73 712</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	6 505	14 048	13 860	<b>34 413</b>
Kwai Tsing	0 (0.0%)	2 (0.0%)	0 (0.0%)	<b>2</b> <b>(0.0%)</b>	12 872	21 510	32 470	<b>66 852</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	2 995	4 938	6 745	<b>14 678</b>
Other districts (Sha Tin)	2 (0.0%)	18 (0.1%)	10 (0.0%)	<b>30</b> <b>(0.0%)</b>	13 348	28 867	48 359	<b>90 574</b>

**Table 3d (Cont'd)**

(ii) School Year: 2010/11

District	Number of CBS (percentage) <sup>(1), (2), (9)</sup>				Number of school places <sup>(2)</sup>			
	Kindergartens (including kindergarten- cum-child care centres)	Primary	Secondary	Sub-total	Kindergartens (including kindergarten- cum-child care centres) <sup>(3), (4)</sup>	Primary <sup>(5), (6)</sup>	Secondary <sup>(6), (7)</sup>	Sub-total
North	2 787 (27.9%)	3 619 (21.1%)	1 205 (5.7%)	<b>7 611</b> <b>(15.8%)</b>	10 001	17 135	20 998	<b>48 134</b>
Tai Po	29 (0.5%)	248 (2.0%)	139 (0.7%)	<b>416</b> <b>(1.1%)</b>	6 253	12 380	20 835	<b>39 468</b>
Yuen Long	514 (3.3%)	513 (1.7%)	141 (0.3%)	<b>1 168</b> <b>(1.3%)</b>	15 713	30 225	42 524	<b>88 462</b>
Tuen Mun	454 (3.7%)	158 (0.7%)	32 (0.1%)	<b>644</b> <b>(0.9%)</b>	12 165	21 464	36 759	<b>70 388</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	6 685	13 500	13 695	<b>33 880</b>
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0</b> <b>(0.0%)</b>	12 730	20 842	31 746	<b>65 318</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	2 926	4 598	6 622	<b>14 146</b>
Other districts (Sha Tin)	2 (0.0%)	37 (0.1%)	21 (0.0%)	<b>60</b> <b>(0.1%)</b>	13 731	27 653	47 126	<b>88 510</b>

**Table 3d (Cont'd)**

(iii) School Year: 2011/12

District	Number of CBS (percentage) <sup>(1), (2), (9)</sup>				Number of school places <sup>(2)</sup>			
	Kindergartens (including kindergarten- cum-child care centres)	Primary	Secondary	Sub-total	Kindergartens (including kindergarten- cum-child care centres) <sup>(3), (4)</sup>	Primary <sup>(5), (6)</sup>	Secondary <sup>(6), (7)</sup>	Sub-total
North	3 677 (33.8%)	3 928 (22.9%)	1 432 (6.3%)	<b>9 037</b> <b>(17.8%)</b>	10 865	17 153	22 701	<b>50 719</b>
Tai Po	67 (1.1%)	351 (2.9%)	182 (0.8%)	<b>600</b> <b>(1.5%)</b>	6 354	12 260	21 755	<b>40 369</b>
Yuen Long	1 070 (6.5%)	625 (2.2%)	196 (0.4%)	<b>1 891</b> <b>(2.1%)</b>	16 414	28 655	45 922	<b>90 991</b>
Tuen Mun	892 (7.2%)	305 (1.5%)	43 (0.1%)	<b>1 240</b> <b>(1.7%)</b>	12 361	20 744	39 600	<b>72 705</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	2 (0.0%)	<b>2</b> <b>(0.0%)</b>	6 834	13 192	14 787	<b>34 813</b>
Kwai Tsing	1 (0.0%)	3 (0.0%)	0 (0.0%)	<b>4</b> <b>(0.0%)</b>	12 374	20 372	34 188	<b>66 934</b>
Tung Chung	N.A.	N.A.	N.A.	<b>N.A.</b>	2 808	4 309	7 335	<b>14 452</b>
Other districts (Sha Tin)	1 (0.0%)	64 (0.2%)	26 (0.1%)	<b>91</b> <b>(0.1%)</b>	13 809	26 894	50 510	<b>91 213</b>

**Table 3d (Cont'd)**

(iv) School Year: 2012/13

District	Number of CBS (percentage) <sup>(1), (2)</sup>				Number of school places <sup>(2)</sup>			
	Kindergartens (including kindergarten- cum-child care centres)	Primary	Secondary <sup>(8)</sup>	<b>Sub-total</b>	Kindergartens (including kindergarten- cum-child care centres) <sup>(3), (4)</sup>	Primary <sup>(5), (6)</sup>	Secondary <sup>(6), (7), (8)</sup>	<b>Sub-total</b>
North	4 281 (37.1%)	4 379 (25.7%)	1 569 (7.7%)	<b>10 229</b> <b>(20.9%)</b>	11 549	17 060	20 351	<b>48 960</b>
Tai Po	190 (2.9%)	669 (5.5%)	255 (1.3%)	<b>1 114</b> <b>(2.9%)</b>	6 496	12 233	19 219	<b>37 948</b>
Yuen Long	1 653 (9.7%)	1 012 (3.7%)	246 (0.6%)	<b>2 911</b> <b>(3.4%)</b>	17 045	27 460	41 157	<b>85 662</b>
Tuen Mun	1 265 (10.0%)	578 (2.8%)	53 (0.1%)	<b>1 896</b> <b>(2.8%)</b>	12 637	20 584	35 464	<b>68 685</b>
Tsuen Wan	0 (0.0%)	0 (0.0%)	3 (0.0%)	<b>3</b> <b>(0.0%)</b>	7 152	12 738	13 353	<b>33 243</b>
Kwai Tsing	34 (0.3%)	2 (0.0%)	2 (0.0%)	<b>38</b> <b>(0.1%)</b>	12 047	19 488	30 718	<b>62 253</b>
Tung Chung	29 (1.1%)	0 (0.0%)	0 (0.0%)	<b>29</b> <b>(0.2%)</b>	2 635	3 938	6 506	<b>13 079</b>
Other districts (Sha Tin)	2 (0.0%)	109 (0.4%)	25 (0.1%)	<b>136</b> <b>(0.2%)</b>	14 340	26 298	45 673	<b>86 311</b>

**Table 3d (Cont'd)**

(v) School Year: 2013/14

District	Number of CBS (percentage) <sup>(1), (2)</sup>				Number of school places <sup>(2)</sup>			
	Kindergartens (including kindergarten- cum-child care centres)	Primary	Secondary <sup>(8)</sup>	<b>Sub-total</b>	Kindergartens (including kindergarten- cum-child care centres) <sup>(3), (4)</sup>	Primary <sup>(5), (6)</sup>	Secondary <sup>(6), (7), (8)</sup>	<b>Sub-total</b>
North	4 908 (40.1%)	4 996 (27.9%)	1 782 (9.2%)	<b>11 686</b> <b>(23.6%)</b>	12 228	17 930	19 368	49 526
Tai Po	340 (4.8%)	1 130 (9.0%)	335 (1.8%)	<b>1 805</b> <b>(4.8%)</b>	7 016	12 591	18 114	37 721
Yuen Long	2 235 (12.6%)	1 590 (5.8%)	280 (0.7%)	<b>4 105</b> <b>(4.9%)</b>	17 739	27 407	38 635	83 781
Tuen Mun	1 679 (12.8%)	1 181 (5.7%)	74 (0.2%)	<b>2 934</b> <b>(4.4%)</b>	13 070	20 754	33 125	66 949
Tsuen Wan	1 (0.0%)	1 (0.0%)	1 (0.0%)	<b>3</b> <b>(0.0%)</b>	7 233	12 475	12 606	32 314
Kwai Tsing	44 (0.4%)	7 (0.0%)	2 (0.0%)	<b>53</b> <b>(0.1%)</b>	12 085	19 322	28 872	60 279
Tung Chung	54 (2.1%)	0 (0.0%)	0 (0.0%)	<b>54</b> <b>(0.4%)</b>	2 617	3 720	6 195	12 532
Other districts (Sha Tin)	25 (0.2%)	176 (0.7%)	30 (0.1%)	<b>231</b> <b>(0.3%)</b>	15 104	26 548	44 555	86 207

## Notes

- (1) The figures of CBS are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.

### Table 3d (Cont'd)

#### Notes

- (2) The figures refer to the position as at September of the respective school years.
- (3) The figures do not include special schools.
- (4) The figures do not include vacant classrooms and vacant child care centre portions.
- (5) The figures include ordinary primary schools, but not special schools.
- (6) The figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
- (7) The figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (8) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.
- (9) "N.A." – no data were collected from schools in the respective district and school years.

(b) In the Education Bureau's annual surveys on the number of CBS, schools were informed that the information collected would only be used for compilation of statistics. Hence, we are unable to provide the names of 10 schools admitting the most number of CBS.

(c) Alteration and conversion works are being conducted in five primary schools in the North District and two primary schools in Yuen Long with a view to providing additional classrooms and other facilities for improving the physical conditions of the schools concerned. The total project estimate for the improvement works is \$169 million. At the same time, we are planning to construct a 36-classroom primary school in Fanling Area 36 for reprovisioning an existing 27-classroom primary school in the North District. We plan to seek funding approval from the Finance Committee of the Legislative Council in the 2013-14 Legislative Council Session for the school building project. The estimated project cost is about \$400 million.

**CONTROLLING OFFICER'S REPLY****EDB069****(Question Serial No. 3018)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 18):

(a) Using the table below, please provide a breakdown of the total numbers of students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(b) Using the table below, please provide a breakdown of the numbers of cross-boundary students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(c) Using the table below, please provide a breakdown of the numbers of cross-boundary students diagnosed as having special educational needs (SEN) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total



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(d) Using the table below, please provide a breakdown of the numbers of students who are new arrivals (with less than 7 years' residence in Hong Kong) in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(e) Using the table below, please provide a breakdown of the numbers of students from ethnic minorities in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(f) Using the table below, please provide a breakdown of the numbers of disabled students in kindergartens, primary and secondary schools by 18 districts for the past 5 school years (2009/10 to 2013/14 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(g) In the past 5 school years, how did the Administration assist the student groups mentioned in item (b) to item (f)? What are the related policies? What new plans will be coming? How much public funding is involved?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The total numbers of students in kindergartens, primary and secondary schools by district and by sector from the 2009/10 to 2013/14 school years are detailed at Appendix 1.
- (b) The numbers of cross-boundary students (CBS) attending kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by sector from the 2009/10 to 2013/14 school years are provided in Appendices 2(a), 2(b) and 2(c) respectively.
- (c) The Education Bureau (EDB) does not collect statistics on the cross-boundary students with special

educational needs (SEN).

- (d) The numbers of newly admitted pupils from the Mainland in primary schools and secondary schools by district and by sector from the 2009/10 to 2013/14 school years are tabulated at Appendix 3. Please note that EDB does not collect information on the newly admitted pupils from the Mainland in kindergartens.
- (e) The numbers of Non-Chinese Speaking Students (NCS) in kindergartens, and public sector and Direct Subsidy Scheme (DSS) primary and secondary schools by district from the 2009/10 to 2013/14 school years are tabulated at Appendix 4.
- (f) The total numbers of students studying in aided special schools and the numbers of students with SEN in public sector mainstream primary and secondary schools, English Schools Foundation (ESF) schools, private independent schools (PIS) and international schools from the 2009/10 to 2013/14 school years are set out at Appendix 5.

(g) *Newly Arrived Children and Cross-Boundary Students*

EDB provides newly-arrived children with the choice of attending the six-month full-time "Initiation Programme" operated by local schools, or the "Induction Programme" run by non-governmental organisations alongside the various school-based programmes organised by their respective schools. We also provide schools with the "School-based Support Scheme Grant". These Programmes/Grant primarily aim at helping them integrate into the local community and overcome their learning difficulties. Expenditures for the Initiation Programme, the Induction Programme and the School-based Support Scheme Grant for newly-arrived children in the past five school years from the 2009/10 to 2013/14 school years are tabulated at Appendix 6. By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they also enjoy the education services mentioned above.

*Non-Chinese Speaking Students*

The support measures for NCS students in public sector and DSS schools (mentioned in (e) above) in the past five school years (i.e. the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years) and the expenditures are tabulated at Appendix 7. As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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", starting from the 2014/15 school year, enhanced funding support for schools, teachers' professional development programmes and school-based professional support will be provided. In the meantime, we are consulting stakeholders about the implementation details and will finalise the details in April 2014.

*Students with SEN*

EDB will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN will be placed in mainstream schools.

EDB has been providing various resources and support for special schools to help students to develop their potential. A number of improvement measures to enhance the quality of education in special schools have been introduced in the past five years. To name just a few, we have implemented the new senior secondary (NSS) academic structure and the improvement measures on extension of years of study for students, reduced the class size of schools for children with mild intellectual disability (ID) to 15 students per class progressively by grade level, provided support for the implementation of the NSS curriculum, enhanced the interface between senior secondary and basic education, and strengthened teacher professional development to support students with SEN in special schools.

In the 2014/15 school year, enhancement measures for special schools include providing additional teacher assistants for schools for children with ID, physical disability, and visual impairment cum ID as well as the psychiatric classes of hospital school, reducing progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development, providing an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity, improving the manpower for boarding services and regrading the posts of Enrolled Nurse in the boarding section of the school for children with visual impairment and schools for children with moderate ID to Registered Nurse. The estimated expenditure on special education in the 2014-15 financial year is about \$2,035.7 million.

As for public sector mainstream schools, EDB has been providing them with additional resources on top of the regular subvention for all mainstream schools to help them cater for their students with SEN. These additional resources include the Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN, such as employing additional teachers, teaching assistants or hiring professional services. EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and development of teaching resources for use by teachers and parents, etc. to help schools cater for students with SEN.

To further enhance the support for students with SEN in public sector mainstream schools, EDB will increase the rates of LSG by 30% in the 2014/15 school year, i.e. the annual grant per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. In subsequent school years, the grant rates and the ceiling of the LSG for each school will be adjusted annually according to the change in the Composite Consumer Price Index. We will also continue to extend the School-based Educational Psychology Service progressively to cover all public sector mainstream primary and secondary schools by the 2016/17 school year. The estimated additional expenditure for public sector mainstream primary and secondary schools for catering for students with SEN in the 2014/15 school year is about \$1,235 million.

Recurrent subvention has been provided to students with SEN in ESF's mainstream schools and special school. In the 2013/14 school year, the recurrent subvention for this purpose amounts to \$28.3 million.

**Numbers of Students in Kindergartens by District and by Type of Kindergartens from the 2009/10 to 2013/14 School Years**

District	2009/10			2010/11			2011/12			2012/13			2013/14		
	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All	Non-Profit	Private	All
	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types	Making	Independent	Types
Central & Western	4 699	665	5 364	4 988	573	5 561	5 256	624	5 880	4 873	672	5 545	4 880	632	5 512
Wan Chai	4 819	432	5 251	5 411	358	5 769	5 578	809	6 387	5 636	799	6 435	5 649	776	6 425
Eastern	7 852	1 935	9 787	8 446	2 015	10 461	8 754	1 761	10 515	9 792	1 849	11 641	9 919	1 874	11 793
Southern	3 053	1 208	4 261	3 232	1 285	4 517	3 257	1 431	4 688	3 315	1 597	4 912	3 242	1 531	4 773
Yau Tsim Mong	3 958	764	4 722	4 111	993	5 104	4 254	1 160	5 414	4 377	1 230	5 607	4 472	1 409	5 881
Sham Shui Po	7 103	26	7 129	7 157	27	7 184	7 447	162	7 609	7 797	201	7 998	8 114	216	8 330
Kowloon City	10 989	7 800	18 789	11 614	8 555	20 169	12 206	9 267	21 473	12 535	9 898	22 433	12 609	10 029	22 638
Wong Tai Sin	6 106	0	6 106	6 588	0	6 588	6 756	0	6 756	6 824	12	6 836	7 044	38	7 082
Kwun Tong	10 162	166	10 328	10 777	191	10 968	11 163	146	11 309	11 355	248	11 603	11 349	156	11 505
Sai Kung	5 781	852	6 633	5 977	898	6 875	6 199	1 243	7 442	6 245	1 625	7 870	6 350	1 834	8 184
Sha Tin	8 444	1 478	9 922	9 021	1 587	10 608	9 541	1 718	11 259	9 904	1 934	11 838	10 261	2 222	12 483
Tai Po	3 664	986	4 650	3 987	943	4 930	4 425	922	5 347	4 698	977	5 675	5 031	1 099	6 130
North	8 109	177	8 286	8 837	265	9 102	9 727	493	10 220	10 270	603	10 873	10 826	827	11 653
Yuen Long	11 388	534	11 922	12 349	541	12 890	13 337	728	14 065	14 290	874	15 164	15 173	1 039	16 212
Tuen Mun	8 632	242	8 874	9 165	305	9 470	9 867	355	10 222	10 707	420	11 127	11 248	490	11 738
Tsuen Wan	4 850	447	5 297	5 046	498	5 544	5 254	604	5 858	5 385	692	6 077	5 431	802	6 233
Kwai Tsing	9 320	483	9 803	9 240	518	9 758	9 176	403	9 579	9 210	444	9 654	9 266	460	9 726
Islands	2 875	503	3 378	2 796	646	3 442	2 691	719	3 410	2 705	771	3 476	2 748	797	3 545
All Districts	121 804	18 698	140 502	128 742	20 198	148 940	134 888	22 545	157 433	139 918	24 846	164 764	143 612	26 231	169 843

- Notes : (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective school years.  
(3) Figures include nursery, lower and upper classes in kindergarten-cum-child care centres.

### Numbers of Students in Primary Schools by District and by Sector from the 2009/10 to 2013/14 School Years

#### 2009/10 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	692	7 219	547	1 913	1 307	11 678
Wan Chai	2 398	7 436	0	3 256	2 552	15 642
Eastern	2 724	14 178	922	682	2 308	20 814
Southern	978	5 576	773	2 032	4 031	13 390
Yau Tsim Mong	1 337	12 852	1 212	0	0	15 401
Sham Shui Po	2 229	12 664	1 595	4 741	449	21 678
Kowloon City	3 439	14 796	1 096	6 772	2 983	29 086
Wong Tai Sin	518	16 570	0	2 429	0	19 517
Kwun Tong	1 423	23 681	420	554	0	26 078
Sai Kung	647	13 376	2 729	648	717	18 117
Sha Tin	968	22 465	1 481	1 377	900	27 191
Tai Po	471	10 742	0	0	961	12 174
North	654	17 282	0	0	0	17 936
Yuen Long	2 602	27 225	842	187	82	30 938
Tuen Mun	716	20 628	604	36	0	21 984
Tsuen Wan	1 865	11 986	0	52	0	13 903
Kwai Tsing	0	20 596	368	0	0	20 964
Islands	0	6 932	0	540	785	8 257
All Districts	23 661	266 204	12 589	25 219	17 075	344 748

#### 2010/2011 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	652	6 837	547	1 872	1 381	11 289
Wan Chai	2 250	7 032	0	3 229	2 296	14 807
Eastern	2 557	13 511	969	670	2 435	20 142
Southern	913	5 058	813	2 184	4 193	13 161
Yau Tsim Mong	1 190	12 016	1 256	0	0	14 462
Sham Shui Po	2 137	12 309	1 637	4 586	446	21 115
Kowloon City	3 311	14 721	1 243	6 500	3 164	28 939
Wong Tai Sin	466	15 483	0	2 376	0	18 325
Kwun Tong	1 507	23 088	479	574	0	25 648
Sai Kung	545	12 231	2 763	649	719	16 907
Sha Tin	865	21 651	1 625	1 417	898	26 456
Tai Po	382	10 163	0	0	988	11 533
North	644	17 025	0	0	0	17 669
Yuen Long	2 538	25 487	948	200	69	29 242
Tuen Mun	684	18 893	720	40	0	20 337
Tsuen Wan	1 807	11 575	0	57	0	13 439
Kwai Tsing	0	19 423	480	0	0	19 903
Islands	0	6 390	0	538	810	7 738
All Districts	22 448	252 893	13 480	24 892	17 399	331 112

**2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	634	6 614	0	2 182	1 289	10 719
Wan Chai	1 970	6 302	0	3 234	1 954	13 460
Eastern	2 305	12 593	1 067	796	3 434	20 195
Southern	795	4 337	1 430	2 397	4 118	13 077
Yau Tsim Mong	1 166	10 838	1 265	749	0	14 018
Sham Shui Po	1 850	11 856	1 678	4 733	0	20 117
Kowloon City	2 938	15 015	1 557	7 037	3 740	30 287
Wong Tai Sin	418	14 256	0	2 496	0	17 170
Kwun Tong	1 414	21 687	565	629	268	24 563
Sai Kung	543	10 608	2 730	35	973	14 889
Sha Tin	789	21 550	1 718	1 618	898	26 573
Tai Po	582	10 426	0	0	1 134	12 142
North	791	17 333	0	0	0	18 124
Yuen Long	2 429	23 676	1 245	199	56	27 605
Tuen Mun	629	18 264	741	65	443	20 142
Tsuen Wan	1 726	10 750	0	89	0	12 565
Kwai Tsing	0	17 507	566	0	391	18 464
Islands	0	5 276	0	738	794	6 808
All Districts	20 979	238 888	14 562	26 997	19 492	320 918

Notes : (1) Figures do not include special schools. International schools include English Schools Foundation Schools.

(2) Figures refer to the position as at September of the respective school years.

### Numbers of Students in Secondary Day Schools by District and by Sector from the 2009/10 to 2013/14 School Years

#### 2009/10 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 180	8 276	0	2 754	77	1 865	14 152
Wan Chai	3 061	8 799	521	2 035	204	889	15 509
Eastern	4 108	22 053	0	3 501	257	2 149	32 068
Southern	0	11 768	0	1 760	770	4791	19 089
Yau Tsim Mong	1 832	12 476	882	1 603	0	0	16 793
Sham Shui Po	1 011	15 435	1 039	8 790	1 633	78	27 986
Kowloon City	1 747	29 992	0	4 642	1 402	2 829	40 612
Wong Tai Sin	689	22 166	0	1 293	780	0	24 928
Kwun Tong	2 030	26 018	1 344	5 983	324	0	35 699
Sai Kung	1 096	18 331	0	5 714	0	0	25 141
Sha Tin	2 040	36 044	0	5 002	1 308	1 187	45 581
Tai Po	1 303	17 441	0	1 974	206	0	20 924
North	1 488	17 851	0	1 162	336	56	20 893
Yuen Long	4 464	30 918	0	3 512	1 469	0	40 363
Tuen Mun	2 284	33 884	0	0	0	0	36 168
Tsuen Wan	1 169	12 431	0	0	0	0	13 600
Kwai Tsing	0	31 721	0	0	0	0	31 721
Islands	644	5 823	0	1 398	374	0	8 239
All Districts	30 146	361 427	3 786	51 123	9 140	13 844	469 466

#### 2010/11 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 157	7 961	0	2 762	72	2 026	13 978
Wan Chai	2 933	8 350	396	1 796	154	1 049	14 678
Eastern	3 978	20 800	0	3 376	0	2 164	30 318
Southern	0	10 997	0	1 846	838	4 896	18 577
Yau Tsim Mong	1 750	12 037	809	1 631	0	0	16 227
Sham Shui Po	962	14 850	1 013	8 313	1 621	85	26 844
Kowloon City	1 676	28 729	0	4 392	1 384	2 841	39 022
Wong Tai Sin	649	20 982	0	1 247	754	0	23 632
Kwun Tong	1 966	25 155	1 301	5 739	146	0	34 307
Sai Kung	1 062	17 653	0	5 744	0	0	24 459
Sha Tin	1 935	33 830	0	5 127	1 413	1 193	43 498
Tai Po	982	16 022	0	1 785	83	0	18 872
North	1 256	17 308	0	1 124	167	116	19 971
Yuen Long	4 355	29 956	0	3 617	1 460	0	39 388
Tuen Mun	2 237	31 717	0	0	0	0	33 954
Tsuen Wan	1 144	12 172	0	0	0	0	13 316
Kwai Tsing	0	30 389	0	0	0	0	30 389
Islands	617	5 644	0	1 483	472	91	8 307
All Districts	28 659	344 552	3 519	49 982	8 564	14 461	449 737



**2011/12 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

**2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

**2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	943	6 064	0	2 728	0	1 849	11 584
Wan Chai	2 568	7 175	0	1 789	0	1 037	12 569
Eastern	3 574	17 561	0	3 111	0	2 606	26 852
Southern	0	9 090	0	1 826	1 174	5 324	17 414
Yau Tsim Mong	1 649	10 432	650	2 705	75	0	15 511
Sham Shui Po	814	14 411	927	6 935	939	83	24 109
Kowloon City	1 592	23 065	0	4 378	899	2 943	32 877
Wong Tai Sin	501	18 445	0	1 248	535	0	20 729
Kwun Tong	1 730	22 494	0	6 256	0	0	30 480
Sai Kung	938	14 999	0	5 624	24	228	21 813
Sha Tin	1 777	29 856	0	4 459	1 660	1 205	38 957
Tai Po	500	13 377	0	1 518	0	0	15 395
North	1 111	15 335	0	1 203	79	262	17 990
Yuen Long	3 840	26 207	0	3 894	385	0	34 326
Tuen Mun	1 858	26 286	0	0	0	378	28 522
Tsuen Wan	1 003	10 873	0	0	0	0	11 876
Kwai Tsing	0	26 719	0	0	0	0	26 719
Islands	539	4 788	0	1 429	693	173	7 622
All Districts	24 937	297 177	1 577	49 103	6 463	16 088	395 345

- Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September of the respective school years.

**Numbers of Cross-boundary Students in Kindergartens  
(including Kindergarten-cum-Child Care Centres)  
by District from the 2009/10 to 2013/14 School Years**

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2009/10	2 225
	2010/11	2 787
	2011/12	3 677
	2012/13	4 281
	2013/14	4 908
Tai Po	2009/10	19
	2010/11	29
	2011/12	67
	2012/13	190
	2013/14	340
Sha Tin	2009/10	2
	2010/11	2
	2011/12	1
	2012/13	2
	2013/14	25
Yuen Long	2009/10	210
	2010/11	514
	2011/12	1 070
	2012/13	1 653
	2013/14	2 235
Tuen Mun	2009/10	225
	2010/11	454
	2011/12	892
	2012/13	1 265
	2013/14	1 679
Tsuen Wan & Kwai Tsing	2009/10	0
	2010/11	0
	2011/12	1
	2012/13	34
	2013/14	45
Tung Chung	2012/13	29
	2013/14	54

- Notes: (1) All kindergartens (including kindergarten-cum-child care centres) are private schools.
- (2) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- The figures refer to the position as at September of the respective school years.
- (3) In the surveys, we did not collect information on the type of kindergartens the students were attending. Hence, the information as requested is not available.

**Numbers of Cross-boundary Students in Primary Schools by District and by Sector from the 2009/10 to 2013/14 School Years**

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2009/10	NA	NA	NA	NA	NA	NA	3 393
	2010/11	145	3 474	0	0	0	0	3 619
	2011/12	189	3 739	0	0	0	0	3 928
	2012/13	273	4 106	0	0	0	0	4 379
	2013/14	332	4 664	0	0	0	0	4 996
Tai Po	2009/10	NA	NA	NA	NA	NA	NA	199
	2010/11	6	242	0	0	0	0	248
	2011/12	17	334	0	0	0	0	351
	2012/13	86	583	0	0	0	0	669
	2013/14	231	899	0	0	0	0	1 130
Sha Tin	2009/10	NA	NA	NA	NA	NA	NA	18
	2010/11	0	37	0	0	0	0	37
	2011/12	0	64	0	0	0	0	64
	2012/13	0	109	0	0	0	0	109
	2013/14	0	176	0	0	0	0	176
Yuen Long	2009/10	NA	NA	NA	NA	NA	NA	396
	2010/11	2	505	2	0	4	0	513
	2011/12	9	613	0	0	3	0	625
	2012/13	15	987	0	0	10	0	1 012
	2013/14	24	1 562	0	0	4	0	1 590
Tuen Mun	2009/10	NA	NA	NA	NA	NA	NA	82
	2010/11	0	158	0	0	0	0	158
	2011/12	2	303	0	0	0	0	305
	2012/13	2	576	0	0	0	0	578
	2013/14	11	1 168	2	0	0	0	1 181
Tsuen Wan & Kwai Tsing	2009/10	NA	NA	NA	NA	NA	NA	2
	2010/11	0	0	0	0	0	0	0
	2011/12	0	1	2	0	0	0	3
	2012/13	0	0	2	0	0	0	2
	2013/14	0	7	1	0	0	0	8
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0

Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.

(2) The figures refer to the position as at September of the respective school years.

(3) "NA" – for the 2009/10 school year, further breakdown of the figures by sector is not readily available.

**Numbers of Cross-boundary Students in Secondary Schools by District and by Sector from the 2009/10 to 2013/14 school years**

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	2009/10	NA	NA	NA	NA	NA	NA	1 002
	2010/11	171	987	47	0	0	0	1 205
	2011/12	218	1 160	54	0	0	0	1 432
	2012/13	258	1 243	68	0	0	0	1 569
	2013/14	291	1 414	77	0	0	0	1 782
Tai Po	2009/10	NA	NA	NA	NA	NA	NA	122
	2010/11	5	115	19	0	0	0	139
	2011/12	12	147	23	0	0	0	182
	2012/13	18	200	37	0	0	0	255
	2013/14	25	260	50	0	0	0	335
Sha Tin	2009/10	NA	NA	NA	NA	NA	NA	10
	2010/11	0	18	3	0	0	0	21
	2011/12	0	24	2	0	0	0	26
	2012/13	0	24	1	0	0	0	25
	2013/14	1	27	2	0	0	0	30
Yuen Long	2009/10	NA	NA	NA	NA	NA	NA	111
	2010/11	16	120	5	0	0	0	141
	2011/12	13	168	15	0	0	0	196
	2012/13	14	212	20	0	0	0	246
	2013/14	13	254	13	0	0	0	280
Tuen Mun	2009/10	NA	NA	NA	NA	NA	NA	22
	2010/11	1	31	0	0	0	0	32
	2011/12	0	43	0	0	0	0	43
	2012/13	0	53	0	0	0	0	53
	2013/14	2	72	0	0	0	0	74
Tsuen Wan & Kwai Tsing	2009/10	NA	NA	NA	NA	NA	NA	0
	2010/11	0	0	0	0	0	0	0
	2011/12	0	2	0	0	0	0	2
	2012/13	0	5	0	0	0	0	5
	2013/14	0	3	0	0	0	0	3
Tung Chung	2012/13	0	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0	0

- Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) “NA” – for the 2009/10 school year, further breakdown of the figures by sector is not readily available.

**Numbers of Newly Admitted Pupils<sup>#</sup> from the Mainland in Primary Schools by District and by Sector from the 2009/10 to 2013/14 School Years**

**2009/10 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	12	90	0	4	106
Wan Chai	7	42	0	7	56
Eastern	29	153	2	3	187
Southern	11	54	0	2	67
Yau Tsim Mong	74	220	0	0	294
Sham Shui Po	77	342	1	8	428
Kowloon City	3	212	0	16	231
Wong Tai Sin	11	233	0	2	246
Kwun Tong	14	335	7	0	356
Sai Kung	12	65	3	0	80
Sha Tin	1	252	1	0	254
Tai Po	3	149	0	0	152
North	73	732	0	0	805
Yuen Long	19	298	1	0	318
Tuen Mun	18	226	0	0	244
Tsuen Wan	7	199	0	0	206
Kwai Tsing	0	271	0	0	271
Islands	0	45	0	0	45
All Districts	371	3 918	15	42	4 346

**2010/11 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	7	69	0	3	79
Wan Chai	2	27	0	6	35
Eastern	3	137	0	3	143
Southern	4	28	0	1	33
Yau Tsim Mong	73	137	0	0	210
Sham Shui Po	88	206	2	2	298
Kowloon City	4	144	1	18	167
Wong Tai Sin	16	140	0	1	157
Kwun Tong	46	234	4	0	284
Sai Kung	8	71	2	0	81
Sha Tin	0	189	1	0	190
Tai Po	2	100	0	0	102
North	31	486	0	0	517
Yuen Long	6	333	2	0	341
Tuen Mun	5	163	0	0	168
Tsuen Wan	2	220	0	0	222
Kwai Tsing	0	227	0	0	227
Islands	0	28	0	0	28
All Districts	297	2 939	12	34	3 282

**2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	17	55	0	0	72
Wan Chai	3	27	0	6	36
Eastern	31	86	2	1	120
Southern	9	33	0	2	44
Yau Tsim Mong	50	158	0	0	208
Sham Shui Po	57	203	0	0	260
Kowloon City	1	126	0	10	137
Wong Tai Sin	12	163	0	2	177
Kwun Tong	11	227	0	0	238
Sai Kung	10	32	2	0	44
Sha Tin	0	206	2	0	208
Tai Po	11	106	0	0	117
North	28	391	0	0	419
Yuen Long	24	274	2	0	300
Tuen Mun	3	135	0	0	138
Tsuen Wan	10	171	0	0	181
Kwai Tsing	0	157	0	0	157
Islands	0	39	0	0	39
All Districts	277	2 589	8	21	2 895

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	7	40	0	0	47
Wan Chai	1	31	0	5	37
Eastern	24	75	0	5	104
Southern	8	24	0	3	35
Yau Tsim Mong	60	128	0	0	188
Sham Shui Po	53	217	1	2	273
Kowloon City	2	148	1	8	159
Wong Tai Sin	11	127	0	5	143
Kwun Tong	5	224	0	0	229
Sai Kung	10	44	0	0	54
Sha Tin	0	141	1	3	145
Tai Po	4	142	0	0	146
North	27	250	0	0	277
Yuen Long	17	287	0	2	306
Tuen Mun	8	174	0	0	182
Tsuen Wan	6	183	0	0	189
Kwai Tsing	0	149	0	0	149
Islands	0	24	0	0	24
All Districts	243	2 408	3	33	2 687

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	10	43	0	2	55
Wan Chai	4	22	0	3	29
Eastern	19	115	0	2	136
Southern	8	30	0	3	41
Yau Tsim Mong	57	133	0	0	190
Sham Shui Po	55	195	0	5	255
Kowloon City	7	128	0	8	143
Wong Tai Sin	17	111	0	1	129
Kwun Tong	9	207	0	0	216
Sai Kung	1	47	2	0	50
Sha Tin	1	202	1	1	205
Tai Po	3	131	0	0	134
North	22	244	0	0	266
Yuen Long	16	292	0	2	310
Tuen Mun	2	168	0	0	170
Tsuen Wan	1	144	0	0	145
Kwai Tsing	0	158	0	0	158
Islands	0	24	0	0	24
All Districts	232	2 394	3	27	2 656

- Notes:
- (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.
  - (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
  - (3) Figures for 2013/14 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.



### Numbers of Newly Admitted Pupils<sup>#</sup> from the Mainland in Secondary Schools by District and by Sector from the 2009/10 School Years

#### 2009/10 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	27	0	0	0	27
Wan Chai	1	15	33	2	0	51
Eastern	4	129	0	78	0	211
Southern	0	87	0	2	0	89
Yau Tsim Mong	6	101	78	13	0	198
Sham Shui Po	2	213	3	161	0	379
Kowloon City	2	172	0	25	5	204
Wong Tai Sin	24	121	0	0	0	145
Kwun Tong	1	142	39	208	3	393
Sai Kung	0	46	0	8	0	54
Sha Tin	0	149	0	5	1	155
Tai Po	17	72	0	9	0	98
North	71	149	0	4	0	224
Yuen Long	0	128	0	16	0	144
Tuen Mun	1	158	0	0	0	159
Tsuen Wan	0	168	0	0	0	168
Kwai Tsing	0	221	0	0	0	221
Islands	1	15	0	3	0	19
All Districts	130	2 113	153	534	9	2 939

#### 2010/11 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	39	0	5	0	44
Wan Chai	0	17	17	0	0	34
Eastern	2	127	0	55	0	184
Southern	0	48	0	1	0	49
Yau Tsim Mong	1	110	60	28	0	199
Sham Shui Po	1	167	4	165	0	337
Kowloon City	6	168	0	16	11	201
Wong Tai Sin	69	96	0	3	1	169
Kwun Tong	4	118	28	190	3	343
Sai Kung	1	53	0	12	0	66
Sha Tin	0	195	0	5	0	200
Tai Po	8	107	0	5	0	120
North	96	124	0	5	0	225
Yuen Long	2	159	0	19	1	181
Tuen Mun	2	171	0	0	0	173
Tsuen Wan	0	238	0	0	0	238
Kwai Tsing	0	177	0	0	0	177
Islands	0	16	0	4	0	20
All Districts	192	2 130	109	513	16	2 960

**2011/12 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	38	0	3	0	41
Wan Chai	3	34	0	14	0	51
Eastern	1	131	0	44	0	176
Southern	0	65	0	0	0	65
Yau Tsim Mong	1	123	83	25	0	232
Sham Shui Po	0	151	5	159	1	316
Kowloon City	1	170	0	34	8	213
Wong Tai Sin	29	107	0	3	0	139
Kwun Tong	1	148	12	193	0	354
Sai Kung	0	56	0	10	3	69
Sha Tin	2	166	0	11	0	179
Tai Po	14	100	0	13	0	127
North	109	100	0	6	0	215
Yuen Long	1	176	0	36	0	213
Tuen Mun	0	183	0	0	0	183
Tsuen Wan	0	167	0	0	0	167
Kwai Tsing	0	173	0	0	0	173
Islands	0	16	0	3	0	19
All Districts	162	2 104	100	554	12	2 932

**2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	35	0	5	0	40
Wan Chai	0	21	0	11	0	32
Eastern	0	121	0	78	0	199
Southern	0	51	0	2	0	53
Yau Tsim Mong	0	80	77	42	0	199
Sham Shui Po	6	147	1	165	1	320
Kowloon City	7	201	0	27	8	243
Wong Tai Sin	37	112	0	1	0	150
Kwun Tong	5	138	14	211	0	368
Sai Kung	0	67	0	10	0	77
Sha Tin	0	145	0	14	0	159
Tai Po	12	120	0	17	0	149
North	112	93	0	6	0	211
Yuen Long	1	188	0	28	1	218
Tuen Mun	1	193	0	0	0	194
Tsuen Wan	0	139	0	0	0	139
Kwai Tsing	0	191	0	0	0	191
Islands	0	11	0	3	0	14
All Districts	181	2 053	92	620	10	2 956

**2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	27	0	0	0	27
Wan Chai	0	18	0	11	0	29
Eastern	2	120	0	89	0	211
Southern	0	51	0	0	2	53
Yau Tsim Mong	1	83	65	30	0	179
Sham Shui Po	9	95	3	121	0	228
Kowloon City	1	160	0	28	1	190
Wong Tai Sin	47	100	0	4	0	151
Kwun Tong	2	120	16	218	0	356
Sai Kung	1	85	0	19	0	105
Sha Tin	1	149	0	9	0	159
Tai Po	29	116	0	19	0	164
North	95	94	0	8	0	197
Yuen Long	1	148	0	24	0	173
Tuen Mun	1	176	0	0	0	177
Tsuen Wan	0	113	0	0	0	113
Kwai Tsing	0	124	0	0	0	124
Islands	2	6	0	0	0	8
All Districts	192	1 785	84	580	3	2 644

- Notes: (1) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.
- (2) Figures refer to the position as at September of the respective years. Such students were newly admitted during the past 12 months.
- (3) Figures for 2013/14 school year are provisional and subject to revisions.
- # Figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

**Numbers of Non-Chinese Speaking Students in Kindergartens by District and by Type of Kindergartens from the 2009/10 to 2013/14 School Years**

District	2009/10			2010/11			2011/12			2012/13			2013/14		
	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types	Non-Profit Making	Private Independent	All Types
Central & Western	694	371	1 065	562	336	898	762	314	1 076	772	358	1 130	765	389	1 154
Wan Chai	450	313	763	736	279	1 015	664	759	1 423	649	724	1 373	605	671	1 276
Eastern	510	715	1 225	662	786	1 448	550	425	975	579	440	1 019	618	362	980
Southern	547	674	1 221	661	671	1 332	692	755	1 447	645	880	1 525	682	753	1 435
Yau Tsim Mong	539	123	662	570	130	700	632	160	792	702	169	871	732	189	921
Sham Shui Po	325	0	325	415	0	415	397	5	402	453	5	458	342	2	344
Kowloon City	638	499	1 137	701	695	1 396	707	516	1 223	678	745	1 423	707	578	1 285
Wong Tai Sin	79	0	79	69	0	69	93	0	93	104	0	104	71	0	71
Kwun Tong	134	32	166	131	18	149	156	15	171	135	19	154	174	21	195
Sai Kung	381	50	431	419	94	513	391	151	542	431	217	648	484	217	701
Sha Tin	278	73	351	298	116	414	351	64	415	369	94	463	401	87	488
Tai Po	125	42	167	126	11	137	146	9	155	129	4	133	140	14	154
North	18	1	19	14	7	21	12	8	20	25	9	34	22	9	31
Yuen Long	508	14	522	565	12	577	574	14	588	584	20	604	597	15	612
Tuen Mun	138	62	200	167	82	249	179	61	240	237	65	302	217	60	277
Tsuen Wan	58	19	77	53	23	76	64	21	85	66	8	74	79	14	93
Kwai Tsing	573	20	593	597	9	606	647	7	654	653	3	656	655	2	657
Islands	615	395	1 010	658	519	1 177	702	567	1 269	747	606	1 353	763	592	1 355
All Districts	6 610	3 403	10 013	7 404	3 788	11 192	7 719	3 851	11 570	7 958	4 366	12 324	8 054	3 975	12 029

- Notes : (1) Figures refer to the position as at September of the respective school years.  
(2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.  
(3) Figures include students studying in kindergarten-cum-child care centres.

### Numbers of Non-Chinese Speaking Students in Primary Schools by District and by Sector from the 2009/10 to 2013/14 School Years

#### 2009/10 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	0	235	0
Wan Chai	543	492	0
Eastern	9	34	17
Southern	0	21	0
Yau Tsim Mong	99	506	226
Sham Shui Po	616	14	89
Kowloon City	3	97	72
Wong Tai Sin	0	271	0
Kwun Tong	1	867	3
Sai Kung	0	57	10
Sha Tin	4	53	26
Tai Po	5	22	0
North	0	22	0
Yuen Long	4	528	13
Tuen Mun	6	472	32
Tsuen Wan	28	41	0
Kwai Tsing	0	265	305
Islands	0	372	0
All districts	1 318	4 369	793

#### 2010/11 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	0	290	1
Wan Chai	457	562	0
Eastern	10	33	15
Southern	4	12	0
Yau Tsim Mong	143	493	226
Sham Shui Po	722	22	96
Kowloon City	6	107	168
Wong Tai Sin	0	309	0
Kwun Tong	1	947	3
Sai Kung	0	74	26
Sha Tin	1	39	30
Tai Po	3	24	0
North	0	19	0
Yuen Long	13	619	14
Tuen Mun	2	432	53
Tsuen Wan	2	49	0
Kwai Tsing	0	280	424
Islands	0	506	0
All districts	1 364	4 817	1 056

**2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	374	2
Wan Chai	378	580	0
Eastern	13	42	14
Southern	4	9	0
Yau Tsim Mong	181	491	229
Sham Shui Po	700	34	82
Kowloon City	6	125	219
Wong Tai Sin	0	331	0
Kwun Tong	1	921	7
Sai Kung	0	108	26
Sha Tin	1	36	35
Tai Po	3	26	0
North	3	17	0
Yuen Long	9	692	22
Tuen Mun	0	451	67
Tsuen Wan	4	44	0
Kwai Tsing	0	341	501
Islands	0	573	0
All districts	1 304	5 195	1 204

**2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	417	2
Wan Chai	340	580	0
Eastern	12	65	10
Southern	6	9	0
Yau Tsim Mong	198	493	226
Sham Shui Po	674	39	72
Kowloon City	7	147	264
Wong Tai Sin	0	304	0
Kwun Tong	2	909	7
Sai Kung	1	129	23
Sha Tin	1	46	37
Tai Po	1	29	0
North	1	15	0
Yuen Long	8	724	33
Tuen Mun	1	506	65
Tsuen Wan	2	48	0
Kwai Tsing	0	366	493
Islands	0	632	0
All districts	1 255	5 458	1 232

**2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme
Central & Western	1	467	0
Wan Chai	321	608	0
Eastern	13	120	9
Southern	6	18	2
Yau Tsim Mong	260	500	220
Sham Shui Po	639	40	73
Kowloon City	7	149	275
Wong Tai Sin	1	288	0
Kwun Tong	6	874	7
Sai Kung	0	145	13
Sha Tin	1	47	45
Tai Po	0	46	0
North	1	13	0
Yuen Long	6	769	50
Tuen Mun	1	519	53
Tsuen Wan	2	42	0
Kwai Tsing	0	375	529
Islands	0	729	0
All districts	1 265	5 749	1 276

- Notes : (1) Figures refer to the position as at September of the respective school years.
- (2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.
- (3) Figures cover students studying in ordinary public sector and DSS primary schools, but not special schools. We do not have readily available information about the number of NCS students in private, ESF and international schools.

**Numbers of Non-Chinese Speaking Students in Secondary Day Schools by District and by Sector from the 2009/10 to 2013/14 School Years**

**2009/10 School Year**

District	Government	Aided	Caput	DSS
Central & Western	0	25	0	162
Wan Chai	4	93	2	39
Eastern	7	386	0	12
Southern	0	29	0	18
Yau Tsim Mong	470	6	0	143
Sham Shui Po	5	20	1	901
Kowloon City	2	39	0	58
Wong Tai Sin	0	16	0	7
Kwun Tong	2	70	1	777
Sai Kung	1	14	0	36
Sha Tin	0	40	0	228
Tai Po	0	7	0	1
North	0	12	0	2
Yuen Long	5	41	0	84
Tuen Mun	1	226	0	0
Tsuen Wan	0	17	0	0
Kwai Tsing	0	32	0	0
Islands	5	13	0	346
All districts	502	1 086	4	2 814

**2010/11 School Year**

District	Government	Aided	Caput	DSS
Central & Western	2	21	0	210
Wan Chai	19	143	2	44
Eastern	6	398	0	11
Southern	0	37	0	9
Yau Tsim Mong	513	7	0	152
Sham Shui Po	3	31	1	895
Kowloon City	2	43	0	80
Wong Tai Sin	0	13	0	5
Kwun Tong	2	94	1	914
Sai Kung	1	12	0	53
Sha Tin	0	36	0	203
Tai Po	0	9	0	16
North	0	14	0	4
Yuen Long	5	108	0	97
Tuen Mun	0	384	0	0
Tsuen Wan	0	22	0	0
Kwai Tsing	0	57	0	0
Islands	4	21	0	532
All districts	557	1 450	4	3 225



**2011/12 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	26	0	276
Wan Chai	27	188	0	63
Eastern	7	455	0	8
Southern	0	36	0	7
Yau Tsim Mong	601	13	1	181
Sham Shui Po	3	37	1	1 027
Kowloon City	2	59	0	81
Wong Tai Sin	0	13	0	5
Kwun Tong	2	121	0	1 071
Sai Kung	1	25	0	88
Sha Tin	0	38	0	203
Tai Po	0	9	0	20
North	0	10	0	6
Yuen Long	6	140	0	98
Tuen Mun	3	578	0	0
Tsuen Wan	2	27	0	0
Kwai Tsing	0	75	0	0
Islands	4	37	0	689
All districts	661	1 887	2	3 823

**2012/13 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	44	0	334
Wan Chai	25	228	0	64
Eastern	7	432	0	15
Southern	0	34	0	5
Yau Tsim Mong	617	18	1	194
Sham Shui Po	2	44	1	1 058
Kowloon City	1	59	0	97
Wong Tai Sin	2	16	0	3
Kwun Tong	1	134	0	1 093
Sai Kung	1	41	0	120
Sha Tin	2	30	0	178
Tai Po	0	10	0	22
North	0	11	0	3
Yuen Long	5	163	0	88
Tuen Mun	4	754	0	0
Tsuen Wan	2	29	0	0
Kwai Tsing	0	100	0	0
Islands	0	40	0	784
All districts	672	2 187	2	4 058

**2013/14 School Year**

District	Government	Aided	Caput	DSS
Central & Western	3	52	0	361
Wan Chai	36	270	0	69
Eastern	8	454	0	23
Southern	0	38	0	3
Yau Tsim Mong	620	18	1	209
Sham Shui Po	2	50	0	1 209
Kowloon City	1	67	0	114
Wong Tai Sin	1	15	0	4
Kwun Tong	1	154	0	1 116
Sai Kung	1	89	0	136
Sha Tin	2	25	0	162
Tai Po	0	8	0	30
North	0	9	0	2
Yuen Long	7	208	0	120
Tuen Mun	4	817	0	0
Tsuen Wan	2	43	0	0
Kwai Tsing	0	122	0	0
Islands	2	68	0	820
All districts	690	2 507	1	4 378

- Notes : (1) Figures refer to the position as at September of the respective school years.
- (2) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as NCS students.
- (3) 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.

### Numbers of Students Studying in Aided Special Schools from the 2009/10 to 2013/14 School Years

School Year	2009/10	2010/11	2011/12	2012/13	2013/14
Number of Students (Note)	6 442	6 674	6 821	6 817	6 795

Note: Number of students in School for Social Development and Hospital School are not included in view of the transitional nature of education programmes these schools provide.

### Numbers of Students with Special Educational Needs (SEN) Studying in Public Sector Mainstream Schools from the 2009/10 to 2013/14 School Years

School Level	2009/10	2010/11	2011/12	2012/13	2013/14
Primary	13 720	15 370	15 940	16 810	17 390
Secondary	8 000	10 270	12 690	14 580	16 440
Total	21 720	25 640	28 630	31 390	33 830

- Notes :
- (1) We do not provide the number of students with SEN by district as the provision of support services for students with SEN does not have relationship with the district in which they live or study.
  - (2) SEN-related resources are subsumed in the DSS unit subsidy and we do not separately collect the number of students with SEN in DSS schools.
  - (3) Breakdown of cross-boundary students with SEN is not available as we do not collect statistics on the district of residence of students with SEN.

**Numbers of Students with Special Educational Needs (SEN) in English Schools Foundation (ESF), Private Independent Schools (PIS) and International Schools from the 2009/10 to 2013/14 School Years**

School Year	ESF		PIS		International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
2009/10	176	121	30	98	108	36	314	255
2010/11	145	196	114	137	130	84	389	417
2011/12	143	202	175	208	128	86	446	496
2012/13	141	232	123	184	190	97	454	513
2013/14	139	239	69	137	262	88	470	464

- Notes : (1) Figures refer to the position as at September of the respective years.
- (2) Statistics cover students with SEN under integrated classes / special classes / special school in PIS, ESF and International Schools as reported by the schools concerned in response to the Annual Enrolment Survey. They however are not exhaustive as some schools did not respond to the Survey in this respect.

**Expenditures for the Initiation Programme, the Induction Programme  
and the School-based Support Scheme Grant for newly-arrived children  
from the 2009/10 to 2013/14 School Year**

School Year		2009/10	2010/11	2011/12	2012/13	2013/14
Expenditure (\$ million)	Initiation Programme	14.9	16.2	18.2	19.4	22.1
	Induction Programme	2.1	1.9	1.8	1.9	2.0
	School-based Support Scheme Grant	22.4	20.1	21.6	22.9	25.8
	Total	39.4	38.2	41.6	44.2	49.9

Note: Figures for the 2013/14 school year are provisional and subject to revisions.

**Support Measures for Non-Chinese Speaking (NCS) Students  
from the 2009/10 to 2013/14 School Years**

Support Measures	Expenditure in the 2009/10 school year (\$ million)	Expenditure in the 2010/11 school year (\$ million)	Expenditure in the 2011/12 school year (\$ million)	Expenditure in the 2012/13 school year (\$ million)	Estimated expenditure in the 2013/14 school year (\$ million)
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.</p>	14.4  Note 1	15.6  Note 1	16.8  Note 1	17.5  Note 1	61.3  Note 1
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	Note 1  An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools

Support Measures	Expenditure in the 2009/10 school year (\$ million)	Expenditure in the 2010/11 school year (\$ million)	Expenditure in the 2011/12 school year (\$ million)	Expenditure in the 2012/13 school year (\$ million)	Estimated expenditure in the 2013/14 school year (\$ million)
Training programmes for Chinese Language teachers teaching NCS students	0.26	The programmes are subsumed in the overall professional development programme of the Education Bureau (EDB) and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.3	2.8	2.7	2.7	2.9
Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes  A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.	-	9.0	12.0	13.0	21.0

Support Measures	Expenditure in the 2009/10 school year (\$ million)	Expenditure in the 2010/11 school year (\$ million)	Expenditure in the 2011/12 school year (\$ million)	Expenditure in the 2012/13 school year (\$ million)	Estimated expenditure in the 2013/14 school year (\$ million)
<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>Starting from 2013, the programmes has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	Note 2	1.4	1.4	2.0	2.5
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.23	0.26	0.28	0.76	1.0



Support Measures	Expenditure in the 2009/10 school year (\$ million)	Expenditure in the 2010/11 school year (\$ million)	Expenditure in the 2011/12 school year (\$ million)	Expenditure in the 2012/13 school year (\$ million)	Estimated expenditure in the 2013/14 school year (\$ million)
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	-	-	0.88	2.51
Support for kindergartens admitting NCS students –					
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	-	-	-	3.3	4.5
(b) School-based professional support services				-	Note 1

Notes : (1) These measures are provided by different sections of the EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

(2) The Summer Bridging Programme was not operated in the summer of 2009 owing to suspension of classes in primary schools due to Human Swine Influenza.

**CONTROLLING OFFICER'S REPLY****EDB070****(Question Serial No. 3019)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 19):

- (a) Using the table below, please provide information on cross-boundary projects or programmes in which the Hong Kong Education Bureau collaborated with Mainland department(s) or is/has been involved as well as the manpower and expenditure involved in the past five years (2009-10 to 2013-14) and the coming year (2014-15):

Project/Programme	Details and objective	Mainland department/organisation involved	Progress	Has the project/programme been released to the public?	Details of the legislation and policies involved in the project/programme	Manpower and expenditure involved

- (b) Please set out the numbers, details, objectives and expenditures of the meetings, lunches and dinners between the Education Bureau and the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region/Mainland departments in the past five years (2009-10 to 2013-14).
- (c) Please set out the numbers, details, objectives, number of participants and expenditures of the duty visits and study trips made by Education Bureau officials to the Mainland in the past five years (2009-10 to 2013-14).
- (d) Please set out the numbers, details, objectives, number of participants and expenditures of the overseas duty visits and study trips (except those to the Mainland) made by Education Bureau officials in the past five years (2009-10 to 2013-14).

Asked by: Hon. IP Kin-yuen

Reply:

Part (a)

The cross-boundary projects or programmes in which the Education Bureau collaborated with Mainland department(s) in the past five years (2009-10 to 2013-14) and the coming year (2014-15) are at Annex A and Annex B.

Part (b)

The required information on the meetings of the Education Bureau with the Liaison Office of the Central People's Government in the Hong Kong SAR (CPGLO) and other mainland officials is provided in the two tables below respectively -

(i) Meeting with CPGLO

Financial Year	No. of Meetings	Contents/Purpose of Meeting (No. of Times)	
		Cooperation Plans	Experience Sharing
2009-10	0	0	0
2010-11	1	0	1
2011-12	1	0	1
2012-13	1	0	1
2013-14	2	0	2

(ii) Meeting with Mainland Officials

Financial Year	No. of Meetings	Contents/Purpose of Meeting (No. of Times)	
		Cooperation Plans	Experience Sharing
2009-10	40	4	36
2010-11	28	6	22
2011-12	33	7	26
2012-13	30	5	25
2013-14	28	6	22

The Government of the Hong Kong Special Administrative Region (HKSAR) maintains necessary working relationships with the mainland government authorities and the offices set up by the Central People's Government in the HKSAR, with a view to ensuring mutual understanding and effective exchanges. We did not keep a separate account to capture expenditure on lunch/dinner receptions with them.

Parts (c) and (d)

The details and expenditure on duty visits outside Hong Kong incurred by Education Bureau officials are as below:

Financial Year	Mainland			Overseas		
	No. of Visit	No. of Official	Expenditure (\$'000)	No. of Visit	No. of Official	Expenditure (\$'000)
2009-10	64	166	644	22	50	1,515
2010-11	60	158	844	35	92	3,782
2011-12	77	208	1,452	34	89	3,256
2012-13	80	267	1,509	34	82	3,402
2013-14	61	198	1,598	37	108	4,080

The major objectives of the duty visits to the Mainland or overseas were to promote the education initiatives of Hong Kong, share experiences on education reforms, explore co-operation on other educational fronts and attend international conferences on education issues.

**Cross-boundary projects or programmes in which EDB collaborated with Mainland department(s)  
from 2009-10 to 2013-14**

**2009-2010**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	16.8*
Educational Exchange Programme funded by Quality Education Fund(QEF)	The project aims at enhancing participants' understanding of the Mainland.	NA. The programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	Completed	Applications to the QEF were open to the public.	NA	The programmes were bottom up initiatives proposed by grantees through open applications.  2.4*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	NA	Subsumed under the recurrent departmental expenditure of the EDB
National Education Exchange Programme on the Mainland for Junior Secondary and Upper	The Programme aims at promoting national education in schools through a 2 to 3 days' trip to Guangdong to enrich their	Ministry of Education  The People's Government of the Guangdong	Completed	Details were released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.o">www.passontorch.o</a> )	NA	Commissioned service  14.9

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Primary Students	understanding of the motherland.	Province		<a href="http://www.edb.gov.hk">rg.hk</a> ). The content, purpose of, and impact on students' learning arising from joining the Programme were announced to schools via school circular and debriefing sessions.		
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhancing their capacity in promoting national education in schools through a 5-day residential professional development programme in Guangzhou and visits to schools.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content, purpose of, and impact on teachers' professional development arising from joining the exchange programme were communicated to schools via school circular and briefing sessions.	NA	0.6*
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their national identity.	People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.	NA	Sponsorship to NGOs and schools  1.2
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of our country and national identity.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA	0.5*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Scheme via school circular.	NA	1.6*

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of Chinese culture, enhance their national identity and sense of belonging of being Chinese.	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA	Commissioned service  12.7
“Understanding Our Motherland” Programme 2009	The programme aims to enhance students' understanding of our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country.	These Programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the Programme via school circular.	NA	3.1*
Sponsored programmes organised by the National Education Centre	The Programme aims to enrich participants' understanding of the motherland and enhance their national identity.	Ministry of Education	Completed	Letters were issued to invite schools to join the Programmes.	NA	Sponsorship to National Education Centre  1.2
Sponsored programmes organised by the National Education Service Centre	The Programme aims to enrich participants' understanding of the motherland and enhance their national identity.	Ministry of Education	Completed	Letters were issued to invite schools to join the Programmes.	NA	Sponsorship to National Education Service Centre  5.4
National Day Visit to Beijing cum Professional Development Programme	The Programme aims at deepening education workers' understanding of the Mainland situation and its latest developments in education.	Ministry of Education	Completed	A letter was issued to invite school heads and teachers to join the Programme.	NA	Commissioned service  0.4

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Hong Kong Primary School Principals' Training Programme	The Programme aims at enhancing leadership of primary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.7*
Hong Kong Secondary School Principals' Training Programme	The Programme aims at enhancing the leadership of secondary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	0.9*
English Language Teaching Programme for Shenzhen Teachers of English	The Programme aims at providing participants with the knowledge and pedagogy in English teaching with reference to	Shenzhen Municipal Education Bureau	Completed	The Programme was not announced in Hong Kong as only Shenzhen English teachers were involved.	NA	1.0*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	the English Language curriculum at primary level in Hong Kong through a 10-day programme (lectures/ workshops) in Shenzhen and 1-week lesson observation plus try-out sessions in Hong Kong.					

\*Manpower is subsumed under the departmental expenditure of the EDB



**2010-2011**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	16.6*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Ministry of Education  Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the Pprogrammes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	0.3*
Educational Exchange Programme funded by Quality Education Fund(QEF)	The project aims at enhancing participants' understanding of the Mainland.	NA. The programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	Completed	Applications to the QEF were open to the public	NA	The programmes were bottom up initiatives proposed by grantees through open applications. 2.4*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools	Department of Education, Guangdong Province  Guangzhou Municipal	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	NA	Subsumed under the recurrent departmental expenditure of the EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Education Bureau  Shenzhen Municipal Education Bureau				
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at promoting national education in schools through a 2 to 4 days' trip to Guangdong to enrich their understanding of the motherland.	Ministry of Education  The People's Government of the Guangdong Province	Completed	Details were released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.org.hk">www.passontorch.org.hk</a> ). The content, purposes of, and impact on students' learning arising from joining the Programme were announced to schools via school circular and debriefing sessions	NA	Commissioned service  19.0
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhancing their capacity in promoting national education in schools through a 5-day residential professional development programme in Guangzhou and visits to schools.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content, purposes of, and impact on teachers' professional development arising from joining the exchange programme had been announced to the schools via school circular and debriefing sessions	NA	0.6*
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their national identity.	People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.	NA	Sponsorship to NGOs and schools  1.2

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA	0.3*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Scheme via school circular.	NA	4.8*
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of Chinese culture, enhance their national identity and sense of belonging of being Chinese.	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA	Commissioned service 14.4
"Understanding Our Motherland" Programme 2010	The programme aims to enhance students' understanding of our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country.	These Programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the Programme via school circular.	NA	3.2*
Sponsored programmes organised by the National Education Centre	The Programme aims to enrich participants' understanding of the motherland and enhance	Ministry of Education	Completed	Letters were issued to invite school heads and teachers to join the Programmes.	NA	Sponsorship to National Education Centre  1.2

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	their national identity.					
Sponsored programmes organised by the National Education Services Centre	The Programme aim to enrich participants’ understanding of the motherland and enhance their national identity.	Ministry of Education	Completed	Letters were issued to invite school heads and teachers to join the Programmes.	NA	Sponsorship to National Education Services Centre  5.4
National Day Visit to Beijing cum Professional Development Programme	The Programme aims at deepening education workers’ understanding of the Mainland situation and its latest developments in education.	Ministry of Education	Completed	A letter was issued to invite school heads and teachers to join the Programme.	NA	Commissioned service  0.4
Hong Kong Primary School Principals’ Training Programme	The Programme aims at enhancing the leadership of primary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.8*
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers’ knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.2*

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	1.1*

\*Manpower is subsumed under the departmental expenditure of the EDB

**2011-2012**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	14.6*
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Ministry of Education  Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	3*
Educational Exchange Programme funded by Quality Education Fund(QEF)	The project aims at enhancing participants' understanding of the Mainland.	NA. The programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	Completed	Applications to the QEF were open to the public.	NA	The programmes were bottom up initiatives proposed by grantees through open applications. 0.5*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong	Department of Education, Guangdong Province  Guangzhou	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the	NA	Subsumed under the recurrent departmental expenditure of the EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	and Guangdong. Each sister school pair formulates and carries out its own exchange.	Municipal Education Bureau  Shenzhen Municipal Education Bureau		Scheme		
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives, and to understand the relationship between Hong Kong and Guangdong.	Ministry of Education  The People's Government of the Guangdong Province	Completed	Schools were invited to apply for the Programme via school circular.	NA	Commissioned service  18.2
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.	People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.	NA	Sponsorship to NGOs and schools  1.9
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA	0.7*
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the Exchange Programme via school circular.	NA	1.3*

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour.	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA	Commissioned service  8.1
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national developments and support for students to align curriculum objectives and experiences.	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA	Commissioned service  7.1
"Understanding Our Motherland" Programme 2011	The programme aims at enhancing students' understanding of national development and commitment towards the betterment of the country.	These Programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the Programme via school circular.	NA	3.9*
Sponsored programmes organised by the National Education Centre (up to June 2012)	The Programme aims at enhancing students' understanding of the Mainland.	Ministry of Education	Completed	Letters were issued by the Centre to invite schools to join the Programme.	NA	Sponsorship to National Education Centre  0.7
Sponsored programmes organised by the National Education Services Centre (up to June 2012)	The Programme aims at enhancing students' understanding of the Mainland.	Ministry of Education	Completed	Letters were issued to invite schools to join the Programme.	NA	Sponsorship to National Education Services Centre  3.9



Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
National Day Delegation from the Educational Sector of Hong Kong 2011	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite schools to join the Programme.	NA	Commissioned service  0.5
Guangdong- Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.2*
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	1.2*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA	NA* (The expenditure was borne by Shenzhen)
#Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidizing student teachers to participate in the study courses to equip themselves in leading students on study and	Ministry of Education and normal universities in the Mainland	The PSCST was launched and the first batch of study courses were organised in	The programme has been announced in the Policy Address of 2012. We issue letters with the objectives and details of the study courses	NA	0.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	exchange activities to the Mainland in future.		2011-12.	annually to invite local institutions providing teacher education programmes to participate.		
# Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.	Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The PMES was launched in July 2011 and will end on 30 June 2016. All subsidized programmes should be completed on or before 30 June 2019.	The PMES was approved by the Finance Committee in June 2011. We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA	The total expenditure on matching grants in 2011-12 was: 25.6
#The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland.	Ministry of Education and some Mainland higher education institutions.	The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2011 in December 2011, attracting a total of over 7,500 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2012/13 academic year and the Mainland Higher Education Expo 2011.	NA	The expenditure on organising the Mainland Higher Education Expo 2011 was: 1.2

# The initiatives commenced in 2011-12.

\*Manpower is subsumed under the departmental expenditure of the EDB

**2012-2013**

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	17.4*
Pilot Scheme on Hong Kong Teachers’ Exchange Activities to the Mainland	The Programme aims at enhancing teachers’ professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	3.0*
Educational Exchange Programme funded by Quality Education Fund(QEF)	The project aims at enhancing participants’ understanding of the Mainland.	NA. The programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	On-going	Open applications to the QEF	NA	The programmes were bottom up initiatives proposed by grantees through open applications. 0.39
Guangdong- Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong.	Department of Education, Guangdong Province  Guangzhou Municipal	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	NA	Subsumed under the recurrent departmental expenditure of the EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Each sister school pair formulates and carries out its own exchange.	Education Bureau  Shenzhen Municipal Education Bureau				
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives and to understand the relationship between Hong Kong and Guangdong.	Ministry of Education  The People's Government of the Guangdong Province  Department of Education, Guangdong Province	Completed	Schools were invited to apply for the programme via school circular.	NA	Commissioned service  3.8
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular and training calendar.	NA	1.3*
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.	People's Governments at the local level	Completed	NGOs and schools were invited to apply for the scheme via web notice.	NA	Sponsorship to NGOs and schools  0.3 (Expenditure was settled in 2013-14 financial year)
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	0.3*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students'	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	2.8*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	understanding of the national development and providing opportunities for exchanges with students in the Mainland.					
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour.	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA	Commissioned service  7.2
"Understanding Our Motherland" Programme 2012	The programme aims at enhancing students' understanding of national development and commitment towards the betterment of the country.	These Programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the programme via school circular.	NA	2.3*
Sponsored programmes organised by the National Education Services Centre (up to the end of June 2012)	The Programmes aim at enhancing students' understanding of the Mainland.	These programmes were arranged by NESC with different organisations in the Mainland	Completed	Schools were invited to apply for the Programme via letters from NESC.	NA	Sponsorship to National Education Services Centre  1.5
National Day Delegation from the Educational Sector of Hong Kong 2012	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed.	A letter was issued to invite schools to join the programme.	NA	Commissioned service  0.4

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and expenditure involved (\$ million)</b>
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national development and support for students to align curriculum with experiences.	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA	Commissioned service  6.7
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2012	The Scheme aims at providing opportunities to explore national development from multiple perspectives.	These programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the scheme via school circular.	NA	7.6*
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing.	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.9 *
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	1.1*
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.2*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Guangdong- Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants’ understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	1.3*
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA	NA* (The expenditure was borne by Shenzhen)
Pilot Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou.	The People’s Government of Zhejiang Province	Completed	Under the pilot programme, letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	0.3*
Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidizing student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.	Ministry of Education and normal universities in the Mainland	The second phase of study courses was originally scheduled for June 2013, with a total number of 41 student teachers enrolled. The study courses were subsequentl y cancelled due to the emergence of bird’s flu (H7N9) cases in the	We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.	NA	The originally estimated expenditure for 2012-13 was \$0.56 million. <b>No expenditure was involved</b> as the study courses were subsequently cancelled due to the emergence of bird’s flu (H7N9) cases in the Mainland.

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
			Mainland.			
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.	Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The PMES was launched in July 2011 and will end on 30 June 2016. All subsidized programmes should be completed on or before 30 June 2019.	We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA	The total expenditure on matching grants for 2012-13 was: 22.4
Letter of Intent on further strengthening exchange and co-operation between Hong Kong and Mainland higher education institutions (Letter of Intent)  <input type="checkbox"/>	The Letter of Intent was signed in end June 2012 between Hong Kong and Mainland higher education institutions to further strengthen exchange and collaboration on bilateral visits, nurturing of talents and co-operation in research, etc., between the higher education institutions of the two places.	Ministry of Education and Mainland Higher Education Institutions	As at September 2013, about 5 000 Hong Kong students benefitted from the exchange activities organised by Hong Kong and Mainland higher education institutions.	The Education Bureau issued a press release on the relevant details on 28 June 2012.	NA	Hong Kong and Mainland higher education institutions are responsible for implementing the co-operation initiatives. The expenditure on organising the signing ceremony of the Letter of Intent was: 0.3
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination	Ministry of Education and Mainland Higher Education Institutions	In the 2012/13 academic year, over 4,200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,000 Hong Kong students. The Education	The Education Bureau has issued press releases on the details of the Scheme in the 2013/14 academic year and the Mainland Higher Education Expo 2012.	NA	The expenditure on organising the Mainland Higher Education Expo 2012 was: 2.4



Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 63 Mainland institutions participated in the Scheme in the 2012/13 academic year.		Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2012 in November 2012, attracting a total of over 7,000 visitors.			

\*Manpower is subsumed under the departmental expenditure of the EDB

**2013-2014**

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	The Programme commenced in August 2013 and will be completed in August 2014.	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	20.0*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' professional capacity through on-site professional development activities with the Mainland teachers serving in schools in Foshan, Zhongshan, Shenzhen and Guangdong.	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan  The Education Bureau of Zhongshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA	1.9*
Educational Exchange Programme funded by Quality Education Fund(QEF)	The project aims at enhancing participants' understanding of the Mainland.	NA. The programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	On-going	Applications to the QEF were open to the public.	NA	The programmes were bottom up initiatives proposed by grantees through open applications. 0.59*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school	Department of Education, Guangdong Province  Guangzhou Municipal Education	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	NA	Subsumed under the recurrent departmental expenditure of the EDB

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	pair formulates and carries out its own exchange.	Bureau  Shenzhen Municipal Education Bureau				
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives and understand the relationship between Hong Kong and Guangdong.	Ministry of Education  The People's Government of the Guangdong Province  Department of Education, Guangdong Province	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA	Commissioned service  19.0
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	Completed	Schools were invited to apply for the programme via training calendar.	NA	Commissioned service  1.2
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.	People's Government at the local level	Completed	NGOs and schools were invited to apply for the scheme via web notice.	NA	Sponsorship to NGOs and schools  0.3 (Expenditure brought forward from 2012-13 financial year)
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	0.9*
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students'	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA	Commissioned service  2.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	understanding of the national development and providing opportunities for exchanges with students in the Mainland.					
“Understanding Our Motherland” Programme 2013	The Programme aims at enhancing students’ understanding of national development and commitment towards the betterment of the country.	These Programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA	2.6*
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers’ understanding of the Mainland and promoting professional interflow.	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.	NA	Commissioned service 0.6
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students’ understanding of national development and support for students to align curriculum with experiences.	Ministry of Education	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA	Commissioned service 11.3
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2013	The Scheme aims at providing opportunities to explore national development from multiple perspectives.	These programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the scheme via school circular.	NA	12.8*
Leadership Enhancement Programme (with Mainland Visit) for Primary School	The Programme aims at enhancing leadership of primary school principals through a 6-day	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite	NA	0.6*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
Principals	study-trip to Beijing.			applications.		
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.3*
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	80% completed, the Programme started in July 2013 and will be completed in March 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.1*
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA	1.4*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA	0.2*
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by	The People's Government of Zhejiang Province The People's	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	0.6*

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	widening their horizons through a 5-day study tour to Hangzhou/Xian.	Government of Shanxi Province				
Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidizing student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.	Ministry of Education and normal universities in the Mainland	Study courses will be organised in the 2013/14 academic year. We will sort out with the Ministry of Education the details of implementation in the 2013/14 academic year.	We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.	NA	The estimated expenditure for the 2013/14 academic year will be \$0.56 million, which will be included in the estimated expenditure for 2014-15.
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.	Programmes were organised by post secondary institutions in Hong Kong with different local contacts in the Mainland.	We issued matching grants to the participating institutions in January 2014. All subsidized programmes should be completed on or before 30 June 2019.	We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA	The total expenditure on matching grants for 2013-14 was: 0.9
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of	Ministry of Education and Mainland Higher Education Institutions	In the 2013/14 academic year, about 2,300 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,200 Hong Kong	The Education Bureau has issued press releases on the details of the Scheme in the 2014/15 academic year and the Mainland Higher Education Expo 2013.	NA	The expenditure on organising the Mainland Higher Education Expo 2013 was: 2.5

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and expenditure involved (\$ million)
	Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 70 Mainland institutions participated in the Scheme in the 2013/14 academic year.		students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2013 in November 2013, attracting a total of over 7,500 visitors.			

\*Manpower is subsumed under the departmental expenditure of the EDB

**Cross-boundary projects or programmes in which EDB will collaborate with Mainland department(s) in 2014-15**

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and estimated expenditure involved (\$ million)</b>
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	Ministry of Education  Department of Education, Guangdong Province	The Programme will commence in August 2014 and will be completed in August 2015.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	17.9*
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.	Department of Education, Guangdong Province  The Education Bureau of Zhongshan	The programme commenced in January 2014 and will be completed in June 2014.	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA	1.1*
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own exchange.	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	The Scheme will commence in December 2014	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme	NA	Subsumed under the recurrent departmental expenditure of the EDB



<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and estimated expenditure involved (\$ million)</b>
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The programme aims to provide learning experience for students to deepen their understanding of the history, culture, custom, urban/rural developments as well as nature conservation of the Guangdong Province, and its relationship with Hong Kong.	The programme will be commissioned to service providers with different local contacts in the Mainland	The Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA	Commissioned service  21.0
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.	Ministry of Education	The Programme is planned to be conducted in Shanghai.	Schools will be invited to apply for the programme via training calendar.	NA	Commissioned service  1.2
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.	People's Governments at the local level	The Programmes will be conducted throughout 2014/15.	NGOs and schools will be invited to apply for the scheme via web notice.	NA	Sponsorship to NGOs and schools  2.0
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.	Beijing Municipal Commission of Education	The Programme will be conducted in July 2014.	Schools will be invited to nominate students and teachers participants via school circular.	NA	0.4*
Mainland Exchange Programme for Student Leaders	The Programme aims to strengthen participants' leadership skills, broaden participants' horizons and enhance participants' understanding of our country and its development.	Ministry of Education	The Programmes will be conducted in April and December 2014.	Schools will be invited to nominate students and teachers participants via school circular.	NA	Commissioned service  2.5

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and estimated expenditure involved (\$ million)</b>
“Understanding Our Motherland” Programme 2014	The Programme aims at providing opportunities for upper primary and junior secondary school students to participate in Mainland exchange programmes organised by their schools.	These Programmes will be organised by schools with different local contacts in the Mainland.	The Programmes will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA	6.3*
National Day Delegation from the Educational Sector of Hong Kong 2014	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.	Ministry of Education	The Programme will be conducted between September and October 2015.	A letter will be issued to invite schools to join the programme.	NA	Commissioned service 0.6*
Mainland Exchange Programme for Senior Secondary School Students	The Programme aims to deepen students' understanding of the history, culture and development of our country through integrating students' learning and exchange experiences with the school curriculum.	The programme will be commissioned to service providers with different local contacts in the Mainland	The Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA	Commissioned service 11.3
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2014	The Scheme aims at providing opportunities for senior secondary school students to participate in Mainland exchange programmes organised by their schools.	These programmes will be organised by schools with different local contacts in the Mainland.	These Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the scheme via school circular.	NA	19.4*
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.	Beijing Normal University	The Programme will be held in May 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.7 *

Project/ Programme	Details and objective	Mainland department/ organisation involved	Progress	Has the project/ programme been released to the public?	Details of the legislation and policies involved in the project/ programme	Manpower and estimated expenditure involved (\$ million)
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.	East China Normal University	The Programme will be held in April 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	0.3*
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.	Department of Education, Guangdong Province	The Programme will commence in July 2014 and complete in March 2015.	The Programme will be announced through the Training Calendar System of EDB to invite applications.	NA	0.2*
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.	Department of Education, Guangdong Province	The Programme will be held in July 2014.	The Programme will not be announced in Hong Kong as only Guangdong English teachers were involved.	NA	1.4*
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	Shenzhen Municipal Education Bureau	The Forum will be held in December 2014.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	NA	NA* (The expenditure will be borne by Shenzhen)
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.	The People's Government of Zhejiang Province  The People's Government of Shanxi Province	The Programme will be held in April/May 2014.	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA	0.6*

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and estimated expenditure involved (\$ million)</b>
Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidizing student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.	Ministry of Education and normal universities in the Mainland	The PSCST will continue to be implemented in the 2014/15 academic year.	We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.	NA	The estimated expenditure (including the estimated expenditure for the 2013/14 and 2014/15 academic years) for 2014-15 will be 1.1
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.	Programmes were organised by postsecondary institutions in Hong Kong with different local contacts in the Mainland.	Participating institutions will submit matching grants applications for the 2014/15 academic year in the 2nd half of 2014. All subsidized programmes should complete on or before 30 June 2019.	We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA	The estimated expenditure on matching grants for 2014-15 will be 21.4
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 75 Mainland	Ministry of Education and Mainland Higher Education Institutions	The Education Bureau will continue to assist the Ministry of Education in implementing the Scheme in Hong Kong. Our initial plan is to organise jointly with the Ministry of Education the Mainland Higher Education Expo 2014 in end 2014.	The Education Bureau has issued press releases on the details of the Scheme in the 2014/15.	NA	The estimated expenditure on organising the Mainland Higher Education Expo 2014 is about: 2.5

<b>Project/ Programme</b>	<b>Details and objective</b>	<b>Mainland department/ organisation involved</b>	<b>Progress</b>	<b>Has the project/ programme been released to the public?</b>	<b>Details of the legislation and policies involved in the project/ programme</b>	<b>Manpower and estimated expenditure involved (\$ million)</b>
	institutions participated in the Scheme in the 2014/15 academic year.					

\*Manpower is subsumed under the departmental expenditure of the EDB.

**CONTROLLING OFFICER'S REPLY**

<b>EDB071</b>
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**(Question Serial No. 3023)**

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 (Member Question No. 23):

Regarding education for non-Chinese speaking (NCS) students, please provide the following information in the past 5 years (i.e. from 2009/10 to 2013/14 school year):

(a) the number of NCS students with a breakdown by stage, grade level, types and ethnicity of the students;

Table 1: Kindergarten

	2009/2010		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2009/2010					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						

Korean						
Other Asian						
White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2009/2010						
	S1	S2	S3	S4	S5	S6	S7
Indonesian							
Filipino							
Indian							
Pakistani							
Nepalese							
Japanese							
Thai							
Korean							
Other Asian							
White							
Mixed							
Others							
Total							

Table 4: Special School

	2009/2010					
	School for Children with Visual Impairment	School for Children with Hearing Impairment	School for Children with Physical Disability	School for Children with Intellectual Disability	School for Social Development	Hospital School
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						
White						
Mixed						
Others						
Total						

(b) the numbers of kindergartens, primary schools, secondary schools and special schools which have admitted NCS students, with a breakdown by the intake of such students;

No. of NCS Students	2009/10			
	Kindergarten	Primary school	Secondary school	Special school
Under 10				
10-30				
30-50				
Above 50				

(c) the details of and the expenditure incurred by the Education Bureau (EDB) on the development of the Support Network (Education services for NCS students);

(d) the number of NCS students pursuing the remedial programmes offered by the Chinese Language Learning Support Centres and the number of such centres in various districts;

(e) the numbers of students and schools participating in the Project of After-school Extended Chinese Learning and the total provision involved;

(f) the number of schools joining the Language Support Services, the number of NCS students benefited from such services and the expenditure involved;

(g) the number of schools joining the School-based Curriculum Development Support Services for primary schools, the number of NCS students benefited from such services and the expenditure involved;

(h) the number of students participating in the Induction programme, Initiation programme and 4-week Summer bridging programme, the number of schools offering such programmes and the total provision involved;

(i) details of the Pilot Scheme on Workplace Chinese Language, and the annual number of NCS students participating in the scheme as well as the total provision involved since its introduction in July 2012

(j) the implementation details of activities co-organised by the EDB and non-governmental organisations and targeted at NCS students, as well as the numbers of participants and participating organisations of such activities;

(k) the number of NCS students sitting for the Chinese examinations under the General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) and the number of students who were granted full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme; and

(l) the expenditure incurred by the EDB on providing courses on teaching Chinese as a second language and the numbers of primary and secondary teachers, ethnic minority teachers and teaching assistants who received the relevant training.

Asked by: Hon. IP Kin-yuen

Reply:

(a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students by ethnicity as asked in the question studying at different grade levels in public sector and Direct Subsidy Scheme (DSS) primary and secondary



schools, and special schools from the 2009/10 to 2013/14 school years are tabulated at Annex A, Annex B and Annex C respectively. The number of ethnic minority students studying at different grade levels in kindergartens from the 2009/10 to 2013/14 school years is tabulated at Annex D.

- (b) The number of schools with NCS students ranging from “less than 10”, “10 to 29”, “30 to 49” and “50 and above” in kindergartens, public sector and DSS primary and secondary schools, and special schools from the 2009/10 to 2013/14 school years are tabulated at Annex E.
- (c) From the 2006/07 to 2012/13 school years, schools admitting a critical mass of NCS students, having experience in taking care of NCS students, ready to partner with the Education Bureau (EDB) to develop school-based support measures and share experiences with other schools were provided additional funding and professional support services for these schools to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. The funding arrangement has been revised with effect from the 2013/14 school year under which all schools admitting 10 or above NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. Through the sharing of these schools with other schools admitting NCS students via the school support network that EDB has formed, all NCS students will benefit. The development of the support network is undertaken by different sections of the EDB and deployment of staff may be adjusted having regard to the needs and circumstances. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and a breakdown of expenditure by item is not available.
- (d) The number of NCS students participating in the after-school support programmes offered by the Chinese Language Learning Support Centres and number of venues from the 2009/10 to 2013/14 school years are tabulated below:

School year	No. of participating NCS students	No. of venues
2009/10	410	10
2010/11	482	11
2011/12	588	15
2012/13	503	16
2013/14 (Note)	523	19

Note: Figures as at January 2014.

- (e) The time-limited Project of After-school Extended Chinese Learning for NCS Students funded by the Language Fund has started since the 2010/11 school year. The number of participating schools and NCS students from the 2010/11 to 2013/14 school years are tabulated below:

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2010/11	72	2 300	9
2011/12	90	4 000	12
2012/13	92	4 300	13
2013/14 (Note)	134	8 200	21

Note: Figures as at January 2014.

- (f) The number of schools admitting NCS students provided with the Language Support Services from the 2009/10 to 2013/14 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2009/10	15	3 700
2010/11	17	4 100
2011/12	18	4 200
2012/13	21	5 100
2013/14	25	6 200

The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and a breakdown of expenditure is not available.

- (g) One of the objectives of the school-based curriculum development support services is to support schools 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. In the past five years, about 160 primary schools received school-based support services each year. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and a breakdown of expenditure is not available.
- (h) The number of schools / non-governmental organisations (NGOs) participating in the full-time Initiation Programme, Induction Programme and Summer Bridging Programme for NCS students, the number of participating NCS students and the expenditure from the 2009/10 to 2013/14 school years are tabulated below:

#### Initiation Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2009/10	3	260	4.41
2010/11	3	223	4.55
2011/12	3	185	4.53
2012/13	3	159	5.06
2013/14 (Note)	3	156	5.34

Note: Figures as at January 2014.

#### Induction Programme

School year	No. of participating NGOs	No. of participating NCS students	Expenditure (\$)
2009/10	0	0	0
2010/11	0	0	0
2011/12	1	10	17,700
2012/13	1	17	18,600
2013/14 (Note)	0	0	0

Note: Figures as at January 2014.

## Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2009/10 (Note 1)	-	-	-
2010/11	26	1 300	1.4
2011/12	25	1 300	1.4
2012/13	31	1 700	2.0
2013/14 (Note 2)	38	1 730	2.5

### Notes:

1. The Summer Bridging Programme was not operated in the summer of 2009 owing to suspension of classes in primary schools due to Human Swine Influenza.
  2. Starting from 2013, the Summer Bridging Programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children. About 250 NCS parents participated in 2013.
- (i) The Pilot Scheme on Workplace Chinese Language Programme for NCS Students was rolled out in the 2011/12 school year with a view to enhancing NCS students' competitiveness in the workplace. 12 courses pegged with Qualifications Framework Levels 1 to 3 are being developed by phases in 4 years. In the 2011/12 and 2012/13 school years, about 60 and 100 NCS students participated in the programmes respectively. Relevant figures for the 2013/14 school year are not available. About \$1 million has been earmarked for this project.
- (j) Since the 2012/13 school year, in collaborations with NGOs, district-based programmes have been organised for NCS students aged 3 to 9 in localities with a greater concentration of NCS children with a view to motivating them to learn Chinese through fun activities such as games and creative arts, etc. A total of about 1 300 NCS students have joined the programmes organised by 4 NGOs.
- (k) Eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education. Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. Besides, starting from the 2011/12 school year, apart from the examination fee subsidy, eligible needy NCS students sitting for the GCSE (Chinese) examinations can apply for full or half fee remission of the subsidised examination fee under the Examination Fee Remission Scheme (EFRS). The EFRS has further been extended to eligible needy NCS students taking the IGCSE, GCE AS-Level and GCE A-Level (Chinese) examinations from the 2012/13 school year onwards. The number of NCS students subsidised and granted full or half fee remission of the subsidised examination fee under the EFRS from the 2009/10 to 2013/14 school years are tabulated below:

School year	No. of NCS students subsidised	No. of NCS students granted full fee remission	No. of NCS students granted half fee remission
2009/10	292	-	-
2010/11	313	-	-
2011/12	536	60	41
2012/13	1 119	125	88
2013/14	1 222	Not yet available	Not yet available

- (1) 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 for teachers as appropriate. We have not kept a separate record of which training programmes have incorporated such elements and are therefore unable to give the number of teachers who have attended the programmes nor its breakdown. The manpower resources and expenses for providing the training programmes are mainly subsumed in the overall expenditure of the EDB.

**Number of non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in primary schools  
from the 2009/10 to 2013/14 school years**

P1	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	14	5	17	9	18
Filipino	176	182	188	205	194
Indian	118	137	149	166	147
Pakistani	410	416	474	504	481
Nepalese	185	233	204	216	246
Japanese	10	13	8	22	16
Thai	10	16	20	14	18
Korean	3	6	4	4	7
Other Asian	2	6	10	4	16
White	56	48	63	84	118
Others	67	77	89	71	94
Total	1 051	1 139	1 226	1 299	1 355

P2	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	7	12	6	16	12
Filipino	177	203	191	197	211
Indian	150	137	144	161	163
Pakistani	389	453	445	498	515
Nepalese	169	190	234	207	220
Japanese	6	8	14	11	19
Thai	16	18	15	27	20
Korean	2	5	6	5	5
Other Asian	2	2	10	10	3
White	40	58	55	62	98
Others	58	82	86	81	86
Total	1 016	1 168	1 206	1 275	1 352

P3	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	6	15	6	17
Filipino	176	222	205	193	211
Indian	149	169	143	142	168
Pakistani	376	453	479	445	490
Nepalese	149	198	195	244	206
Japanese	6	8	8	12	12
Thai	14	19	19	21	25
Korean	5	3	5	5	5
Other Asian	5	1	3	8	10
White	36	40	51	52	62
Others	59	68	84	77	88
Total	983	1 187	1 207	1 205	1 294

P4	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	9	7	13	10
Filipino	203	197	223	224	194
Indian	162	148	179	161	138
Pakistani	395	443	479	497	457
Nepalese	166	168	208	208	250
Japanese	12	6	7	7	9
Thai	20	15	23	22	22
Korean	2	5	3	3	4
Other Asian	4	3	4	7	6
White	52	38	41	52	55
Others	41	59	64	73	83
Total	1 065	1 091	1 238	1 267	1 228

P5	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	8	7	6	13
Filipino	180	207	201	232	228
Indian	141	175	166	195	155
Pakistani	360	440	474	485	498
Nepalese	186	194	168	220	212
Japanese	6	13	6	7	7
Thai	16	29	14	26	29
Korean	6	3	3	2	2
Other Asian	3	3	4	5	3
White	31	48	34	44	53
Others	43	47	57	48	78
Total	980	1 167	1 134	1 270	1 278

P6	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	11	9	7	7	6
Filipino	209	183	206	201	237
Indian	152	143	186	164	191
Pakistani	352	376	446	466	480
Nepalese	145	186	196	162	212
Japanese	3	7	13	5	6
Thai	12	18	34	16	27
Korean	4	6	1	3	2
Other Asian	4	2	6	1	4
White	26	29	45	35	42
Others	39	41	39	53	47
Total	957	1 000	1 179	1 113	1 254

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary and 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 non-Chinese speaking ethnic minority students by ethnicity  
studying at different grade levels in secondary schools  
from the 2009/10 to 2013/14 school years**

S1	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	9	8	12	7	11
Filipino	220	256	237	254	238
Indian	178	179	197	220	185
Pakistani	346	453	502	496	506
Nepalese	173	212	229	236	194
Japanese	9	10	10	11	12
Thai	12	14	12	19	14
Korean	7	8	8	7	8
Other Asian	6	2	11	11	18
White	19	25	24	24	29
Others	55	81	68	86	106
Total	1 034	1 248	1 310	1 371	1 321

S2	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	7	9	6	9	3
Filipino	193	225	259	241	253
Indian	166	180	193	200	236
Pakistani	312	347	451	485	494
Nepalese	137	184	216	228	239
Japanese	13	12	12	12	12
Thai	9	14	13	10	29
Korean	2	8	10	7	6
Other Asian	7	7	2	6	6
White	18	19	27	22	25
Others	47	64	86	71	83
Total	911	1 069	1 275	1 291	1 386



S3	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	6	10	9	6	8
Filipino	155	186	223	258	247
Indian	106	174	184	197	202
Pakistani	223	304	320	429	469
Nepalese	121	146	173	206	232
Japanese	9	11	12	13	10
Thai	11	9	15	15	9
Korean	6	4	10	11	8
Other Asian	6	7	8	3	7
White	17	16	23	30	24
Others	48	49	58	74	74
Total	708	916	1 035	1 242	1 290

S4	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	6	5	5	7	5
Filipino	121	162	181	224	258
Indian	103	104	170	194	206
Pakistani	178	218	291	312	416
Nepalese	134	106	160	180	208
Japanese	7	10	12	14	15
Thai	7	12	7	15	17
Korean	3	7	4	11	10
Other Asian	1	8	7	8	3
White	16	30	24	26	30
Others	27	55	54	61	82
Total	603	717	915	1 052	1 250

S5	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	3	7	3	5	6
Filipino	115	118	142	167	210
Indian	59	108	94	149	181
Pakistani	141	145	194	258	272
Nepalese	72	106	92	142	169
Japanese	4	7	11	10	11
Thai	8	5	10	5	14
Korean	2	5	5	3	10
Other Asian	0	1	5	4	8
White	22	27	24	16	21
Others	21	31	60	51	56
Total	447	560	640	810	958

S6	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	0	0	5	3	5
Filipino	13	20	107	133	159
Indian	21	12	92	88	137
Pakistani	11	18	131	173	237
Nepalese	5	9	86	73	132
Japanese	3	4	7	11	10
Thai	1	1	5	9	4
Korean	1	1	5	4	3
Other Asian	0	1	0	3	6
White	21	7	22	14	9
Others	10	8	26	51	46
Total	86	81	486	562	748

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

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in public sector and Direct Subsidy Scheme primary and 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 non-Chinese speaking ethnic minority students by ethnicity  
studying in special schools  
from the 2009/10 to 2013/14 school years**

<b>2009/10</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	2	0
Filipino	1	1	3	14	3
Indian	0	1	0	10	0
Pakistani	1	3	5	46	2
Nepalese	0	0	2	15	0
Japanese	0	0	1	1	0
Thai	0	0	0	0	1
Korean	1	0	0	0	0
Other Asian	0	0	0	0	0
White	0	0	0	1	0
Others	1	0	1	13	1
<b>Total</b>	<b>4</b>	<b>5</b>	<b>12</b>	<b>102</b>	<b>7</b>

<b>2010/11</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	2	0
Filipino	1	1	3	18	3
Indian	0	1	2	10	0
Pakistani	1	4	6	53	1
Nepalese	0	0	2	19	0
Japanese	0	0	1	4	0
Thai	0	0	0	0	0
Korean	1	0	0	1	0
Other Asian	0	0	0	0	0
White	0	0	0	1	0
Others	1	0	1	14	1
<b>Total</b>	<b>4</b>	<b>6</b>	<b>15</b>	<b>122</b>	<b>5</b>

<b>2011/12</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	4	18	3
Indian	0	2	2	11	0
Pakistani	1	12	14	57	1
Nepalese	0	2	5	22	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	0	0	1	2	0
Others	1	1	1	17	0
<b>Total</b>	<b>4</b>	<b>19</b>	<b>30</b>	<b>133</b>	<b>5</b>

<b>2012/13</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	1	0
Filipino	1	2	5	22	4
Indian	0	2	1	13	0
Pakistani	1	12	16	61	0
Nepalese	0	2	5	28	1
Japanese	0	0	1	4	0
Thai	0	0	1	0	0
Korean	1	0	1	1	0
Other Asian	0	0	0	0	0
White	1	0	1	2	0
Others	1	1	0	15	0
<b>Total</b>	<b>5</b>	<b>19</b>	<b>31</b>	<b>147</b>	<b>5</b>

<b>2013/14</b>	Schools for Children with Visual Impairment	Schools for Children with Hearing Impairment	Schools for Children with Physical Disability	Schools for Children with Intellectual Disability	Schools for Social Development
Indonesian	0	0	0	4	0
Filipino	1	2	6	28	2
Indian	0	1	1	23	0
Pakistani	1	12	18	71	0
Nepalese	0	2	6	31	0
Japanese	0	0	1	7	0
Thai	0	0	1	3	0
Korean	1	0	1	1	0
Other Asian	0	0	0	3	0
White	1	0	1	3	0
Others	1	1	1	19	0
<b>Total</b>	<b>5</b>	<b>18</b>	<b>36</b>	<b>193</b>	<b>2</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. 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.
3. Students from hospital school are not included due to the transitional nature of the education service provided.
4. "Mixed" is not classified as an ethnicity.

**Number of ethnic minority students by ethnicity  
studying at different grade levels in kindergartens  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

K1	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	13	25	19	34	20
Filipino	157	165	156	192	210
Indian	311	330	346	378	364
Pakistani	427	398	463	429	430
Nepalese	220	263	282	331	303
Japanese	261	296	333	329	321
Thai	33	31	44	32	31
Korean	60	86	84	103	108
Other Asian	81	62	61	94	106
White	919	1 030	1 160	1 352	1 490
Others	329	389	433	446	467
Total	2 811	3 075	3 381	3 720	3 850

K2	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	28	14	27	22	25
Filipino	179	408	212	197	225
Indian	345	352	388	387	399
Pakistani	473	530	498	547	478
Nepalese	193	226	263	303	337
Japanese	263	269	307	310	274
Thai	40	41	36	40	38
Korean	81	89	99	109	96
Other Asian	49	81	67	50	71
White	1 078	1 188	1 359	1 446	1 528
Others	348	315	466	454	503
Total	3 077	3 513	3 722	3 865	3 974

K3	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	25	11	14	10	24
Filipino	201	326	189	194	207
Indian	291	258	259	258	270
Pakistani	399	468	559	497	506
Nepalese	228	202	215	273	310
Japanese	254	240	246	259	239
Thai	36	29	31	42	31
Korean	57	67	58	42	53
Other Asian	44	38	51	22	51
White	734	767	837	873	821
Others	285	255	226	306	334
Total	2 554	2 661	2 685	2 776	2 846

Notes:

1. Figures refer to the position as at September of the respective school years.
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.



**Number of schools with non-Chinese speaking (NCS) students ranging from less than 10, 10 to 29, 30 to 49 and 50 and above in kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools, and special schools from the 2009/10 to 2013/14 school years**

Number of NCS Students	<b>2009/10</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	371	250	217	40
10 - 29	88	33	14	1
30 - 49	37	8	3	0
50 or above	58	21	14	0
Number of NCS Students	<b>2010/11</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	348	244	219	38
10 - 29	87	28	14	2
30 - 49	35	10	6	0
50 or above	68	24	17	0
Number of NCS Students	<b>2011/12</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	360	246	211	37
10 - 29	80	34	15	5
30 - 49	36	9	4	0
50 or above	68	28	23	0
Number of NCS Students	<b>2012/13</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	357	247	214	38
10 - 29	100	34	19	7
30 - 49	28	12	3	0
50 or above	74	28	24	0
Number of NCS Students	<b>2013/14</b>			
	Kindergarten	Primary	Secondary	Special
Less than 10	374	232	203	37
10 - 29	97	46	34	9
30 - 49	27	13	5	0
50 or above	74	29	25	0

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for kindergartens cover students studying in kindergarten-cum-child care centres.
4. The data include NCS students in public sector and Direct Subsidy Scheme (DSS) schools, including 1 DSS secondary school offering non-local curriculum.
5. Number of primary schools is counted by the school sessions operated. For example, the AM session and PM session of a school using the same school premises are counted as two school units. Primary schools with more than one session but in the transition of turning into whole-day operation are counted once.
6. Hospital school is not included in special schools due to the transitional nature of the education service provided.

## CONTROLLING OFFICER'S REPLY

EDB072

**(Question Serial No. 3024)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education , (3) Secondary Education , (4) Special Education , (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 24):

On the attendance at public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide information in the past 5 years (2009/10 to 2013/14 school years):

- among the students with SEN who attended the Hong Kong Certificate of Education Examination (HKCEE), Hong Kong Advanced Level Examination (HKALE) and Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students applying for special examination arrangements and the number of students not attending the HKDSE Examination by category of SEN and category of special arrangements;
- the Hong Kong Examinations and Assessment Authority's expenditure on making special examination arrangements for candidates of public examinations;
- the details of special examinations arrangements made by existing mainstream schools for students with SEN to attend the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau's expenditure on making special examination arrangements in the past 5 years.

Asked by: Hon. IP Kin-yuen

Reply:

- The number of students with SEN applying for special examination arrangements in the HKCEE, HKALE and HKDSE Examination in the past five years, listed by categories of SEN and special examination arrangements is at **Appendix**. We do not have the information on the number of SEN students who did not attend the HKDSE Examination.
- The expenditure incurred by the Hong Kong Examinations and Assessment Authority on the provision of special examination arrangements for HKCEE, HKALE and HKDSE Examination in the past five years is as follows -

Year	Expenditure (\$ million)
2009/10	Information not available
2010/11	2.9
2011/12	4.5
2012/13	3.4
2013/14	6.5*

\*Figure projected based on the resources required in handling the increase in number of candidates with SEN and the complexity for special examination arrangements

- (c) For the Pre-Secondary One Hong Kong Attainment Test, the Education Bureau (EDB) has been facilitating primary schools to indicate the needs of their students with special educational needs as well as their recommendations of the support to be required in a prescribed form for Primary Six parents/students to be delivered to the secondary school to which each student is allocated a school place so that the secondary schools will provide the special arrangements accordingly. The special arrangements required mainly include extending the time of the test, exemption of the listening test and special seating arrangements. Secondary schools may request EDB's assistance, if necessary, such as provision of enlarged question and answer booklets. EDB incurred a total cost of about \$210,000 for this purpose in the past five years.

For Territory-wide System Assessment (TSA), schools may select special arrangements for SEN students according to their needs. The special arrangements for Oral assessments, Chinese audio-visual assessments (CAV) and Written assessments are as follows –

(i) Oral assessments and CAV

Oral assessments and CAV assessment are conducted on a sampling basis. Under normal circumstances, students with SEN would not be included in the Student Sample List. However, depending on individual needs, schools may request in writing to put any SEN students in the pool for random selection for Oral assessments. In that case, no special arrangements will be provided to those students concerned.

(ii) Written assessments

Schools may make reference to their own special arrangements for SEN students in recent internal examinations and adopt them in the TSA where appropriate. In addition, the Hong Kong Examinations and Assessment Authority can provide some major adjustment arrangements such as allowing the students to take assessments separately, extending the duration of assessments, providing auxiliary facilities and equipment (e.g. typewriter or magnifier for students with Visual Impairment), Braille scripts, enlarged scripts, ivory coloured question papers as well as A3 question-answer booklets, allowing students to use screen readers and other answering methods (e.g. typing the answers through the use of computers) and other ways to present the questions such as reading aloud the questions for students with Severe Reading Difficulties sitting for Listening and Writing papers.

The expenditure on the provision of special examination arrangements for TSA in the past five years is as follows –

Year	Expenditure (\$ million)
2009/10	0.14
2010/11	0.18
2011/12	0.13
2012/13	0.21
2013/14	0.22*

\*Projected figure

**Numbers of Students Applying for Special Examination Arrangements in the HKCEE, HKALE and HKDSE from 2009/10 to 2013/14**  
**(by Categories of Special Educational Needs)**

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2010	HKCEE	142	96	317	50	179	157	941
	HKALE	54	33	78	16	10	25	216
2011	HKCEE #	33	11	52	8	24	24	152
	HKALE	50	36	91	12	11	35	235
2012	HKDSE	103	63	251	82	339	218	1056
	HKALE	43	35	98	15	16	50	257
2013	HKDSE	100	71	224	110	461	242	1208
	HKALE #	6	1	10	1	0	6	24
2014	HKDSE *	128	67	244	134	616	385	1574

**Numbers of Students Applying for Special Examination Arrangements in the HKCEE, HKALE and HKDSE from 2009/10 to 2013/14**  
**(by Categories of Special Examination Arrangements)**

Year of Examination	Examination	Sitting Examination at Special Centre	Extra Time Allowance	Special Question Papers			Special Answer Sheets	Exemption (Part / Whole)	Special Services		
				Braille	Enlarged	Abridged			Amanuensis	Use of Personal Computer	Use of Screen Reader
2010	HKCEE	774	437	9	82	0	124	141	6	24	0
	HKALE	187	68	4	17	8	21	30	0	5	0
2011	HKCEE #	145	95	1	20	0	34	31	2	9	0
	HKALE	208	78	4	13	5	16	20	0	4	0
2012	HKDSE	593	458	7	51	0	217	101	2	12	42
	HKALE	234	95	4	16	13	21	30	3	10	0
2013	HKDSE	891	717	9	79	1	327	108	1	17	68
	HKALE #	22	12	0	3	2	5	4	0	1	0
2014	HKDSE *	1200	1011	3	84	0	331	109	2	22	86

\* Figures as at 10 March 2014

# For private candidates only

**CONTROLLING OFFICER'S REPLY**

**EDB073**

**(Question Serial No. 3025)**

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 (Member Question No. 25):

In respect of self-financing post-secondary institutions admitting students with special educational needs (SEN), students with disabilities and local non-Chinese speaking students, please provide information for the past 5 years (i.e. 2009/10 to 2013/14 academic years) on:

- (a) The numbers of intake of SEN students and intake of students with disabilities in these institutions, as well as the expenditure arising from the support for those students, please give a breakdown by institution and by type of students;
- (b) Of the student hostels in these institutions, how many have been provided with barrier-free facilities (in terms of hostel places)? What were the expenditure involved in constructing the barrier-free facilities for each institution in the past 5 years; and
- (c) The numbers of local non-Chinese speaking students admitted to these institutions, please give a breakdown by institution and by Chinese qualifications of the students.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) According to the information provided by institutions, the numbers of students with special educational needs (SEN) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2009/10 to 2013/14 academic years by type are at **Annex A**. As the information was collected for policy analysis purpose and some institutions have expressed concerns about the use of data, we consider it inappropriate to list the number of SEN students by individual institutions. We do not have information on the expenditure arising from the support of SEN students by institution.
- (b) Of the two self-financing post-secondary institutions providing student hostels, one has provided barrier-free facilities and the other one has not installed barrier-free facilities as they have no SEN students in hostel but are willing to facilitate students should they have the need. We do not have information on the expenditure involved in constructing barrier-free facilities in hostel by institution.
- (c) According to the statistics provided by institutions, the number of enrolment of non-Chinese speaking students pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2009/10 to 2013/14 academic years by institution are at **Annex B**. We do not have statistics confining to local non-Chinese speaking students or by Chinese qualifications of the students.

**Numbers of Students with SEN <sup>(Note 1)</sup> Pursuing Full-time Locally-accredited Self-financing  
Sub-degree and Undergraduate Programmes by Type  
from the 2009/10 to 2013/14 Academic Years**

Type of SEN	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14
Specific Learning Disabilities	11	13	17	28	41
Intellectual Disabilities	0	0	0	0	0
Autism Spectrum Disorders	5	6	7	13	14
Attention Deficit / Hyperactivity Disorder	1	3	7	9	17
Physical Disability	23	36	45	35	38
Visual Impairment	30	24	33	47	43
Hearing Impairment	26	32	45	45	57
Speech and Language Impairment	3	4	5	5	8
Others <sup>(Note 2)</sup>	42	53	62	70	52
<b>Total</b>	<b>141</b>	<b>171</b>	<b>221</b>	<b>252</b>	<b>270</b>

## Notes:

1. The number of students with SEN is based on information as declared by individual students.
2. Including multiple types of disabilities. Data presented may not reflect the reality with the difference in the classification of SEN types across institutions.

**Enrolment of Non-Chinese Speaking Students of Full-time Locally-Accredited  
Self-financing Sub-degree and Undergraduate Programmes by Institution  
from the 2009/10 to 2013/14 Academic Years**

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2009/10	Caritas Bianchi College of Careers	1	0	1
	HKU SPACE Po Leung Kuk Community College	11	0	11
	Hong Kong Institute of Technology	16	3	19
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Polytechnic University	16	1	17
	The University of Hong Kong	31	0	31
	Vocational Training Council	30	0	30
	Yew Chung Community College	2	0	2
	<b>Total</b>	<b>109</b>	<b>4</b>	<b>113</b>
2010/11	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	2	0	2
	City University of Hong Kong	0	3	3
	HKU SPACE Po Leung Kuk Community College	11	0	11
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	17	3	20
	Lingnan University	8	0	8
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Academy for Performing Arts	9	20	29
	The Hong Kong Polytechnic University	18	2	20
	The Open University of Hong Kong	0	10	10
	The University of Hong Kong	78	0	78
	Vocational Training Council	60	0	60
	Yew Chung Community College	3	0	3
	<b>Total</b>	<b>211</b>	<b>38</b>	<b>249</b>
2011/12	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	9	0	9
	City University of Hong Kong	12	3	15
	HKU SPACE Po Leung Kuk Community College	19	0	19
	Hong Kong Baptist University	0	1	1
	Hong Kong Institute of Technology	17	4	21
	Lingnan University	5	0	5
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	2	0	2
	The Hong Kong Polytechnic University	15	5	20
	The Open University of Hong Kong	5	6	11
	The University of Hong Kong	65	0	65
	Tung Wah College	0	4	4
	Vocational Training Council	54	0	54
	Yew Chung Community College	2	0	2
	<b>Total</b>	<b>207</b>	<b>23</b>	<b>230</b>

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2012/13	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	16	16
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	23	1	24
	HKU SPACE Po Leung Kuk Community College	29	0	29
	Hong Kong Art School	0	3	3
	Hong Kong Institute of Technology	14	5	19
	Lingnan University	10	0	10
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	94	94
	The Hong Kong Polytechnic University	12	5	17
	The Open University of Hong Kong	12	3	15
	The University of Hong Kong	56	0	56
	Vocational Training Council	74	3	77
	Yew Chung Community College	19	0	19
	<b>Total</b>	<b>259</b>	<b>133</b>	<b>392</b>
2013/14	Caritas Bianchi College of Careers	2	0	2
	Caritas Institute of Higher Education	8	0	8
	Centennial College	0	31	31
	Chu Hai College of Higher Education	0	3	3
	City University of Hong Kong	27	2	29
	HKU SPACE Po Leung Kuk Community College	28	0	28
	Hong Kong Art School	0	4	4
	Hong Kong Baptist University	21	0	21
	Hong Kong Institute of Technology	18	3	21
	Hong Kong Shue Yan University	0	1	1
	Lingnan University	3	0	3
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	186	186
	The Chinese University of Hong Kong	1	0	1
	The Hong Kong Academy for Performing Arts	0	12	12
	The Hong Kong Polytechnic University	8	2	10
	The Open University of Hong Kong	13	0	13
	The University of Hong Kong	73	3	76
	Tung Wah College	2	22	24
	Vocational Training Council	84	16	100
	Yew Chung Community College	25	0	25
<b>Total</b>	<b>313</b>	<b>285</b>	<b>598</b>	



**CONTROLLING OFFICER'S REPLY****EDB074****(Question Serial No. 3026)**

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 (Member Question No. 27):

The numbers of students with special educational needs, students with disabilities and local non-Chinese speaking students admitted to the member institutions of VTC in the past 5 years (i.e. 2009/10 to 2013/14 academic years), as well as the details of the support measures for these students and the expenditure incurred. Please give a breakdown by member institution and by type of students.

Asked by: Hon. IP Kin-yuen

Reply:

The numbers of students with special educational needs (SEN) (including students with disabilities) and local non-Chinese speaking (NCS) students from the 2009/10 to 2013/14 academic years (AY) studying in the member institutions of the Vocational Training Council (VTC) are set out below –

Type of Student / Institution	2009/10	2010/11	2011/12	2012/13	2013/14 (provisional)
<b>No. of Students with SEN</b> <sup>(Note 1) (Note 5)</sup>	<b>447</b>	<b>515</b>	<b>402</b>	<b>577</b>	<b>657</b>
School for Higher and Professional Education (SHAPE)	N/A <sup>(Note 3)</sup>		13	17	11
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	251	285	249	244	268
Youth College	177	210	121	304	352
Hospitality Industry Training and Development Centre/ Chinese Cuisine Training Institute	19	20	19	12	26
<b>No. of Local NCS Students</b> <sup>(Note 2) (Note 5)</sup>	<b>672</b>	<b>683</b>	<b>698</b>	<b>757</b>	<b>880</b>
Technological and Higher Education Institute of Hong Kong (THEI)	N/A <sup>(Note 4)</sup>				10
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	268	354	306	293	390
Youth College	95	128	125	146	190
Hospitality Industry Training and Development Centre/ Chinese Cuisine Training Institute	309	201	267	318	290

## Note:

- The decrease in the number of students with SEN for the 2011/12 AY was due to the decrease of overall student number with the absence of Secondary 5 graduates in 2011 under the new academic structure.
- From the 2009/10 to 2012/13 AY, the number of local NCS students refers to those studying in dedicated programmes only because VTC did not keep separate figures for NCS students studying in other programmes not

dedicated to NCS students. In the 2013/14 AY, figures of local NCS students studying in other programmes are also included.

3. VTC only started keeping figures for students with SEN studying in SHAPE from the 2011/12 AY.
4. THEI was established in the 2012/13 AY and does not offer dedicated programmes for NCS students.
5. The number of students includes students in publicly-funded and self-financing programmes offered by VTC.

N/A: Figures not available.

Services for students with SEN include provision of technical learning aids, special in-class arrangements, professional consultation, assessment services and career advisory. Since 2013-14, an additional recurrent funding of \$12 million has been allocated to VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning.

NCS students of VTC's pre-employment programmes enjoy various support services to help them better cope with study and adapt to campus life. These services include academic and learning support, such as alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community as well as advisory support for articulation and career development. Separate breakdown of resources deployed to support services for NCS students is not available.

Furthermore, Youth College (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. For the 2014/15 AY, the Government has specifically earmarked about \$25.9 million of subvention for the operation of this Youth College, covering staff salaries, administrative costs and other operating expenses.

**CONTROLLING OFFICER'S REPLY****EDB075****(Question Serial No. 3027)**

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 (Member Question No. 28):

(a) Please list the class-to-teacher ratios of the member institutions of the Vocational Training Council (VTC) in the past 5 years (2009/10 to 2013/14 academic years) by institution and programme level; and what measures are available to improve the class-to-teacher ratios of the member institutions; and

(b) What measures are available at the VTC to deal with the decline in secondary student population? Will the job stability of the teaching staff working in the VTC be affected by these measures?

Asked by: Hon. IP Kin-yuen

Reply:

(a) The member institutions under the Vocational Training Council (VTC) share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units to best utilise their expertise. The overall student-to-teacher ratio of VTC's member institutions (including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute and Pro-Act Training and Development Centres) from the 2009/10 to 2013/14 academic years is as follows –

<b>Academic Year</b>	<b>Student-to-Teacher Ratio</b>
2009/10	20.5 : 1
2010/11	20.5 : 1
2011/12	20.2 : 1
2012/13	19.9 : 1
2013/14	19.3 : 1

VTC will continue to ensure optimal deployment of resources to provide quality vocational education.

(b) VTC regularly reviews its programme provisions and services, taking into account changing manpower demands of industries, Government policy directions and evolving developments of disciplines. New initiatives are launched from time to time to cater for emerging needs. Recent examples include the establishment of the International Culinary Institute, Pilot Training and Support Scheme and industrial attachment programme for students. These new initiatives and other curriculum enhancements will provide opportunity for deployment of existing staff with expertise matching the requirements of the initiatives concerned.

**CONTROLLING OFFICER'S REPLY**

**EDB076**

**(Question Serial No. 3029)**

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, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 31):

Please provide the data from 2009-10 to 2013-14 on the following items:

- (a) Total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure respectively.
- (b) Please provide a breakdown of the total expenditure on education by recurrent expenditure, non-recurrent and capital account expenditure under General Revenue Account (GRA) as well as capital expenditure under Capital Works Reserve Fund (CWRF) and Loan Fund (LF).
- (c) Please list the following information on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support:
  - (i) The recurrent and non-recurrent expenditures under GRA, their respective percentage shares in GRA as well as in recurrent and non-recurrent expenditures on education.
  - (ii) The total expenditure (including GRA, CWRF and LF) of the above education areas and its share in the total expenditure on education.
  - (iii) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for each of the above education areas and their respective percentage shares in the Gross Domestic Product (GDP).
  - (iv) The total expenditure on education (including GRA, CWRF and LF) of the above education areas and its percentage share in the GDP.
  - (v) The provisions for each of the education areas and their percentage changes in the past 5 years (i.e. 2009-10 to 2013-14).

Asked by: Hon. IP Kin-yuen

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2009-10	2010-11	2011-12	2012-13	2013-14 Revised Estimate
Total expenditure on education					
Amount (\$ million)	58,240	60,719	67,891	76,600	76,856
<i>Percentage share of Total Public Expenditure</i>	19.0%	18.9%	17.6%	19.1%	16.7%
Total recurrent expenditure on education					
Amount (\$ million)	50,831	51,034	55,526	60,449	63,752
<i>Percentage share of Total Recurrent Government Expenditure</i>	23.0%	22.9%	22.9%	23.0%	22.4%

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

	2009-10	2010-11	2011-12	2012-13	2013-14 Revised Estimate
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>
<b>General Revenue Account</b>					
Recurrent	50,831	51,034	55,526	60,449	63,752
Non-recurrent	1,002	3,016	4,033	9,050	6,115
Capital account	670	741	708	732	655
sub-total	52,503	54,791	60,267	70,231	70,522
<b>Capital Works Reserve Fund</b>	3,901	4,183	5,749	4,328	2,489
<b>Loan Fund</b>	1,836	1,745	1,875	2,041	3,845
Total expenditure on education	58,240	60,719	67,891	76,600	76,856

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

2009-10	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non- recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education	2,169	4.3%	4.1%	57	5.7%	0.1%	2,226	0.13%
Primary Education	10,859	21.4%	20.7%	164	16.4%	0.3%	11,253	0.68%
Secondary Education	19,429	38.2%	37.0%	314	31.3%	0.6%	20,048	1.21%
Special Education	1,368	2.7%	2.6%	2	0.2%	0.0%	1,403	0.08%
Teacher Training <sup>(1)</sup>	1,070	2.1%	2.0%	34	3.4%	0.1%	1,104	0.07%
Vocational Education <sup>(2)</sup>	2,118	4.2%	4.0%	13	1.3%	0.0%	2,169	0.13%
Post-secondary Education <sup>(3)</sup>	12,011	23.6%	22.9%	137	13.7%	0.3%	12,148	0.73%
Others <sup>(4)</sup>	1,807	3.6%	3.4%	281	28.0%	0.5%	2,151	0.13%
Total <sup>(5)</sup>	50,831	100%	96.8%	1,002	100%	1.9%	52,503	3.16%
GDP (\$ million) <sup>(6)</sup>							1,659,245	

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

2010-11	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	2,379	4.7%	4.3%	50	1.7%	0.1%	2,429	0.14%
Primary Education	10,895	21.3%	19.9%	290	9.6%	0.5%	11,453	0.64%
Secondary Education	19,658	38.5%	35.9%	577	19.1%	1.1%	20,577	1.16%
Special Education	1,422	2.8%	2.6%	25	0.8%	0.0%	1,489	0.08%
Teacher Training <sup>(1)</sup>	1,057	2.1%	1.9%	48	1.6%	0.1%	1,104	0.06%
Vocational Education <sup>(2)</sup>	2,087	4.1%	3.8%	14	0.5%	0.0%	2,135	0.12%
Post-secondary Education <sup>(3)</sup>	11,641	22.8%	21.2%	1,229	40.7%	2.2%	12,878	0.72%
Others <sup>(4)</sup>	1,896	3.7%	3.5%	783	26.0%	1.4%	2,725	0.15%
Total <sup>(5)</sup>	51,034	100%	93.1%	3,016	100%	5.5%	54,791	3.08%
GDP (\$ million) <sup>(6)</sup>							1,776,332	

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

2011-12	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	2,637	4.7%	4.4%	2	0.0%	0.0%	2,639	0.14%
Primary Education	11,770	21.2%	19.5%	34	0.8%	0.1%	12,052	0.62%
Secondary Education	21,836	39.3%	36.2%	28	0.7%	0.0%	22,179	1.15%
Special Education	1,565	2.8%	2.6%	4	0.1%	0.0%	1,606	0.08%
Teacher Training <sup>(1)</sup>	1,029	1.9%	1.7%	15	0.4%	0.0%	1,044	0.05%
Vocational Education <sup>(2)</sup>	2,239	4.0%	3.7%	0	0.0%	0.0%	2,280	0.12%
Post-secondary Education <sup>(3)</sup>	12,439	22.4%	20.6%	2,994	74.2%	5.0%	15,434	0.80%
Others <sup>(4)</sup>	2,010	3.6%	3.3%	956	23.7%	1.6%	3,035	0.16%
Total <sup>(5)</sup>	55,526	100%	92.1%	4,033	100%	6.7%	60,267	3.12%
GDP (\$ million) <sup>(6)</sup>							1,934,433	

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

2012-13	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	2,817	4.7%	4.0%	0	0.0%	0.0%	2,817	0.14%
Primary Education	12,788	21.2%	18.2%	75	0.8%	0.1%	13,141	0.65%
Secondary Education	22,593	37.4%	32.2%	95	1.0%	0.1%	23,027	1.13%
Special Education	1,723	2.9%	2.5%	8	0.1%	0.0%	1,775	0.09%
Teacher Training <sup>(1)</sup>	1,114	1.8%	1.6%	49	0.5%	0.1%	1,164	0.06%
Vocational Education <sup>(2)</sup>	2,477	4.1%	3.5%	27	0.3%	0.0%	2,542	0.12%
Post-secondary Education <sup>(3)</sup>	14,812	24.5%	21.1%	8,630	95.4%	12.3%	23,442	1.15%
Others <sup>(4)</sup>	2,126	3.5%	3.0%	165	1.8%	0.2%	2,322	0.11%
Total <sup>(5)</sup>	60,449	100%	86.1%	9,050	100%	12.9%	70,231	3.45%
GDP (\$ million) <sup>(6)</sup>							2,037,165	

## (c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2013-14 Revised Estimate)

2013-14 Revised Estimate	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non- recurrent	% of GRA expenditure		
\$ million	%	%	\$ million	%	%	\$ million	%	
Pre-primary Education	3,080	4.8%	4.4%	167	2.7%	0.2%	3,246	0.15%
Primary Education	13,492	21.2%	19.1%	16	0.3%	0.0%	13,767	0.65%
Secondary Education	23,010	36.1%	32.6%	2	0.0%	0.0%	23,307	1.10%
Special Education	1,812	2.8%	2.6%	0	0.0%	0.0%	1,859	0.09%
Teacher Training <sup>(1)</sup>	1,171	1.8%	1.7%	21	0.3%	0.0%	1,192	0.06%
Vocational Education <sup>(2)</sup>	2,550	4.0%	3.6%	32	0.5%	0.0%	2,616	0.12%
Post-secondary Education <sup>(3)</sup>	16,426	25.8%	23.3%	619	10.1%	0.9%	17,045	0.80%
Others <sup>(4)</sup>	2,211	3.5%	3.1%	5,259	86.0%	7.5%	7,490	0.35%
Total <sup>(5)</sup>	63,752	100%	90.4%	6,115	100%	8.7%	70,522	3.32%
GDP (\$ million) <sup>(6)</sup>							2,122,492	

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

	2009-10		2010-11		2011-12		2012-13		2013-14 Revised Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,226	3.8%	2,429	4.0%	2,639	3.9%	2,818	3.7%	3,247	4.2%
Primary Education	12,190	20.9%	12,451	20.5%	12,662	18.7%	13,437	17.5%	14,447	18.8%
Secondary Education	20,697	35.5%	21,340	35.1%	22,797	33.6%	23,353	30.5%	24,030	31.3%
Special Education	1,484	2.5%	1,554	2.6%	1,676	2.5%	1,914	2.5%	1,899	2.5%
Teacher Training <sup>(1)</sup>	1,140	2.0%	1,142	1.9%	1,085	1.6%	1,213	1.6%	1,244	1.6%
Vocational Education <sup>(2)</sup>	3,042	5.2%	2,567	4.2%	2,624	3.9%	2,835	3.7%	3,117	4.1%
Post-secondary Education <sup>(3)</sup>	15,166	26.0%	16,366	27.0%	21,268	31.3%	28,630	37.4%	21,316	27.7%
Others <sup>(4)</sup>	2,296	3.9%	2,868	4.7%	3,140	4.6%	2,399	3.1%	7,556	9.8%
Total <sup>(5)</sup>	58,240	100%	60,719	100%	67,891	100%	76,600	100%	76,856	100%

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

	2009-10		2010-11		2011-12		2012-13		2013-14 Revised Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,226	0.13%	2,429	0.14%	2,639	0.14%	2,818	0.14%	3,247	0.15%
Primary Education	12,190	0.73%	12,451	0.70%	12,662	0.65%	13,437	0.66%	14,447	0.68%
Secondary Education	20,697	1.25%	21,340	1.20%	22,797	1.18%	23,353	1.15%	24,030	1.13%
Special Education	1,484	0.09%	1,554	0.09%	1,676	0.09%	1,914	0.09%	1,899	0.09%
Teacher Training <sup>(1)</sup>	1,140	0.07%	1,142	0.06%	1,085	0.06%	1,213	0.06%	1,244	0.06%
Vocational Education <sup>(2)</sup>	3,042	0.18%	2,567	0.14%	2,624	0.14%	2,835	0.14%	3,117	0.15%
Post-secondary Education <sup>(3)</sup>	15,166	0.91%	16,366	0.92%	21,268	1.10%	28,630	1.41%	21,316	1.00%
Others <sup>(4)</sup>	2,296	0.14%	2,868	0.16%	3,140	0.16%	2,399	0.12%	7,556	0.36%
Total <sup>(5)</sup>	58,240	3.51%	60,719	3.42%	67,891	3.51%	76,600	3.76%	76,856	3.62%
GDP (\$ million) <sup>(6)</sup>		1,659,245	1,776,332	1,934,433	2,037,165	2,122,492				

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

	2009-10	2010-11		2011-12		2012-13		2013-14 Revised Estimate	
	Amount	Amount	Change over 2009-10	Amount	Change over 2010-11	Amount	Change over 2011-12	Amount	Change over 2012-13
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,226	2,429	9.1%	2,639	8.6%	2,818	6.8%	3,247	15.2%
Primary Education	12,190	12,451	2.1%	12,662	1.7%	13,437	6.1%	14,447	7.5%
Secondary Education	20,697	21,340	3.1%	22,797	6.8%	23,353	2.4%	24,030	2.9%
Special Education	1,484	1,554	4.7%	1,676	7.9%	1,914	14.2%	1,899	-0.8%
Teacher Training <sup>(1)</sup>	1,140	1,142	0.2%	1,085	-5.0%	1,213	11.8%	1,244	2.6%
Vocational Education <sup>(2)</sup>	3,042	2,567	-15.6%	2,624	2.2%	2,835	8.0%	3,117	9.9%
Post-secondary Education <sup>(3)</sup>	15,166	16,366	7.9%	21,268	30.0%	28,630	34.6%	21,316	-25.5%
Others <sup>(4)</sup>	2,296	2,868	24.9%	3,140	9.5%	2,399	-23.6%	7,556	215.0%
Total <sup>(5)</sup>	58,240	60,719	4.3%	67,891	11.8%	76,600	12.8%	76,856	0.3%

For adult education, starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Student Financial Assistance Agency. With effect from the 2011/12 school year, the scheme has been running on a recurrent basis and the expenditure is reflected under recurrent expenditure of secondary education.

**Notes**

1. *Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grant Committee-funded institutions.*
2. *Expenditure on vocational education covers provision to the Vocational Training Council and related student financial assistance schemes administered by the Student Financial Assistance Agency.*
3. *Expenditure on post-secondary education (renamed from higher education to better reflect the nature of the programmes covered) covers provision for degree or above and sub-degree education (excluding vocational education) and related student financial assistance schemes administered by the Student Financial Assistance Agency. The expenditure is reclassified to exclude the self-financing operation of the Vocational Training Council as it is considered more appropriate to cover such provision under vocational education given the nature of the programmes.*

*The increase in expenditure in 2011-12 is mainly due to the set-up of the Self-financing Post-secondary Education Fund (\$2.5 billion) and higher capital works expenditure (\$2.1 billion). The increase in expenditure in 2012-13 is mainly due to one-off injections into various funds totaling \$7 billion in 2012-13, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). These injections were completed in 2012-13 and hence the decrease in expenditure in 2013-14.*

4. *Others include expenditure on Project Yi Jin / Yi Jin Diploma / below sub-degree programmes (excluding vocational education), home-school co-operation activities, school uniformed group activities, bureau support, etc. and other non-recurrent expenditure. The increase in expenditure in 2013-14 is mainly due to one-off injection into the Language Fund (\$5 billion).*
5. *The sums of figures may not add up to total due to rounding.*
6. *The figures are calendar-year-based for 2009 to 2013. They are subject to further revision by the Census & Statistics Department.*



**CONTROLLING OFFICER'S REPLY**

**EDB077**

**(Question Serial No. 3030)**

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, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 32):

Please provide the respective amounts of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, Direct Subsidy Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2011-12 to 2013-14.

Asked by: Hon. IP Kin-yuen

Reply:

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

	Financial Provision			Unit Cost		
	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>1</sup>	2,012	2,143	2,295	N/A	N/A	N/A
Government primary schools <sup>2</sup>	848	897	960	45,139	50,416	55,430
Aided primary schools	10,028	10,973	11,436	39,227	44,451	47,320
English Schools Foundation Junior Schools	116	117	118	20,741	20,938	20,960
Primary schools under the Direct Subsidy Scheme	530	609	666	37,196	42,222	45,760
Government secondary schools <sup>2</sup>	1,339	1,396	1,395	52,084	57,249	62,630
Aided secondary schools	17,275	18,219	18,318	44,972	49,246	54,170
Caput schools	164	159	112	49,196	52,652	52,510
English Schools Foundation Secondary Schools	169	170	170	28,775	28,873	28,980
Secondary schools under the Direct Subsidy Scheme	2,315	2,317	2,470	44,047	45,965	49,570
Aided special schools	1,606	1,775	1,859	180,003	196,976	207,530
Vocational Training Council <sup>3</sup>						
- Higher technician / technician level	1,854	2,013	2,074	69,000	74,900	83,700
- Craft level				55,500	63,500	68,300
University Grants Committee-funded Institutions <sup>4</sup>	11,634	13,550	14,985	222,127	213,082	219,870
The Hong Kong Institute of Education <sup>4</sup>	551	610	663	144,715	142,382	145,650

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

#### Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.

3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	<b>2011-12 Actual \$ million</b>	<b>2012-13 Actual \$ million</b>	<b>2013-14 Revised Estimate \$ million</b>
City University of Hong Kong	1,383	1,577	1,761
Hong Kong Baptist University	684	814	904
Lingnan University	283	333	370
The Chinese University of Hong Kong	2,661	3,166	3,538
The Hong Kong Institute of Education	551	610	663
The Hong Kong Polytechnic University	1,902	2,201	2,378
The Hong Kong University of Science and Technology	1,475	1,705	1,870
The University of Hong Kong	2,695	3,144	3,501
Total	11,634	13,550	14,985

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

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

**CONTROLLING OFFICER'S REPLY**

**EDB078**

**(Question Serial No. 3031)**

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, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 33):

Please provide the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2012-13 and 2013-14:

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

Asked by: Hon. IP Kin-yuen

Reply:

- (a) In 2012-13, one-off injections under the General Revenue Account (GRA) totaling \$7,000 million were made to various funds, viz the Research Endowment Fund (\$5,000 million), the Self-financing Post-secondary Education Fund (\$1,000 million) and the HKSAR Government Scholarship Fund (\$1,000 million). All the injections were designated for post-secondary education.

The one-off injections made in 2013-14 under GRA amounted to a total of \$5,040 million, comprising the Language Fund (\$5,000 million), the Self-financing Post-secondary Education Fund (\$20 million) and the HKSAR Government Scholarship Fund (\$20 million). The injection to the Language Fund was not designated for any specific education level while the other two injections were designated for post-secondary education.

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

	2012-13 Actual \$ million	2013-14 Revised Estimate \$ million	Remarks
Post-secondary Education	23.5	11.3	Funding provision mainly for the Pilot Mainland Experience Scheme for post-secondary students and the After-school Learning Support Partnership Pilot Scheme.
Secondary Education	434.0	296.3	Funding provision mainly for the maintenance, repairs and minor improvement projects in secondary schools, migration grants for the implementation of the new senior secondary curriculum and grant for the establishment of incorporated management committees.
Primary Education	353.7	273.2	Funding provision mainly for the maintenance, repairs and minor improvement projects in primary schools, grant for the establishment of incorporated management committees and the After-school Learning Support Partnership Pilot Scheme.
Pre-primary Education	0	166.5	Funding provision for the one-off School Development Grant for kindergartens under the Pre-primary Education Voucher Scheme.
Special Education	52.3	46.7	Funding provision mainly for the maintenance, repairs and minor improvement projects in special schools, migration grants to schools for the implementation of the new senior secondary curriculum, grant for the establishment of incorporated management committees and the one-off grant to develop assistive technology.
Vocational Education	37.6	34.4	Funding provision mainly for the replacement and additional furniture and equipment for existing teaching and training venues under Vocational Training Council (VTC) and development of information technology systems in VTC.

Note:

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

**CONTROLLING OFFICER'S REPLY**

**EDB079**

**(Question Serial No. 3032)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 35):

1. Please provide, by categories of special schools and District Council districts, the number of secondary school students with special educational needs (SEN) who were able to pursue further studies (in post-secondary institutions, vocational training schools and so on) after completing secondary education in the past five school years (from 2009/10 to 2013/14); and
2. What were the policies in support of students with SEN to pursue further studies in the past five school years (from 2009/10 to 2013/14)? What kind of policies will be introduced in the future? What is the amount of public expenditure involved?

Asked by: Hon. IP Kin-yuen

Reply

- (1) The Education Bureau has been providing resources and support for special schools to help students develop their potential and prepare for further studies or post-school training/services. As a general practice, special schools will help their students plan and apply for post-school placement having regard to their interest, capabilities and service needs. The numbers of students in different types of special schools who have completed secondary education and pursued further studies or vocational training from the 2009/10 school year to 2012/13 school year are at the appendix. Information for the 2013/14 school year is not available at this stage. Apart from pursuing further studies in post-secondary institutions or receiving vocational training, special school leavers may receive vocational rehabilitation service, day-time training service or day care service, etc. As post-school placement for special schools students does not have any relationship with the districts where the students study, providing the figures by district is not meaningful.
- (2) A number of improvement measures have been introduced in the past five school years with a view to enhancing the quality of learning and teaching in special schools so as to better prepare the students for post-school studies/training/placement. These measures include implementing the new senior secondary (NSS) academic structure and the improvement measures on extension of years of study for students, reducing the class size of schools for children with mild intellectual disability (ID) to 15 students per class progressively by grade level, providing support for the implementation of the NSS curriculum, enhancing the interface between basic and senior secondary education, and strengthening teacher professional development to support the students in special schools, etc.

Starting from the 2014/15 school year, special schools operating senior secondary education levels will be provided with a recurrent grant equivalent to the salary of a graduate teacher to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. Besides, a number of measures will be also introduced to further enhance the education services provided by special schools for their students. They include (a) providing additional teacher assistants for schools for children with ID, physical disability, and visual impairment cum ID as well as the psychiatric classes of hospital school; (b) reducing progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development; (c) enhancing the provision for the School-based After-school Learning and Support Programmes to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organized by schools to support needy students; (d) providing enhanced funding support to schools to facilitate the learning of the Chinese Language for non-Chinese speaking students; and (e) providing schools with a recurrent grant equivalent to the salary of a clerical assistant to cope with the additional administration and clerical work in implementing various initiatives.

It is estimated that with the implementation of the above measures, the expenditure on special education will increase from \$1,403.5 million in the 2009-10 financial year to \$2,035.7 million in the 2014-15 financial year.

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

The Government has implemented various initiatives in recent years with a view to enhancing support to post-secondary students with SEN including (a) the Government has supported the Vocational Training Council (VTC) in establishing a new Youth College in the 2012/13 academic year to provide dedicated support for ethnic minority students and students with SEN to enable them to have appropriate professional education and training opportunities; (b) since the 2013-14 financial year, an additional recurrent funding of \$12 million has been allocated to the VTC each year for procuring equipment and learning aids for students with SEN, providing them with psychological and student counselling services, and enhancing the support for teaching and learning; and (c) the Government made two separate injections of \$20 million each, bringing the total to \$40 million, into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund in the 2013-14 financial year. The injections in the two endowment funds will generate investment income in support of new scholarships to give recognition to deserving post-secondary students with SEN in the pursuit of academic and other excellence. About 100 students with SEN pursuing full-time locally-accredited programmes will be awarded scholarships every year.

The Government is planning to take forward various initiatives with a view to working with all institutions to enhance support to SEN students from the sector-wide perspective, including encouraging information sharing among the Government, non-government organisations and institutions (e.g. relevant guidelines, codes of practice and experience in relation to supporting various types of students with SEN), organising sharing sessions and workshops on common issues of concern by institutions and conducting studies on the best practices in other jurisdictions in relation to formulation of strategies and measures on supporting SEN students.

**Number of students of special schools who have completed secondary education and pursued further studies or vocational training  
from the 2009/10 to 2012/13 school year**

School Year	School Type							Total
	HI	PD	SSD	VI cum ID	MiID	MoID	SID	
2009/10	14	8	11	0	73	1	0	107
2010/11	0	0	0	0	155	2	0	157
2011/12	6	20	15	0	176	10	0	227
2012/13	16	23	13	0	201	10	0	263

HI: Hearing Impairment

PD: Physical Disability

SSD: Schools for Social Development

VI cum ID: Visual Impairment cum Intellectual Disability

MiID: Mild Intellectual Disability

MoID: Moderate Intellectual Disability

SID: Severe Intellectual Disability

- Notes: (1) The above figures are based on information collected from special schools as at September in the following school year. Students waitlisted for vocational training in the respective school years are not included.
- (2) The schools for children with MiID and schools for children with MoID include the respective sections of the 7 schools for children with MiID and children with MoID.
- (3) Figures for Hospital School are not included in view of the transitional nature of its education programmes. As the school for children with VI only provides education up to secondary three, its school leavers will continue their secondary education in mainstream schools.



**CONTROLLING OFFICER'S REPLY**

**EDB080**

**(Question Serial No. 3033)**

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 (Member Question No. 36):

1. Please provide the number and percentage of schools equipped with wireless internet (WiFi) facilities in the past 5 school years (2009/10 to 2013/14 school years) by district and by the categories of secondary, primary and special schools.
2. In the past 5 school years (2009/10 to 2013/14 school years), how many schools were subsidies by the Government to install wireless internet (WiFi) facilities? How much public expenditure was involved in it? Please list in detail.

Asked by: Hon. IP Kin-yuen

Reply:

1. We commissioned the Hong Kong Institute of Education in the 2009/10 school year to conduct the Review Surveys of the Third Strategy on Information Technology (IT) in Education and conducted surveys on IT in Education in January 2012 and July 2013 respectively to collect schools' views on e-learning and other relevant data related to IT in education. According to the findings, all schools have equipped their classrooms with a desktop computer connected to the Internet and a projector, a basic learning management system and some of them have enough mobile computing devices for shared use in some classes. However, less than 10% out of some 1 000 public sector and local schools under the Direct Subsidy Scheme are sufficiently equipped with WiFi connectivity in classroom to effectively deploy e-learning.
2. We have been providing all public sector schools with an annual recurrent Composite IT Grant at amounts ranging from \$177,590 to \$552,367, depending on the school type and the number of classes. School can use the grant to cover expenditures such as Internet service fee, upgrading and replacement of IT facilities including WiFi equipment, purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences and software), etc. The amounts of Composite IT Grant over the past five financial years are shown in the table below. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in education and are not required to report to us on how they have used the grant. We therefore do not have the actual expenditure pertaining to the installation of WiFi equipment in schools.

	<b>Amount of Composite IT Grant</b>
2009-10	\$302 million
2010-11	\$292 million
2011-12	\$300 million
2012-13	\$335 million
2013-14	\$328 million

**CONTROLLING OFFICER'S REPLY**

**EDB081**

**(Question Serial No. 3034)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 37):

1. Please provide the number schools across the territory which had implemented the Moral and National Education as an independent subject and their implementation periods in the past five school years (from 2009/10 to 2013/14 school years), by district, secondary and primary schools and special schools categories;
2. What were the amounts earmarked for the implementation of the Moral and National Education curriculum or National Education in the past five school years (from 2009/10 to 2014/15 school years);
3. What are the respective numbers of students and teachers of kindergartens, primary and secondary schools and universities which were provided with Mainland exchange programmes in the past five school years (from 2009/10 to 2013/14 school years)? Please provide a breakdown of the number of exchange programmes, number of students and teachers as well as the public funding involved.
4. In the past five school years (from 2009/10 to 2013/14 school years) and the 2014/15 school year, how many civil servants in the Education Bureau were specialised in the area of National Education? How much public funding was involved?

Asked by: Hon. IP Kin-yuen

Reply:

1. On 30 April 2012, the Secretary for Education accepted the recommendations by the Curriculum Development Council (CDC) on the refined Curriculum Guide for the "Moral and National Education" (MNE) subject in primary and secondary schools. In consideration of public's views, the MNE curriculum was shelved alongside the abolition of the initiation period in early October 2012. Schools and school sponsoring bodies (SSBs) are given the latitude to decide whether to implement the MNE curriculum and if so, how. In view of the discretion given to SSBs and schools and the absence of any claw-back provision, the Government has not conducted and will not conduct any data collection exercise that aims to specifically gauge the number of schools and SSBs that decide to implement the MNE initiative. Therefore, we are not able to provide a specific breakdown of the implementation of the MNE initiative in the past five school years (from 2009/10 to 2013/14 school years).
2. To facilitate the implementation of the Moral and National Education (MNE) curriculum, a total expenditure of approximately \$524.2 million was budgeted for 2012-13 mainly for the provision of the MNE Support Grant to schools. The Grant is a one-off cash grant of \$530,000 disbursed to each of the public sector schools and Direct Subsidy Scheme schools for use on any activities relevant to any elements of the MNE curriculum (including values education based on the SSBs' and schools' mission,

etc.) until the Grant is fully used up. Disbursement was made in August 2012. There is also no claw-back provision. There is no similar provision in the budget estimates for the MNE curriculum for the 2014/15 school year.

3. The number of post-secondary, secondary and primary school students who were provided with Mainland exchange programmes in the past five school years (from 2009/10 to 2013/14 school years) and the expenditure involved are shown below:

School Year	Number of Students (rounded down to the nearest hundred)			Expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students	Post-secondary Students	Secondary Students	Primary Students
2009/10 <sup>^</sup>	-	34 800*		-	43.6*	
2010/11	-	21 500	16 000	-	28.9	11.8
2011/12	3 200 <sup>◇</sup>	21 800	21 300	9.8	37.9	14.4
2012/13 <sup>#</sup>	7 700 <sup>◇</sup>	18 200	10 900	23.2	26.1	6.9
2013/14 <sup>+</sup>	5 800 <sup>◇</sup>	29 800	18 000	17.5	42.3	12.8

\* Only total figures are available.

<sup>^</sup> Only figures for financial year are available

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

<sup>◇</sup> Estimated number of beneficiaries

The number of teachers who were provided with teachers' Mainland exchange programmes in the past five school years (from 2009/10 to 2013/14 school years) and the expenditure involved are shown below:

School Year	Number of Teachers (rounded down to the nearest ten)	Expenditure (\$million)
2009/10 <sup>^</sup>	690	3.4
2010/11	940	3.1
2011/12	560	1.9
2012/13 <sup>#</sup>	210	1.0
2013/14 <sup>+</sup>	150	1.1

<sup>^</sup> Only figures for financial year are available

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

No kindergarten students took part in the Mainland exchange programmes in the past five school years.

4. Curriculum elements of moral, civic and national education, straddling many aspects of values education, are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Expenditures for the related curriculum development work and support measures, which include research and development, provision of learning activities for students and professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of opportunities for Mainland exchange to complement students' learning in relevant Key Learning Areas/subjects etc., are absorbed by the recurrent expenditures of the Education Bureau. Therefore, we are not able to provide a separate breakdown of the budget estimates for the number of civil servants that were specialised in the area of National Education for the past five school years (from 2009/10 to 2013/14 school years) and the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB082****(Question Serial No. 3035)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 38):

1. Please provide a breakdown of the number of schools and classes which used Putonghua to teach the Chinese Language subject in the past five school years (from 2009/10 to 2013/14 school years), by district, secondary and primary and special schools categories. Among them, please provide the number of schools and classes which used Putonghua to teach the Chinese Language subject at all and some of the levels.
2. Regarding the implementation of using Putonghua to teach the Chinese Language subject, does the Bureau have any timetable? Is it the long term target to require all the schools to teach the Chinese Language subject with Putonghua?
3. In the past five school years (from 2009/10 to 2013/14 school year) as well as in the 2014/15 school year, what were the amounts of public funding earmarked for implementing using Putonghua to teach the Chinese Language subject? How many civil servants were specialised in promoting the teaching of the Chinese Language subject with Putonghua? What were the amounts of public funding involved?

Asked by: Hon. IP Kin-yuen

Reply:

1. In respect of the medium of instruction (MOI) for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances. The number of schools that use Putonghua to teach the Chinese Language subject may vary every year. At present, we do not possess information about the number of schools that are currently using Putonghua to teach the Chinese Language subject.
2. Scholars hold different views on whether Putonghua should be used as the MOI for teaching the Chinese Language subject. There is no consensus probably because there are many variables affecting the efficacy of Putonghua as the MOI for teaching the Chinese Language subject. Such variables include, for example, teachers' ability to use Putonghua fluently and the language environment of the schools and the social circles of the students concerned. With a view to promoting biliteracy and trilingualism, the Education Bureau (EDB) encourages primary and secondary schools to nurture students' Putonghua proficiency, but schools are given the flexibility to use Cantonese and/or Putonghua as the MOI for teaching the Chinese Language subject having regard to their own circumstances.
3. All along, the EDB gives schools professional support on teaching the Chinese Language subject irrespective of whether the schools' MOI is Putonghua or Cantonese. In 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support

Schools in using Putonghua to teach Chinese Language Subject” (the Support Scheme) to assist schools which would like to try out using Putonghua to teach the Chinese Language subject. The Support Scheme is carried out in four phases, providing support to 40 schools, including both primary and secondary schools, in each phase. Each school will receive support for three consecutive school years.

The support measures given to schools include: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using Putonghua to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers’ exposure to different teaching practices. In addition, supply teacher grant is also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. A total of \$202.1 million from the Language Fund has been earmarked to finance the above measures, including the provision for hiring non-civil service contract staff to cope with the implementation work and supply teacher grant from 2009/10 to 2013/14 (up to January 2014) school years. There are no civil servant posts specialising in promoting the teaching of the Chinese Language subject with Putonghua.

**CONTROLLING OFFICER'S REPLY**

**EDB083**

**(Question Serial No. 3036)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 39):

Please give, for each of the 18 school districts, a breakdown on the number of kindergartens (including kindergarten-cum-child care centres), primary and secondary schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools, and provide the respective totals of these items, for the 2013/14 school year.

Asked by: Hon. IP Kin-yuen

Reply:

The number of kindergartens (including kindergarten sections of kindergarten-cum-child care centres), primary and secondary day schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools broken down by district in the 2013/14 school year are detailed at Appendix 1.

**Table 1: Number of Kindergartens by District and by Type, 2013/14 School Year**

District	Non-Profit Making	Private Independent	All Types
Central & Western	29	12	41
Wan Chai	23	6	29
Eastern	64	17	81
Southern	24	17	41
Yau Tsim Mong	29	8	37
Sham Shui Po	42	2	44
Kowloon City	57	33	90
Wong Tai Sin	46	1	47
Kwun Tong	70	3	73
Sai Kung	45	14	59
Sha Tin	58	17	75
Tai Po	29	6	35
North	41	5	46
Yuen Long	67	5	72
Tuen Mun	59	5	64
Tsuen Wan	30	7	37
Kwai Tsing	60	4	64
Islands	23	11	34
All Districts	796	173	969

Notes: (1) Figures do not include special schools.

(2) Figures include kindergarten-cum-child care centres.



**Table 2: Number of Places and Students in Kindergartens by District, by Grade and by Type, 2013/14 School Year**

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	1 920	1 601	404	263	2 324	1 864
	K2	1 889	1 628	274	202	2 163	1 830
	K3	1 885	1 651	227	167	2 112	1 818
	All Grades	5 694	4 880	905	632	6 599	5 512
Wan Chai	K1	2 252	1 966	393	306	2 645	2 272
	K2	2 152	1 903	308	235	2 460	2 138
	K3	2 046	1 780	275	235	2 321	2 015
	All Grades	6 450	5 649	976	776	7 426	6 425
Eastern	K1	4 087	3 240	990	768	5 077	4 008
	K2	4 265	3 372	749	568	5 014	3 940
	K3	4 142	3 307	700	538	4 842	3 845
	All Grades	12 494	9 919	2 439	1 874	14 933	11 793
Southern	K1	1 141	957	1 177	682	2 318	1 639
	K2	1 527	1 200	866	502	2 393	1 702
	K3	1 442	1 085	550	347	1 992	1 432
	All Grades	4 110	3 242	2 593	1 531	6 703	4 773
Yau Tsim Mong	K1	1 733	1 472	695	567	2 428	2 039
	K2	1 686	1 480	622	502	2 308	1 982
	K3	1 753	1 520	425	340	2 178	1 860
	All Grades	5 172	4 472	1 742	1 409	6 914	5 881
Sham Shui Po	K1	3 525	2 800	112	75	3 637	2 875
	K2	3 309	2 667	128	90	3 437	2 757
	K3	3 301	2 647	80	51	3 381	2 698
	All Grades	10 135	8 114	320	216	10 455	8 330
Kowloon City	K1	4 730	4 065	4 408	3 778	9 138	7 843
	K2	5 153	4 361	3 727	3 245	8 880	7 606
	K3	4 811	4 183	3 413	3 006	8 224	7 189
	All Grades	14 694	12 609	11 548	10 029	26 242	22 638
Wong Tai Sin	K1	2 731	2 286	57	30	2 788	2 316
	K2	2 765	2 332	7	5	2 772	2 337
	K3	2 875	2 426	3	3	2 878	2 429
	All Grades	8 371	7 044	67	38	8 438	7 082

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 454	3 584	108	48	4 562	3 632
	K2	4 596	3 770	120	69	4 716	3 839
	K3	4 925	3 995	52	39	4 977	4 034
	All Grades	13 975	11 349	280	156	14 255	11 505
Sai Kung	K1	2 564	2 134	1 007	744	3 571	2 878
	K2	2 493	2 095	736	565	3 229	2 660
	K3	2 547	2 121	656	525	3 203	2 646
	All Grades	7 604	6 350	2 399	1 834	10 003	8 184
Sha Tin	K1	4 263	3 456	1 124	865	5 387	4 321
	K2	4 140	3 456	909	757	5 049	4 213
	K3	3 957	3 349	711	600	4 668	3 949
	All Grades	12 360	10 261	2 744	2 222	15 104	12 483
Tai Po	K1	1 991	1 785	621	438	2 612	2 223
	K2	1 754	1 600	467	343	2 221	1 943
	K3	1 789	1 646	394	318	2 183	1 964
	All Grades	5 534	5 031	1 482	1 099	7 016	6 130
North	K1	3 742	3 621	394	303	4 136	3 924
	K2	3 724	3 592	290	239	4 014	3 831
	K3	3 722	3 613	356	285	4 078	3 898
	All Grades	11 188	10 826	1 040	827	12 228	11 653
Yuen Long	K1	5 537	5 100	447	374	5 984	5 474
	K2	5 422	4 994	436	351	5 858	5 345
	K3	5 523	5 079	374	314	5 897	5 393
	All Grades	16 482	15 173	1 257	1 039	17 739	16 212
Tuen Mun	K1	4 167	3 773	253	167	4 420	3 940
	K2	4 174	3 799	252	172	4 426	3 971
	K3	4 023	3 676	201	151	4 224	3 827
	All Grades	12 364	11 248	706	490	13 070	11 738
Tsuen Wan	K1	2 059	1 753	412	302	2 471	2 055
	K2	2 064	1 837	336	258	2 400	2 095
	K3	2 065	1 841	297	242	2 362	2 083
	All Grades	6 188	5 431	1 045	802	7 233	6 233
Kwai Tsing	K1	3 938	3 129	240	193	4 178	3 322
	K2	3 909	3 135	158	135	4 067	3 270
	K3	3 687	3 002	153	132	3 840	3 134
	All Grades	11 534	9 266	551	460	12 085	9 726

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 151	866	466	333	1 617	1 199
	K2	1 175	934	468	306	1 643	1 240
	K3	1 230	948	229	158	1 459	1 106
	All Grades	3 556	2 748	1 163	797	4 719	3 545
All Districts	K1	55 985	47 588	13 308	10 236	69 293	57 824
	K2	56 197	48 155	10 853	8 544	67 050	56 699
	K3	55 723	47 869	9 096	7 451	64 819	55 320
	All Grades	167 905	143 612	33 257	26 231	201 162	169 843

## Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2013.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on places do not include vacant classrooms and vacant child care centre portions.
- (5) As planning on pre-primary services is based on number of places instead of number of classes, information on operating classes is not available.

**Table 3: Number of Vacant Places in Kindergartens by District, by Grade and by Type, 2013/14 School Year**

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	319	141	460
	K2	261	72	333
	K3	234	60	294
	All Grades	814	273	1 087
Wan Chai	K1	286	87	373
	K2	249	73	322
	K3	266	40	306
	All Grades	801	200	1 001
Eastern	K1	847	222	1 069
	K2	893	181	1 074
	K3	835	162	997
	All Grades	2 575	565	3 140
Southern	K1	184	495	679
	K2	327	364	691
	K3	357	203	560
	All Grades	868	1 062	1 930
Yau Tsim Mong	K1	261	128	389
	K2	206	120	326
	K3	233	85	318
	All Grades	700	333	1 033
Sham Shui Po	K1	725	37	762
	K2	642	38	680
	K3	654	29	683
	All Grades	2 021	104	2 125
Kowloon City	K1	665	630	1 295
	K2	792	482	1 274
	K3	628	407	1 035
	All Grades	2 085	1 519	3 604
Wong Tai Sin	K1	445	27	472
	K2	433	2	435
	K3	449	0	449
	All Grades	1 327	29	1 356

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	870	60	930
	K2	826	51	877
	K3	930	13	943
	All Grades	2 626	124	2 750
Sai Kung	K1	430	263	693
	K2	398	171	569
	K3	426	131	557
	All Grades	1 254	565	1 819
Sha Tin	K1	807	259	1 066
	K2	684	152	836
	K3	608	111	719
	All Grades	2 099	522	2 621
Tai Po	K1	206	183	389
	K2	154	124	278
	K3	143	76	219
	All Grades	503	383	886
North	K1	121	91	212
	K2	132	51	183
	K3	109	71	180
	All Grades	362	213	575
Yuen Long	K1	437	73	510
	K2	428	85	513
	K3	444	60	504
	All Grades	1 309	218	1 527
Tuen Mun	K1	394	86	480
	K2	375	80	455
	K3	347	50	397
	All Grades	1 116	216	1 332
Tsuen Wan	K1	306	110	416
	K2	227	78	305
	K3	224	55	279
	All Grades	757	243	1 000
Kwai Tsing	K1	809	47	856
	K2	774	23	797
	K3	685	21	706
	All Grades	2 268	91	2 359

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	285	133	418
	K2	241	162	403
	K3	282	71	353
	All Grades	808	366	1 174
All Districts	K1	8 397	3 072	11 469
	K2	8 042	2 309	10 351
	K3	7 854	1 645	9 499
	All Grades	24 293	7 026	31 319

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
  - (4) Figures on vacant places do not include vacant classrooms and vacant child care centre portions.
  - (5) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

**Table 1: Number of Primary Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	0	5	6	28
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	27	2	12	9	54
Wong Tai Sin	1	27	0	4	0	32
Kwun Tong	2	30	1	1	1	35
Sai Kung	1	21	4	1	2	29
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
All Districts	34	419	21	52	43	569

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Number of Operating Classes, Places and Students in Primary Schools by District, by Grade and by Sector, 2013/14 School Year**

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	4	110	115	47	1 275	1 281	0	0	0	16	637	506	8	180	160	75	2 202	2 062
	P2	4	110	103	40	1 100	1 097	0	0	0	16	656	455	8	182	176	68	2 048	1 831
	P3	4	110	104	41	1 125	1 073	0	0	0	12	498	350	11	274	246	68	2 007	1 773
	P4	4	110	95	40	1 120	1 030	0	0	0	11	473	294	12	286	246	67	1 989	1 665
	P5	4	110	103	41	1 145	1 072	0	0	0	10	444	279	11	281	226	66	1 980	1 680
	P6	4	120	114	38	1 110	1 061	0	0	0	11	493	298	10	267	235	63	1 990	1 708
	All Grades	24	670	634	247	6 875	6 614	0	0	0	76	3 201	2 182	60	1 470	1 289	407	12 216	10 719
Wan Chai	P1	13	325	329	40	1 105	1 119	0	0	0	19	802	629	14	396	383	86	2 628	2 460
	P2	12	300	300	37	1 030	1 047	0	0	0	15	607	535	16	432	417	80	2 369	2 299
	P3	12	300	314	38	1 055	1 046	0	0	0	16	630	541	16	426	412	82	2 411	2 313
	P4	12	300	307	38	1 055	1 019	0	0	0	15	613	522	15	413	392	80	2 381	2 240
	P5	13	325	332	37	1 030	1 013	0	0	0	16	656	549	6	190	168	72	2 201	2 062
	P6	13	390	388	36	1 145	1 058	0	0	0	14	570	458	7	225	182	70	2 330	2 086
	All Grades	75	1 940	1 970	226	6 420	6 302	0	0	0	95	3 878	3 234	74	2 082	1 954	470	14 320	13 460
Eastern	P1	18	475	443	87	2 300	2 275	7	227	204	7	282	223	35	834	719	154	4 118	3 864
	P2	16	425	353	80	2 175	2 132	7	227	204	4	180	126	23	592	544	130	3 599	3 359
	P3	15	400	355	75	2 050	1 998	6	194	168	5	192	127	20	525	476	121	3 361	3 124
	P4	15	400	380	78	2 145	2 027	6	194	170	4	164	107	21	559	439	124	3 462	3 123
	P5	15	425	361	77	2 120	2 054	6	194	157	4	164	103	28	708	646	130	3 611	3 321
	P6	14	420	413	77	2 250	2 107	6	198	164	6	191	110	27	700	610	130	3 759	3 404
	All Grades	93	2 545	2 305	474	13 040	12 593	38	1 234	1 067	30	1 173	796	154	3 918	3 434	789	21 910	20 195



District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	P1	5	125	122	31	795	776	8	239	239	20	481	444	41	881	856	105	2 521	2 437
	P2	5	125	121	28	745	688	8	239	235	20	531	485	31	762	727	92	2 402	2 256
	P3	5	125	126	29	770	726	8	239	239	19	503	447	27	654	643	88	2 291	2 181
	P4	5	125	121	27	740	648	8	249	244	18	483	438	27	672	626	85	2 269	2 077
	P5	6	150	142	30	795	735	8	246	242	16	435	366	27	682	646	87	2 308	2 131
	P6	6	180	163	28	840	764	8	246	231	10	275	217	25	628	620	77	2 169	1 995
	All Grades	32	830	795	173	4 685	4 337	48	1 458	1 430	103	2 708	2 397	178	4 279	4 118	534	13 960	13 077
Yau Tsim Mong	P1	11	275	235	67	1 825	1 880	9	269	262	4	140	140	0	0	0	91	2 509	2 517
	P2	9	225	187	63	1 750	1 803	10	295	279	4	140	141	0	0	0	86	2 410	2 410
	P3	8	200	176	60	1 735	1 786	9	269	241	4	140	142	0	0	0	81	2 344	2 345
	P4	8	200	180	58	1 705	1 747	5	165	161	3	108	110	0	0	0	74	2 178	2 198
	P5	8	210	209	58	1 705	1 790	5	165	164	3	108	111	0	0	0	74	2 188	2 274
	P6	7	190	179	60	1 945	1 832	5	165	158	3	105	105	0	0	0	75	2 405	2 274
	All Grades	51	1 300	1 166	366	10 665	10 838	43	1 328	1 265	21	741	749	0	0	0	481	14 034	14 018
Sham Shui Po	P1	13	325	308	71	1 985	2 090	10	299	275	32	1 278	1 034	0	0	0	126	3 887	3 707
	P2	11	275	269	66	1 860	1 931	10	304	276	27	1 046	830	0	0	0	114	3 485	3 306
	P3	9	240	241	65	1 885	1 914	9	299	272	25	870	775	0	0	0	108	3 294	3 202
	P4	11	330	319	65	1 920	1 905	9	299	281	27	943	772	0	0	0	112	3 492	3 277
	P5	12	360	344	64	1 920	1 925	9	306	293	26	967	707	0	0	0	111	3 553	3 269
	P6	12	380	369	67	2 135	2 091	9	294	281	20	795	615	0	0	0	108	3 604	3 356
	All Grades	68	1 910	1 850	398	11 705	11 856	56	1 801	1 678	157	5 899	4 733	0	0	0	679	21 315	20 117

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	P1	18	450	485	97	2 630	2 666	9	282	281	44	1 762	1 435	33	873	757	201	5 997	5 624
	P2	18	450	482	92	2 505	2 557	9	282	289	43	1 727	1 296	23	608	582	185	5 572	5 206
	P3	18	450	472	89	2 430	2 406	9	282	282	41	1 593	1 202	26	699	588	183	5 454	4 950
	P4	18	450	476	86	2 390	2 364	9	282	266	37	1 477	1 099	27	715	631	177	5 314	4 836
	P5	18	450	469	89	2 475	2 482	8	249	216	34	1 386	1 028	25	683	590	174	5 243	4 785
	P6	18	540	554	87	2 635	2 540	8	255	223	35	1 444	977	24	667	592	172	5 541	4 886
	All Grades	108	2 790	2 938	540	15 065	15 015	52	1 632	1 557	234	9 389	7 037	158	4 245	3 740	1 092	33 121	30 287
Wong Tai Sin	P1	4	100	81	97	2 440	2 440	0	0	0	16	640	502	0	0	0	117	3 180	3 023
	P2	4	100	85	95	2 390	2 370	0	0	0	13	521	442	0	0	0	112	3 011	2 897
	P3	3	75	65	91	2 340	2 272	0	0	0	12	469	397	0	0	0	106	2 884	2 734
	P4	3	75	76	89	2 290	2 273	0	0	0	11	400	365	0	0	0	103	2 765	2 714
	P5	2	50	51	91	2 350	2 429	0	0	0	11	415	378	0	0	0	104	2 815	2 858
	P6	2	60	60	88	2 550	2 472	0	0	0	12	476	412	0	0	0	102	3 086	2 944
	All Grades	18	460	418	551	14 360	14 256	0	0	0	75	2 921	2 496	0	0	0	644	17 741	17 170
Kwun Tong	P1	9	225	233	139	3 595	3 696	5	132	132	3	135	124	2	46	45	158	4 133	4 230
	P2	9	225	230	134	3 470	3 588	5	132	123	3	135	120	2	46	42	153	4 008	4 103
	P3	9	225	227	133	3 440	3 518	4	132	111	3	135	103	2	46	45	151	3 978	4 004
	P4	9	225	225	133	3 440	3 547	4	132	73	3	135	102	2	46	45	151	3 978	3 992
	P5	9	225	229	136	3 575	3 674	3	99	50	3	135	85	2	46	45	153	4 080	4 083
	P6	9	270	270	122	3 570	3 664	3	90	76	3	135	95	2	46	46	139	4 111	4 151
	All Grades	54	1 395	1 414	797	21 090	21 687	24	717	565	18	810	629	12	276	268	905	24 288	24 563

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	P1	4	100	100	81	1 975	1 896	15	468	455	1	25	7	6	164	164	107	2 732	2 622
	P2	4	100	98	74	1 850	1 736	15	468	417	1	25	14	6	164	164	100	2 607	2 429
	P3	4	100	95	72	1 775	1 661	15	468	466	1	25	7	6	164	164	98	2 532	2 393
	P4	3	75	67	72	1 750	1 652	19	572	515	1	25	2	6	164	162	101	2 586	2 398
	P5	4	100	105	75	1 825	1 732	19	572	539	1	25	2	6	164	163	105	2 686	2 541
	P6	3	90	78	73	2 100	1 931	13	374	338	1	25	3	6	164	156	96	2 753	2 506
	All Grades	22	565	543	447	11 275	10 608	96	2 922	2 730	6	150	35	36	984	973	607	15 896	14 889
Sha Tin	P1	5	125	134	150	3 915	4 005	10	320	332	13	313	309	5	150	150	183	4 823	4 930
	P2	5	125	134	137	3 640	3 641	9	287	276	12	321	292	5	150	150	168	4 523	4 493
	P3	5	125	133	133	3 495	3 510	9	287	279	10	271	250	5	150	148	162	4 328	4 320
	P4	4	100	109	127	3 365	3 417	9	287	278	10	277	258	5	150	150	155	4 179	4 212
	P5	5	125	129	127	3 410	3 488	9	287	273	10	268	251	5	150	150	156	4 240	4 291
	P6	5	150	150	121	3 605	3 489	9	282	280	10	268	258	5	150	150	150	4 455	4 327
	All Grades	29	750	789	795	21 430	21 550	55	1 750	1 718	65	1 718	1 618	30	900	898	974	26 548	26 573
Tai Po	P1	8	200	206	78	1 995	2 075	0	0	0	0	0	0	9	319	238	95	2 514	2 519
	P2	6	150	145	74	1 895	1 912	0	0	0	0	0	0	7	244	201	87	2 289	2 258
	P3	3	75	69	65	1 670	1 635	0	0	0	0	0	0	8	266	194	76	2 011	1 898
	P4	2	50	50	63	1 620	1 574	0	0	0	0	0	0	7	234	169	72	1 904	1 793
	P5	2	50	52	64	1 620	1 593	0	0	0	0	0	0	7	229	173	73	1 899	1 818
	P6	2	60	60	56	1 680	1 637	0	0	0	0	0	0	7	234	159	65	1 974	1 856
	All Grades	23	585	582	400	10 480	10 426	0	0	0	0	0	0	45	1 526	1 134	468	12 591	12 142

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	P1	4	99	99	105	3 428	3 396	0	0	0	0	0	0	0	0	0	109	3 527	3 495
	P2	8	216	206	102	2 971	3 023	0	0	0	0	0	0	0	0	0	110	3 187	3 229
	P3	7	182	173	98	2 749	2 778	0	0	0	0	0	0	0	0	0	105	2 931	2 951
	P4	5	125	124	96	2 610	2 693	0	0	0	0	0	0	0	0	0	101	2 735	2 817
	P5	4	100	99	96	2 610	2 649	0	0	0	0	0	0	0	0	0	100	2 710	2 748
	P6	3	90	90	91	2 750	2 794	0	0	0	0	0	0	0	0	0	94	2 840	2 884
	All Grades	31	812	791	588	17 118	17 333	0	0	0	0	0	0	0	0	0	619	17 930	18 124
Yuen Long	P1	14	350	371	175	4 400	4 470	9	266	248	2	60	35	1	15	2	201	5 091	5 126
	P2	15	375	394	157	4 000	4 014	9	266	247	2	60	33	1	18	4	184	4 719	4 692
	P3	16	400	415	142	3 575	3 657	9	266	240	2	60	29	1	20	6	170	4 321	4 347
	P4	15	375	384	144	3 525	3 640	8	237	209	2	60	32	1	20	8	170	4 217	4 273
	P5	15	400	414	148	3 675	3 808	6	179	162	2	60	41	1	25	15	172	4 339	4 440
	P6	15	450	451	146	4 035	4 087	5	150	139	2	60	29	1	25	21	169	4 720	4 727
	All Grades	90	2 350	2 429	912	23 210	23 676	46	1 364	1 245	12	360	199	6	123	56	1 066	27 407	27 605
Tuen Mun	P1	4	100	107	143	3 615	3 669	4	132	132	1	45	9	3	66	66	155	3 958	3 983
	P2	4	100	100	126	3 245	3 222	4	132	132	1	45	13	4	88	88	139	3 610	3 555
	P3	4	100	102	114	2 940	2 942	4	132	127	1	45	14	3	72	72	126	3 289	3 257
	P4	4	100	101	107	2 800	2 689	4	132	119	1	45	11	3	72	72	119	3 149	2 992
	P5	4	100	100	109	2 820	2 764	5	132	117	1	45	9	3	72	72	122	3 169	3 062
	P6	4	120	119	109	3 210	2 978	5	132	114	1	45	9	3	72	73	122	3 579	3 293
	All Grades	24	620	629	708	18 630	18 264	26	792	741	6	270	65	19	442	443	783	20 754	20 142

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	10	275	294	66	1 805	1 836	0	0	0	2	44	15	0	0	0	78	2 124	2 145
	P2	10	275	292	63	1 730	1 759	0	0	0	1	32	15	0	0	0	74	2 037	2 066
	P3	10	275	294	63	1 730	1 759	0	0	0	1	32	15	0	0	0	74	2 037	2 068
	P4	10	275	274	62	1 705	1 733	0	0	0	1	32	18	0	0	0	73	2 012	2 025
	P5	10	275	277	63	1 750	1 794	0	0	0	2	45	15	0	0	0	75	2 070	2 086
	P6	10	300	295	62	1 860	1 869	0	0	0	1	35	11	0	0	0	73	2 195	2 175
	All Grades	60	1 675	1 726	379	10 580	10 750	0	0	0	9	220	89	0	0	0	448	12 475	12 565
Kwai Tsing	P1	0	0	0	114	3 005	2 923	3	99	84	0	0	0	11	241	224	128	3 345	3 231
	P2	0	0	0	111	3 005	2 852	3	99	97	0	0	0	4	88	90	118	3 192	3 039
	P3	0	0	0	108	2 925	2 783	3	99	98	0	0	0	4	88	77	115	3 112	2 958
	P4	0	0	0	107	2 900	2 883	3	99	93	0	0	0	0	0	0	110	2 999	2 976
	P5	0	0	0	110	2 995	2 928	3	99	93	0	0	0	0	0	0	113	3 094	3 021
	P6	0	0	0	109	3 475	3 138	3	105	101	0	0	0	0	0	0	112	3 580	3 239
	All Grades	0	0	0	659	18 305	17 507	18	600	566	0	0	0	19	417	391	696	19 322	18 464
Islands	P1	0	0	0	37	855	795	0	0	0	6	154	145	8	170	159	51	1 179	1 099
	P2	0	0	0	37	880	818	0	0	0	7	177	170	6	140	132	50	1 197	1 120
	P3	0	0	0	37	905	829	0	0	0	5	142	140	6	140	134	48	1 187	1 103
	P4	0	0	0	38	950	848	0	0	0	4	106	105	6	144	125	48	1 200	1 078
	P5	0	0	0	40	1 040	973	0	0	0	3	90	89	6	144	116	49	1 274	1 178
	P6	0	0	0	38	1 140	1 013	0	0	0	3	90	89	6	144	128	47	1 374	1 230
	All Grades	0	0	0	227	5 770	5 276	0	0	0	28	759	738	38	882	794	293	7 411	6 808

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	P1	144	3 659	3 662	1 625	42 943	43 288	89	2 733	2 644	186	6 798	5 557	176	4 335	3 923	2 220	60 468	59 074
	P2	140	3 576	3 499	1 516	40 241	40 190	89	2 731	2 575	169	6 203	4 967	136	3 514	3 317	2 050	56 265	54 548
	P3	132	3 382	3 361	1 453	38 594	38 293	85	2 667	2 523	157	5 605	4 539	135	3 524	3 205	1 963	53 772	51 921
	P4	128	3 315	3 288	1 430	38 030	37 689	84	2 648	2 409	148	5 341	4 235	132	3 475	3 065	1 922	52 809	50 686
	P5	131	3 455	3 416	1 455	38 860	38 903	81	2 528	2 306	142	5 243	4 013	127	3 374	3 010	1 936	53 460	51 648
	P6	127	3 810	3 753	1 408	42 035	40 525	74	2 291	2 105	132	5 007	3 686	123	3 322	2 972	1 864	56 465	53 041
	All Grades	802	21 197	20 979	8 887	240 703	238 888	502	15 598	14 562	935	34 197	26 997	829	21 544	19 492	11 955	333 239	320 918

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
  - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2013/14 School Year**

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	- 5	- 6	0	131	20	140
	P2	7	3	0	201	6	217
	P3	6	52	0	148	28	234
	P4	15	90	0	179	40	324
	P5	7	73	0	165	55	300
	P6	6	49	0	195	32	282
	All Grades	36	261	0	1 019	181	1 497
Wan Chai	P1	- 4	- 14	0	173	13	168
	P2	0	- 17	0	72	15	70
	P3	- 14	9	0	89	14	98
	P4	- 7	36	0	91	21	141
	P5	- 7	17	0	107	22	139
	P6	2	87	0	112	43	244
	All Grades	- 30	118	0	644	128	860
Eastern	P1	32	25	23	59	115	254
	P2	72	43	23	54	48	240
	P3	45	52	26	65	49	237
	P4	20	118	24	57	120	339
	P5	64	66	37	61	62	290
	P6	7	143	34	81	90	355
	All Grades	240	447	167	377	484	1 715

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	3	19	0	37	25	84
	P2	4	57	4	46	35	146
	P3	- 1	44	0	56	11	110
	P4	4	92	5	45	46	192
	P5	8	60	4	69	36	177
	P6	17	76	15	58	8	174
	All Grades	35	348	28	311	161	883
Yau Tsim Mong	P1	40	- 55	7	0	0	- 8
	P2	38	- 53	16	- 1	0	0
	P3	24	- 51	28	- 2	0	- 1
	P4	20	- 42	4	- 2	0	- 20
	P5	1	- 85	1	- 3	0	- 86
	P6	11	113	7	0	0	131
	All Grades	134	- 173	63	- 8	0	16
Sham Shui Po	P1	17	- 105	24	244	0	180
	P2	6	- 71	28	216	0	179
	P3	- 1	- 29	27	95	0	92
	P4	11	15	18	171	0	215
	P5	16	- 5	13	260	0	284
	P6	11	44	13	180	0	248
	All Grades	60	- 151	123	1 166	0	1 198



District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 35	- 36	1	327	116	373
	P2	- 32	- 52	- 7	431	26	366
	P3	- 22	24	0	391	111	504
	P4	- 26	26	16	378	84	478
	P5	- 19	- 7	33	358	93	458
	P6	- 14	95	32	467	75	655
	All Grades	- 148	50	75	2 352	505	2 834
Wong Tai Sin	P1	19	0	0	138	0	157
	P2	15	20	0	79	0	114
	P3	10	68	0	72	0	150
	P4	- 1	17	0	35	0	51
	P5	- 1	- 79	0	37	0	- 43
	P6	0	78	0	64	0	142
	All Grades	42	104	0	425	0	571
Kwun Tong	P1	- 8	- 101	0	11	1	- 97
	P2	- 5	- 118	9	15	4	- 95
	P3	- 2	- 78	21	32	1	- 26
	P4	0	- 107	59	33	1	- 14
	P5	- 4	- 99	49	50	1	- 3
	P6	0	- 94	14	40	0	- 40
	All Grades	- 19	- 597	152	181	8	- 275

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	0	79	13	18	0	110
	P2	2	114	51	11	0	178
	P3	5	114	2	18	0	139
	P4	8	98	57	23	2	188
	P5	- 5	93	33	23	1	145
	P6	12	169	36	22	8	247
	All Grades	22	667	192	115	11	1 007
	Sha Tin	P1	- 9	- 90	- 12	4	0
P2		- 9	- 1	11	29	0	30
P3		- 8	- 15	8	21	2	8
P4		- 9	- 52	9	19	0	- 33
P5		- 4	- 78	14	17	0	- 51
P6		0	116	2	10	0	128
All Grades		- 39	- 120	32	100	2	- 25
Tai Po		P1	- 6	- 80	0	0	81
	P2	5	- 17	0	0	43	31
	P3	6	35	0	0	72	113
	P4	0	46	0	0	65	111
	P5	- 2	27	0	0	56	81
	P6	0	43	0	0	75	118
	All Grades	3	54	0	0	392	449

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	0	32	0	0	0	32
	P2	10	- 52	0	0	0	- 42
	P3	9	- 29	0	0	0	- 20
	P4	1	- 83	0	0	0	- 82
	P5	1	- 39	0	0	0	- 38
	P6	0	- 44	0	0	0	- 44
	All Grades	21	- 215	0	0	0	- 194
	Yuen Long	P1	- 21	- 70	18	25	13
P2		- 19	- 14	19	27	14	27
P3		- 15	- 82	26	31	14	- 26
P4		- 9	- 115	28	28	12	- 56
P5		- 14	- 133	17	19	10	- 101
P6		- 1	- 52	11	31	4	- 7
All Grades		- 79	- 466	119	161	67	- 198
Tuen Mun		P1	- 7	- 54	0	36	0
	P2	0	23	0	32	0	55
	P3	- 2	- 2	5	31	0	32
	P4	- 1	111	13	34	0	157
	P5	0	56	15	36	0	107
	P6	1	232	18	36	- 1	286
	All Grades	- 9	366	51	205	- 1	612

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 19	- 31	0	29	0	- 21
	P2	- 17	- 29	0	17	0	- 29
	P3	- 19	- 29	0	17	0	- 31
	P4	1	- 28	0	14	0	- 13
	P5	- 2	- 44	0	30	0	- 16
	P6	5	- 9	0	24	0	20
	All Grades	- 51	- 170	0	131	0	- 90
Kwai Tsing	P1	0	82	15	0	17	114
	P2	0	153	2	0	- 2	153
	P3	0	142	1	0	11	154
	P4	0	17	6	0	0	23
	P5	0	67	6	0	0	73
	P6	0	337	4	0	0	341
	All Grades	0	798	34	0	26	858
Islands	P1	0	60	0	9	11	80
	P2	0	62	0	7	8	77
	P3	0	76	0	2	6	84
	P4	0	102	0	1	19	122
	P5	0	67	0	1	28	96
	P6	0	127	0	1	16	144
	All Grades	0	494	0	21	88	603

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	- 3	- 345	89	1 241	412	1 394
	P2	77	51	156	1 236	197	1 717
	P3	21	301	144	1 066	319	1 851
	P4	27	341	239	1 106	410	2 123
	P5	39	- 43	222	1 230	364	1 812
	P6	57	1 510	186	1 321	350	3 424
	All Grades	218	1 815	1 036	7 200	2 052	12 321

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

**Table 1: Number of Secondary Day Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	3	16
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	3	0	21
Sham Shui Po	1	15	1	9	3	1	30
Kowloon City	3	27	0	5	1	5	41
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	1	35
Sai Kung	1	18	0	8	1	1	29
Sha Tin	2	37	0	6	2	1	48
Tai Po	2	17	0	2	0	0	21
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	7	0	46
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
All Districts	32	362	2	62	27	29	514

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Number of Operating Classes, Places and Students in Secondary Day Schools by District, by Grade and by Sector, 2013/14 School Year**

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	4	136	144	30	1 054	960	0	0	0	15	493	501	0	0	0	10	301	273	59	1 984	1 878
	S2	4	144	141	30	1 080	1 033	0	0	0	15	493	502	0	0	0	11	317	295	60	2 034	1 971
	S3	4	144	145	30	1 080	997	0	0	0	15	493	477	0	0	0	10	280	269	59	1 997	1 888
	S4	5	180	168	32	1 116	1 017	0	0	0	18	496	472	0	0	0	10	280	275	65	2 072	1 932
	S5	5	190	177	33	1 216	1 051	0	0	0	15	467	409	0	0	0	10	280	260	63	2 153	1 897
	S6	5	200	168	33	1 266	1 006	0	0	0	15	467	367	0	0	0	11	342	239	64	2 275	1 780
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	307	238	10	307	238
	All Grades	27	994	943	188	6 812	6 064	0	0	0	93	2 909	2 728	0	0	0	72	2 107	1 849	380	12 822	11 584
Wan Chai	S1	12	408	414	37	1 284	1 207	0	0	0	7	281	241	0	0	0	9	205	202	65	2 178	2 064
	S2	12	432	426	38	1 332	1 245	0	0	0	8	326	261	0	0	0	8	178	176	66	2 268	2 108
	S3	12	432	408	38	1 332	1 189	0	0	0	8	330	263	0	0	0	7	152	150	65	2 246	2 010
	S4	13	468	425	40	1 368	1 180	0	0	0	12	450	315	0	0	0	7	143	140	72	2 429	2 060
	S5	13	494	441	41	1 462	1 220	0	0	0	13	470	365	0	0	0	7	147	146	74	2 573	2 172
	S6	13	520	454	41	1 600	1 134	0	0	0	12	440	344	0	0	0	7	118	115	73	2 678	2 047
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	108	108	5	108	108
	All Grades	75	2 754	2 568	235	8 378	7 175	0	0	0	60	2 297	1 789	0	0	0	50	1 051	1 037	420	14 480	12 569
Eastern	S1	16	544	546	90	2 966	2 526	0	0	0	15	585	516	0	0	0	24	605	511	145	4 700	4 099
	S2	16	576	572	98	3 348	2 841	0	0	0	16	601	554	0	0	0	23	579	515	153	5 104	4 482
	S3	16	576	551	93	3 240	2 831	0	0	0	16	601	527	0	0	0	25	600	485	150	5 017	4 394
	S4	19	648	634	101	3 456	2 978	0	0	0	16	645	540	0	0	0	22	494	307	158	5 243	4 459
	S5	18	684	645	107	3 906	3 169	0	0	0	16	645	516	0	0	0	18	405	321	159	5 640	4 651
	S6	18	720	626	108	4 236	3 216	0	0	0	16	638	458	0	0	0	19	428	342	161	6 022	4 642
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	176	125	8	176	125
	All Grades	103	3 748	3 574	597	21 152	17 561	0	0	0	95	3 715	3 111	0	0	0	139	3 287	2 606	934	31 902	26 852

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	S1	0	0	0	49	1 598	1 329	0	0	0	11	390	348	11	278	272	32	830	805	103	3 096	2 754
	S2	0	0	0	50	1 800	1 436	0	0	0	11	390	352	10	230	206	34	881	818	105	3 301	2 812
	S3	0	0	0	52	1 872	1 504	0	0	0	11	390	325	10	205	205	33	856	826	106	3 323	2 860
	S4	0	0	0	56	1 836	1 570	0	0	0	10	375	297	9	157	136	34	896	811	109	3 264	2 814
	S5	0	0	0	61	2 090	1 622	0	0	0	11	375	270	9	157	128	31	820	720	112	3 442	2 740
	S6	0	0	0	60	2 200	1 629	0	0	0	11	375	234	8	114	129	32	846	694	111	3 535	2 686
	S7	0	0	0	0	0	0	0	0	0	0	0	0	8	114	98	30	796	650	38	910	748
	All Grades	0	0	0	328	11 396	9 090	0	0	0	65	2 295	1 826	65	1 255	1 174	226	5 925	5 324	684	20 871	17 414
Yau Tsim Mong	S1	9	306	246	48	1 598	1 528	3	102	58	14	517	477	0	0	0	0	0	0	74	2 523	2 309
	S2	9	324	273	49	1 728	1 620	4	144	89	13	521	504	0	0	0	0	0	0	75	2 717	2 486
	S3	9	324	285	48	1 666	1 591	4	142	118	13	520	465	0	0	0	0	0	0	74	2 652	2 459
	S4	9	324	275	61	2 105	1 920	4	144	124	14	545	440	3	81	7	0	0	0	91	3 199	2 766
	S5	9	342	283	61	2 215	1 936	4	152	126	13	545	426	3	81	8	0	0	0	90	3 335	2 779
	S6	9	360	287	58	2 235	1 837	4	160	135	13	545	393	4	132	60	0	0	0	88	3 432	2 712
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	54	1 980	1 649	325	11 547	10 432	23	844	650	80	3 193	2 705	10	294	75	0	0	0	492	17 858	15 511
Sham Shui Po	S1	5	136	131	70	2 373	2 313	4	140	140	37	1 344	1 127	6	180	167	1	15	10	123	4 188	3 888
	S2	5	144	146	70	2 484	2 443	4	144	144	37	1 364	1 249	6	180	164	1	15	8	123	4 331	4 154
	S3	5	144	132	70	2 484	2 414	4	144	144	34	1 314	1 136	6	180	133	1	15	11	120	4 281	3 970
	S4	6	180	149	75	2 520	2 416	5	180	178	35	1 382	1 204	6	185	127	1	20	18	128	4 467	4 092
	S5	6	190	157	72	2 649	2 399	4	152	139	36	1 369	1 121	7	230	149	1	20	16	126	4 610	3 981
	S6	5	200	99	74	2 850	2 426	5	192	182	36	1 379	1 098	6	190	141	1	20	20	127	4 831	3 966
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	75	58	0	0	0	3	75	58
	All Grades	32	994	814	431	15 360	14 411	26	952	927	215	8 152	6 935	40	1 220	939	6	105	83	750	26 783	24 109



District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	S1	8	272	261	113	3 872	3 562	0	0	0	19	706	709	5	125	116	19	532	497	164	5 507	5 145
	S2	8	288	262	114	4 030	3 770	0	0	0	20	746	710	8	200	153	19	532	484	169	5 796	5 379
	S3	8	288	283	113	4 029	3 727	0	0	0	19	706	677	8	200	176	18	507	450	166	5 730	5 313
	S4	8	288	263	129	4 500	3 987	0	0	0	26	889	816	6	150	133	18	487	430	187	6 314	5 629
	S5	8	304	261	132	4 864	4 047	0	0	0	27	876	758	7	175	160	17	462	429	191	6 681	5 655
	S6	8	320	262	132	5 196	3 972	0	0	0	29	875	708	5	120	91	17	461	422	191	6 972	5 455
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	76	70	9	249	231	13	325	301
	All Grades	48	1 760	1 592	733	26 491	23 065	0	0	0	140	4 798	4 378	43	1 046	899	117	3 230	2 943	1 081	37 325	32 877
Wong Tai Sin	S1	3	102	71	90	2 977	2 742	0	0	0	6	246	246	4	140	113	0	0	0	103	3 465	3 172
	S2	3	108	82	92	3 190	3 024	0	0	0	6	246	241	4	140	102	0	0	0	105	3 684	3 449
	S3	3	108	78	89	3 147	2 937	0	0	0	6	246	229	3	105	96	0	0	0	101	3 606	3 340
	S4	3	108	91	102	3 363	3 111	0	0	0	6	270	191	3	105	98	0	0	0	114	3 846	3 491
	S5	3	114	102	107	3 697	3 284	0	0	0	6	270	185	3	105	59	0	0	0	119	4 186	3 630
	S6	3	120	77	108	4 076	3 347	0	0	0	6	270	156	4	145	67	0	0	0	121	4 611	3 647
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	18	660	501	588	20 450	18 445	0	0	0	36	1 548	1 248	21	740	535	0	0	0	663	23 398	20 729
Kwun Tong	S1	8	272	276	105	3 454	3 288	0	0	0	29	1 075	852	0	0	0	0	0	0	142	4 801	4 416
	S2	8	288	276	105	3 672	3 576	0	0	0	31	1 162	1 009	0	0	0	0	0	0	144	5 122	4 861
	S3	8	288	269	105	3 672	3 587	0	0	0	32	1 208	1 058	0	0	0	0	0	0	145	5 168	4 914
	S4	9	324	304	122	4 176	3 910	0	0	0	34	1 350	1 121	0	0	0	0	0	0	165	5 850	5 335
	S5	9	342	306	124	4 446	4 069	0	0	0	35	1 434	1 152	0	0	0	0	0	0	168	6 222	5 527
	S6	9	360	299	127	4 839	4 064	0	0	0	36	1 412	1 064	0	0	0	0	0	0	172	6 611	5 427
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	51	1 874	1 730	688	24 259	22 494	0	0	0	197	7 641	6 256	0	0	0	0	0	0	936	33 774	30 480

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	S1	5	144	140	69	2 324	2 106	0	0	0	33	1 148	961	1	25	2	3	66	60	111	3 707	3 269
	S2	5	144	140	73	2 556	2 365	0	0	0	34	1 124	991	1	25	13	2	44	39	115	3 893	3 548
	S3	4	144	139	73	2 556	2 377	0	0	0	33	1 089	938	0	0	0	2	44	31	112	3 833	3 485
	S4	5	180	162	86	2 916	2 651	0	0	0	33	1 118	902	1	25	3	2	44	31	127	4 283	3 749
	S5	5	190	183	89	3 230	2 813	0	0	0	34	1 155	936	1	25	1	2	44	30	131	4 644	3 963
	S6	5	200	174	89	3 440	2 687	0	0	0	39	1 246	896	1	25	5	2	44	21	136	4 955	3 783
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	22	16	1	22	16
	All Grades	29	1 002	938	479	17 022	14 999	0	0	0	206	6 880	5 624	5	125	24	14	308	228	733	25 337	21 813
Sha Tin	S1	8	272	266	152	4 995	4 447	0	0	0	24	835	795	13	253	253	6	176	176	203	6 531	5 937
	S2	8	288	284	151	5 274	4 784	0	0	0	24	835	835	12	252	254	6	176	176	201	6 825	6 333
	S3	8	288	278	151	5 310	4 781	0	0	0	24	835	738	12	258	253	6	176	171	201	6 867	6 221
	S4	9	324	306	172	5 814	5 150	0	0	0	24	806	663	12	252	245	6	176	180	223	7 372	6 544
	S5	9	342	318	176	6 398	5 433	0	0	0	29	944	763	12	252	243	6	176	174	232	8 112	6 931
	S6	9	360	325	177	6 782	5 261	0	0	0	28	905	665	12	234	209	6	168	162	232	8 449	6 622
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	228	203	6	171	166	18	399	369
	All Grades	51	1 874	1 777	979	34 573	29 856	0	0	0	153	5 160	4 459	85	1 729	1 660	42	1 219	1 205	1 310	44 555	38 957
Tai Po	S1	3	102	79	68	2 176	1 959	0	0	0	9	364	236	0	0	0	0	0	0	80	2 642	2 274
	S2	4	108	92	66	2 268	2 123	0	0	0	9	364	270	0	0	0	0	0	0	79	2 740	2 485
	S3	3	108	88	64	2 268	2 125	0	0	0	9	364	265	0	0	0	0	0	0	76	2 740	2 478
	S4	2	72	46	79	2 592	2 343	0	0	0	9	380	218	0	0	0	0	0	0	90	3 044	2 607
	S5	3	114	51	80	2 850	2 371	0	0	0	9	380	252	0	0	0	0	0	0	92	3 344	2 674
	S6	6	200	144	80	3 040	2 456	0	0	0	9	364	277	0	0	0	0	0	0	95	3 604	2 877
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	21	704	500	437	15 194	13 377	0	0	0	54	2 216	1 518	0	0	0	0	0	0	512	18 114	15 395

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	S1	6	204	203	71	2 345	2 289	0	0	0	5	199	200	0	0	0	3	60	62	85	2 808	2 754
	S2	6	216	211	72	2 446	2 414	0	0	0	5	199	201	0	0	0	3	60	53	86	2 921	2 879
	S3	6	216	207	69	2 412	2 390	0	0	0	5	200	201	0	0	0	3	60	48	83	2 888	2 846
	S4	6	216	186	88	2 916	2 775	0	0	0	5	200	207	0	0	0	3	60	50	102	3 392	3 218
	S5	6	228	164	88	3 076	2 719	0	0	0	5	200	188	0	0	0	1	20	18	100	3 524	3 089
	S6	6	240	140	87	3 240	2 748	0	0	0	5	200	206	3	115	79	1	20	15	102	3 815	3 188
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	20	16	1	20	16
	All Grades	36	1 320	1 111	475	16 435	15 335	0	0	0	30	1 198	1 203	3	115	79	15	300	262	559	19 368	17 990
Yuen Long	S1	16	544	574	127	4 141	3 875	0	0	0	22	750	625	0	0	0	0	0	0	165	5 435	5 074
	S2	16	576	561	129	4 373	4 137	0	0	0	25	850	752	0	0	0	0	0	0	170	5 799	5 450
	S3	16	576	565	128	4 410	4 153	0	0	0	22	785	698	0	0	0	0	0	0	166	5 771	5 416
	S4	20	720	673	153	5 184	4 602	0	0	0	23	833	667	2	22	13	0	0	0	198	6 759	5 955
	S5	21	760	698	154	5 586	4 732	0	0	0	20	723	603	3	97	70	0	0	0	198	7 166	6 103
	S6	21	800	769	151	5 840	4 708	0	0	0	20	695	549	10	370	302	0	0	0	202	7 705	6 328
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	110	3 976	3 840	842	29 534	26 207	0	0	0	132	4 636	3 894	15	489	385	0	0	0	1 099	38 635	34 326
Tuen Mun	S1	8	272	266	129	4 344	3 760	0	0	0	0	0	0	0	0	0	3	72	71	140	4 688	4 097
	S2	8	288	278	132	4 632	4 131	0	0	0	0	0	0	0	0	0	4	96	94	144	5 016	4 503
	S3	8	288	279	132	4 632	4 099	0	0	0	0	0	0	0	0	0	3	72	72	143	4 992	4 450
	S4	10	360	312	154	5 208	4 514	0	0	0	0	0	0	0	0	0	2	48	45	166	5 616	4 871
	S5	10	380	342	157	5 684	4 707	0	0	0	0	0	0	0	0	0	2	48	44	169	6 112	5 093
	S6	10	400	381	165	6 249	5 075	0	0	0	0	0	0	0	0	0	1	26	26	176	6 675	5 482
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	26	26	1	26	26
	All Grades	54	1 988	1 858	869	30 749	26 286	0	0	0	0	0	0	0	0	0	16	388	378	939	33 125	28 522

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors			
		Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	
Tsuen Wan	S1	4	136	144	48	1 641	1 582	0	0	0	0	0	0	0	0	0	0	0	0	0	52	1 777	1 726
	S2	4	144	146	49	1 728	1 742	0	0	0	0	0	0	0	0	0	0	0	0	0	53	1 872	1 888
	S3	4	144	147	49	1 728	1 711	0	0	0	0	0	0	0	0	0	0	0	0	0	53	1 872	1 858
	S4	5	180	178	62	2 016	1 924	0	0	0	0	0	0	0	0	0	0	0	0	0	67	2 196	2 102
	S5	5	190	192	62	2 204	1 969	0	0	0	0	0	0	0	0	0	0	0	0	0	67	2 394	2 161
	S6	5	200	196	62	2 295	1 945	0	0	0	0	0	0	0	0	0	0	0	0	0	67	2 495	2 141
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	27	994	1 003	332	11 612	10 873	0	0	0	0	0	0	0	0	0	0	0	0	0	359	12 606	11 876
Kwai Tsing	S1	0	0	0	122	4 114	3 889	0	0	0	0	0	0	0	0	0	0	0	0	0	122	4 114	3 889
	S2	0	0	0	122	4 356	4 332	0	0	0	0	0	0	0	0	0	0	0	0	0	122	4 356	4 332
	S3	0	0	0	125	4 356	4 293	0	0	0	0	0	0	0	0	0	0	0	0	0	125	4 356	4 293
	S4	0	0	0	153	4 968	4 648	0	0	0	0	0	0	0	0	0	0	0	0	0	153	4 968	4 648
	S5	0	0	0	154	5 358	4 807	0	0	0	0	0	0	0	0	0	0	0	0	0	154	5 358	4 807
	S6	0	0	0	153	5 720	4 750	0	0	0	0	0	0	0	0	0	0	0	0	0	153	5 720	4 750
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	0	0	0	829	28 872	26 719	0	0	0	0	0	0	0	0	0	0	0	0	0	829	28 872	26 719
Islands	S1	3	102	74	23	753	692	0	0	0	9	246	210	4	120	113	3	66	49	42	1 287	1 138	
	S2	3	108	66	23	792	755	0	0	0	9	246	228	4	120	110	2	44	45	41	1 310	1 204	
	S3	3	108	90	23	828	739	0	0	0	9	246	218	7	179	146	2	44	36	44	1 405	1 229	
	S4	3	108	100	30	972	872	0	0	0	10	331	271	5	135	102	2	44	30	50	1 590	1 375	
	S5	3	114	101	30	1 064	825	0	0	0	11	358	260	5	149	107	1	22	13	50	1 707	1 306	
	S6	3	120	108	30	1 120	905	0	0	0	11	357	242	5	135	61	0	0	0	49	1 732	1 316	
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	54	0	0	0	4	120	54	
	All Grades	18	660	539	159	5 529	4 788	0	0	0	59	1 784	1 429	34	958	693	10	220	173	280	9 151	7 622	

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	S1	118	3 952	3 835	1 441	48 009	44 054	7	242	198	255	9 179	8 044	44	1 121	1 036	113	2 928	2 716	1 978	65 431	59 883
	S2	119	4 176	3 956	1 463	51 089	47 771	8	288	233	263	9 467	8 659	45	1 147	1 002	113	2 922	2 703	2 011	69 089	64 324
	S3	117	4 176	3 944	1 452	51 022	47 445	8	286	262	256	9 327	8 215	46	1 127	1 009	110	2 806	2 549	1 989	68 744	63 424
	S4	132	4 680	4 272	1 695	57 026	51 568	9	324	302	275	10 070	8 324	47	1 112	864	107	2 692	2 317	2 265	75 904	67 647
	S5	133	4 978	4 421	1 728	61 995	53 173	8	304	265	280	10 211	8 204	50	1 271	925	96	2 444	2 171	2 295	81 203	69 159
	S6	135	5 320	4 509	1 735	66 224	53 166	9	352	317	286	10 168	7 657	58	1 580	1 144	97	2 473	2 056	2 320	86 117	68 849
	S7	0	0	0	0	0	0	0	0	0	0	0	0	31	613	483	71	1 875	1 576	102	2 488	2 059
	All Grades	754	27 282	24 937	9 514	335 365	297 177	49	1 796	1 577	1 615	58 422	49 103	321	7 971	6 463	707	18 140	16 088	12 960	448 976	395 345

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on operating classes in a very small number of schools (other than the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
  - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.
  - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2013/14 School Year**

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	- 8	94	0	- 8	0	28	106
	S2	3	47	0	- 9	0	22	63
	S3	- 1	83	0	16	0	11	109
	S4	12	99	0	24	0	5	140
	S5	13	165	0	58	0	20	256
	S6	32	260	0	100	0	103	495
	S7	0	0	0	0	0	69	69
	All Grades	51	748	0	181	0	258	1 238
Wan Chai	S1	- 6	77	0	40	0	3	114
	S2	6	87	0	65	0	2	160
	S3	24	143	0	67	0	2	236
	S4	43	188	0	135	0	3	369
	S5	53	242	0	105	0	1	401
	S6	66	466	0	96	0	3	631
	S7	0	0	0	0	0	0	0
	All Grades	186	1 203	0	508	0	14	1 911
Eastern	S1	- 2	440	0	69	0	94	601
	S2	4	507	0	47	0	64	622
	S3	25	409	0	74	0	115	623
	S4	14	478	0	105	0	187	784
	S5	39	737	0	129	0	84	989
	S6	94	1 020	0	180	0	86	1 380
	S7	0	0	0	0	0	51	51
	All Grades	174	3 591	0	604	0	681	5 050

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	269	0	42	6	25	342
	S2	0	364	0	38	24	63	489
	S3	0	368	0	65	0	30	463
	S4	0	266	0	78	21	85	450
	S5	0	468	0	105	29	100	702
	S6	0	571	0	141	- 15	152	849
	S7	0	0	0	0	16	146	162
	All Grades	0	2 306	0	469	81	601	3 457
Yau Tsim Mong	S1	60	70	44	40	0	0	214
	S2	51	108	55	17	0	0	231
	S3	39	75	24	55	0	0	193
	S4	49	185	20	105	74	0	433
	S5	59	279	26	119	73	0	556
	S6	73	398	25	152	72	0	720
	S7	0	0	0	0	0	0	0
	All Grades	331	1 115	194	488	219	0	2 347
Sham Shui Po	S1	5	60	0	217	13	5	300
	S2	- 2	41	0	115	16	7	177
	S3	12	70	0	178	47	4	311
	S4	31	104	2	178	58	2	375
	S5	33	250	13	248	81	4	629
	S6	101	424	10	281	49	0	865
	S7	0	0	0	0	17	0	17
	All Grades	180	949	25	1 217	281	22	2 674

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	11	310	0	- 3	9	35	362
	S2	26	260	0	36	47	48	417
	S3	5	302	0	29	24	57	417
	S4	25	513	0	73	17	57	685
	S5	43	817	0	118	15	33	1 026
	S6	58	1 224	0	167	29	39	1 517
	S7	0	0	0	0	6	18	24
	All Grades	168	3 426	0	420	147	287	4 448
Wong Tai Sin	S1	31	235	0	0	27	0	293
	S2	26	166	0	5	38	0	235
	S3	30	210	0	17	9	0	266
	S4	17	252	0	79	7	0	355
	S5	12	413	0	85	46	0	556
	S6	43	729	0	114	78	0	964
	S7	0	0	0	0	0	0	0
	All Grades	159	2 005	0	300	205	0	2 669
Kwun Tong	S1	- 4	166	0	223	0	0	385
	S2	12	96	0	153	0	0	261
	S3	19	85	0	150	0	0	254
	S4	20	266	0	229	0	0	515
	S5	36	377	0	282	0	0	695
	S6	61	775	0	348	0	0	1 184
	S7	0	0	0	0	0	0	0
	All Grades	144	1 765	0	1 385	0	0	3 294



District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	4	218	0	187	23	6	438
	S2	4	191	0	133	12	5	345
	S3	5	179	0	151	0	13	348
	S4	18	265	0	216	22	13	534
	S5	7	417	0	219	24	14	681
	S6	26	753	0	350	20	23	1 172
	S7	0	0	0	0	0	6	6
	All Grades	64	2 023	0	1 256	101	80	3 524
Sha Tin	S1	6	548	0	40	0	0	594
	S2	4	490	0	0	- 2	0	492
	S3	10	529	0	97	5	5	646
	S4	18	664	0	143	7	- 4	828
	S5	24	965	0	181	9	2	1 181
	S6	35	1 521	0	240	25	6	1 827
	S7	0	0	0	0	25	5	30
	All Grades	97	4 717	0	701	69	14	5 598
Tai Po	S1	23	217	0	128	0	0	368
	S2	16	145	0	94	0	0	255
	S3	20	143	0	99	0	0	262
	S4	26	249	0	162	0	0	437
	S5	63	479	0	128	0	0	670
	S6	56	584	0	87	0	0	727
	S7	0	0	0	0	0	0	0
	All Grades	204	1 817	0	698	0	0	2 719

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	1	56	0	- 1	0	- 2	54
	S2	5	32	0	- 2	0	7	42
	S3	9	22	0	- 1	0	12	42
	S4	30	141	0	- 7	0	10	174
	S5	64	357	0	12	0	2	435
	S6	100	492	0	- 6	36	5	627
	S7	0	0	0	0	0	4	4
	All Grades	209	1 100	0	- 5	36	38	1 378
Yuen Long	S1	- 30	266	0	125	0	0	361
	S2	15	236	0	98	0	0	349
	S3	11	257	0	87	0	0	355
	S4	47	582	0	166	9	0	804
	S5	62	854	0	120	27	0	1 063
	S6	31	1 132	0	146	68	0	1 377
	S7	0	0	0	0	0	0	0
	All Grades	136	3 327	0	742	104	0	4 309
Tuen Mun	S1	6	584	0	0	0	1	591
	S2	10	501	0	0	0	2	513
	S3	9	533	0	0	0	0	542
	S4	48	694	0	0	0	3	745
	S5	38	977	0	0	0	4	1 019
	S6	19	1 174	0	0	0	0	1 193
	S7	0	0	0	0	0	0	0
	All Grades	130	4 463	0	0	0	10	4 603

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 8	59	0	0	0	0	51
	S2	- 2	- 14	0	0	0	0	- 16
	S3	- 3	17	0	0	0	0	14
	S4	2	92	0	0	0	0	94
	S5	- 2	235	0	0	0	0	233
	S6	4	350	0	0	0	0	354
	S7	0	0	0	0	0	0	0
	All Grades	- 9	739	0	0	0	0	730
Kwai Tsing	S1	0	225	0	0	0	0	225
	S2	0	24	0	0	0	0	24
	S3	0	63	0	0	0	0	63
	S4	0	320	0	0	0	0	320
	S5	0	551	0	0	0	0	551
	S6	0	970	0	0	0	0	970
	S7	0	0	0	0	0	0	0
	All Grades	0	2 153	0	0	0	0	2 153
Islands	S1	28	61	0	36	7	17	149
	S2	42	37	0	18	10	- 1	106
	S3	18	89	0	28	33	8	176
	S4	8	100	0	60	33	14	215
	S5	13	239	0	98	42	9	401
	S6	12	215	0	115	74	0	416
	S7	0	0	0	0	66	0	66
	All Grades	121	741	0	355	265	47	1 529

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	117	3 955	44	1 135	85	212	5 548
	S2	220	3 318	55	808	145	219	4 765
	S3	232	3 577	24	1 112	118	257	5 320
	S4	408	5 458	22	1 746	248	375	8 257
	S5	557	8 822	39	2 007	346	273	12 044
	S6	811	13 058	35	2 511	436	417	17 268
	S7	0	0	0	0	130	299	429
	All Grades	2 345	38 188	219	9 319	1 508	2 052	53 631

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.
  - (4) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB084**

**(Question Serial No. 3037)**

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, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 40):

Please inform us of all items with unspent provisions on education (including provisions for schools, student financial assistance, capital works and non-recurrent items, etc.), the amount returned to the Treasury in respect of each item and the percentage of its actual provision over estimated provision from 2009-10 to 2013-14 respectively.

Asked by: Hon. IP Kin-yuen

Reply:

The breakdown of unspent provision on education from 2009-10 to 2013-14 by broad categories as required is provided in the **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

## Education Expenditure in 2009-10 to 2013-14

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent/Overspent (-)	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Estimated Amount Unspent/Overspent (-)	% of Revised Estimate over Approved Estimate
	\$ million		\$ million		\$ million		\$ million		\$ million	
(a) Subventions to schools/ institutions and subsidies to kindergartens	2,077 (4%)	96%	2,035 (4%)	96%	-729 (-1%)	101%	476 (1%)	99%	-97 (0%)	100%
(b) Student financial assistance/ scholarship to students and loans to students/ schools/ institutions	940 (17%)	83%	273 (6%)	94%	892 (14%)	86%	1,465 (19%)	81%	-371 (-5%)	105%
(c) Capital works expenditure	105 (3%)	97%	430 (9%)	91%	398 (6%)	94%	317 (7%)	93%	249 (9%)	91%
(d) Operational and other non-recurrent expenditures of Education Bureau and departments under its purview	303 (7%)	93%	244 (5%)	95%	215 (4%)	96%	247 (5%)	95%	247 (5%)	95%
Total	3,425 (6%)	94%	2,982 (5%)	95%	776 (1%)	99%	2,505 (3%)	97%	28 (0%)	100%

**CONTROLLING OFFICER'S REPLY****EDB085****(Question Serial No. 3038)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 41):

Please provide the following information for the school years from 2011/12 to 2013/14:

(a) the actual average teacher-to-student and class-to-teacher ratios for government, aided and private primary and secondary schools as well as special schools, Direct Subsidy Scheme schools and international schools;

(b) the numbers of regular teachers, teachers under contract period (DCP) terms and teaching assistants in public sector primary and secondary schools as well as special schools;

(c) the numbers of establishment and non-establishment staff in public sector primary and secondary schools, broken down by the following types;

Public Sector Secondary School	2011/12			2012/13			2013/14		
		Number of teachers	Total number of teachers	2012/13	Number of teachers	Total number of teachers	2013/14	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under DCP terms			Regular teachers employed under DCP terms			Regular teachers employed under DCP terms		
Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		
Public Sector Primary School	2011/12			2012/13			2013/14		
		Number of teachers	Total number of teachers	2012/13	Number of teachers	Total number of teachers	2013/14	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed under			Regular teachers employed under			Regular teachers		

	DCP terms			DCP terms			employed under DCP terms		
Non-establishment teachers	Paid by government funding/specific fund			Paid by government funding/specific fund			Paid by government funding/specific fund		
	Paid by school funding			Paid by school funding			Paid by school funding		

(d) the average numbers of teaching periods for teachers in government, aided and private primary and secondary schools.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The average student-to-teacher ratios and the average teacher-to-class ratios for public sector and private primary and secondary schools as well as special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2011/12 to 2013/14 are tabulated below. Please note that teachers of local primary and secondary schools include regular / contract teachers (i.e. those employed under teacher establishment and various education initiatives, grants or funding from different sources).

#### **Student-to-Teacher Ratio**

	2011/12	2012/13	2013/14 (Estimate)
Government Primary Schools	15.4 : 1	14.9 : 1	14.8 : 1
Government Secondary Schools	16.0 : 1	15.2 : 1	14.7 : 1
Aided Primary Schools	14.8 : 1	14.4 : 1	14.1 : 1
Aided Secondary Schools	15.2 : 1	14.4 : 1	13.7 : 1
Private Primary Schools*	15.9 : 1	15.9 : 1	16.2 : 1
Private Secondary Schools*	13.5 : 1	13.4 : 1	12.1 : 1
Caput Secondary Schools	15.4 : 1	14.8 : 1	14.0 : 1
Special Schools	5.1 : 1	4.9 : 1	4.8 : 1
DSS Schools*	13.0 : 1	12.4 : 1	12.2 : 1
International Schools*	11.7 : 1	11.0 : 1	11.1 : 1

#### **Teacher-to-Class Ratio**

	2011/12	2012/13	2013/14 (Estimate)
Government Primary Schools	1.8 : 1	1.8 : 1	1.8 : 1
Government Secondary Schools	2.1 : 1	2.2 : 1	2.3 : 1
Aided Primary Schools	1.9 : 1	1.9 : 1	1.9 : 1
Aided Secondary Schools	2.2 : 1	2.3 : 1	2.3 : 1
Private Primary Schools*	1.8 : 1	1.8 : 1	1.8 : 1
Private Secondary Schools*	1.7 : 1	1.6 : 1	1.7 : 1
Caput Secondary Schools	2.3 : 1	2.3 : 1	2.3 : 1
Special Schools	2.1 : 1	2.2 : 1	2.2 : 1
DSS Schools*	2.3 : 1	2.5 : 1	2.5 : 1
International Schools*	2.0 : 1	2.1 : 1	2.1 : 1

\* The student-to-teacher ratio and the teacher-to-class ratio vary among individual DSS schools, private schools and international schools



- (b) Public sector schools can appoint teachers to fill the posts on the approved teaching establishment (establishment teachers) or posts outside the establishment (non-establishment teachers) by using various grants and other funding. The numbers (rounded to the nearest 10) of establishment teachers and non-establishment teachers in public sector schools and special schools for the school years from 2011/12 to 2013/14 are as follows. The Education Bureau (EDB) does not have information on the number of teaching assistants in schools.

<b>Government Primary Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	1 300	1 270	1 250
Non-establishment teachers	110	140	170

<b>Government Secondary Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	1 530	1 490	1 450
Non-establishment teachers	330	240	250

<b>Aided Primary Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	14 680	14 630	15 660
Non-establishment teachers	1 790	1 890	1 240

<b>Aided Secondary Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	19 880	18 750	19 310
Non-establishment teachers	3 720	3 380	2 380

<b>Caput Secondary Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	190	180	110*
Non-establishment teachers	20	20	10*

<b>Special Schools</b>	2011/12	2012/13	2013/14 (Estimate)
Establishment teachers	1 420	1 460	1 570
Non-establishment teachers	150	140	70

\* The number of Caput Secondary Schools has been reduced from 3 to 2 in the 2013/14 school year.

- (c) The EDB has the figures on the number of non-establishment teachers in public sector schools but EDB does not keep the information on the types of funding under which they are employed. Besides, there is no such teacher as employed under defined contract period (DCP) terms in government schools and caput schools. Hence, we can only provide the numbers (rounded to the nearest 10) of establishment teachers and non-establishment teachers in aided primary and secondary schools as follows:

<b>Aided Primary Schools</b>		2011/12		2012/13		2013/14 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Establishment teachers	Regular teachers*	14 190	14 680	14 060	14 630	15 090	15 660
	Regular teachers under DCP terms	480		560		570	

<b>Aided Primary Schools</b>	2011/12		2012/13		2013/14 (Estimate)	
Non-establishment teachers	-	1 790	-	1 890	-	1 240

\* Including regular teachers on permanent terms and the Native-speaking English Teachers.

<b>Aided Secondary Schools</b>		2011/12		2012/13		2013/14 (Estimate)	
		Sub- total	Total	Sub- total	Total	Sub- total	Total
Establishment teachers	Regular teachers*	18 580	19 880	17 380	18 750	18 210	19 310
	Regular teachers under DCP terms	1 300		1 370		1 100	
Non-establishment teachers		-	3 720	-	3 380	-	2 380

\* Including regular teachers on permanent terms and the Native-speaking English Teachers.

- (d) The average numbers of teaching periods for teachers in government, aided primary and secondary teachers per cycle for the school years from 2011/12 to 2013/14 are tabulated below. The EDB does not have information on the average numbers of teaching periods for teachers in private primary and secondary schools.

**Average number of teaching periods per cycle per teacher\***

	2011/12	2012/13	2013/14 (Estimate)
Government secondary school teachers	26	25	25
Government primary school teachers	26	26	26
Aided secondary school teachers	27	26	26
Aided primary school teachers	26	26	26

\* In computing the figures, principals and teachers without teaching periods are excluded. The number of school days per cycle (ranging from 5 to 10 days) and length of each teaching period may vary from school to school as well as across school years.

**CONTROLLING OFFICER'S REPLY****EDB086****(Question Serial No. 3039)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 42):

Please provide information about public secondary and primary schools by year from 2009/10 to 2013/14 school years:

- (a) What is the numbers of classes and school places reduced due to reduction of classes as well as the amount of saving as a result?
- (b) What is the number of schools and school places reduced as well as the amount of saving as a result of school operation cessation?
- (c) What is the number of school classes and places reduced as well as the total amount of saving in the above altogether?

Asked by: Hon. IP Kin-yuen

Reply:

The information on the number of classes and school places reduced, the number of schools closed as well as the savings involved in government and aided primary and secondary schools from 2009/10 to 2013/14 school years are as follows:

- (a) The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary			Secondary		
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)
2009/10	251	7 505	101	37	1 325	17
2010/11	139	4 017	63	86	2 950	57
2011/12	5	141	3	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 6	Note 6	Note 6
2013/14	Note 5	Note 5	Note 5	328 (Note 8)	10 299	Note 9

(b) The number of classes and school places reduced due to school closure and the savings involved

School Year	Primary				Secondary			
	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Schools Closed	No. of Classes Reduced	No. of School Places Reduced (Note 2)	Estimated Savings/ (\$million) (Note 3)
2009/10	12	34	1 017	41	3	18	644	19
2010/11	8	26	751	29	0	0	0	0
2011/12	2	8	225	9	0	0	0	0
2012/13	1	3	82	4	1	5	164	5
2013/14	1	4	107	5	0	0	0	0

(c) The total number of classes and school places reduced due to reduction of classes or school closure and the total savings involved

School Year	Primary			Secondary		
	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)	Total No. of Classes Reduced	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)
2009/10	285	8 522	142	55	1 969	36
2010/11	165	4 769	92	86	2 950	57
2011/12	13	365	11	Note 4	Note 4	Note 4
2012/13	Note 5	Note 5	Note 5	Note 7	Note 7	Note 7
2013/14	Note 5	Note 5	Note 5	328 (Note 8)	10 299	Note 9

Remark: Figures may not add up to the corresponding totals owing to rounding.

Notwithstanding the savings in the previous years, our investment in primary and secondary education has increased substantially during the above period. The recurrent expenditure on primary and secondary education has respectively increased from \$10,849 million in 2009-10 to \$13,493 million in 2013-14, and from \$19,429 million in 2009-10 to \$23,010 million in 2013-14.

Notes:

1. The number of classes reduced is the decrease in the total number of classes between two school years and represents a net reduction of classes.
2. The average class size is 29.9 for primary schools and 35.8 for secondary schools in the 2009/10 school year; 28.9 for primary schools and 34.3 for secondary schools in the 2010/11 school year; 28.1 for primary schools and 33.3 for secondary schools in the 2011/12 school year; 27.3 for primary schools and 32.7 for secondary schools in the 2012/13 school year; and 26.8 for primary schools and 31.4 for secondary schools in the 2013/14 school year. The actual class size for schools that face reduction of classes is usually smaller.
3. The actual savings vary significantly between schools and will have to be worked out on a school-by-school basis. The figures quoted represent very crude assessment based on the following assumptions:
  - a. Savings from class reduction, other than those arising from closure of schools, depend on a number of factors such as the number of classes a school is running, the operation overheads and maintenance cost, etc. The actual savings per class are usually much less than the average subvention per class. Unless a school is closed, there cannot be proportionate reduction in the overheads due to class reduction. As in the last financial year, in estimating the savings arising from reduction of classes, a discount factor of 60% is applied to the territory-wide average subvention per class.
  - b. In the case of primary school closure, generally the number of classes a school would have if it were to continue operation would be about two-thirds of the number of classes it had in its last year of operation. Therefore, the actual savings are around two-thirds of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of one-third is therefore used in the calculation of the estimated savings.
  - c. In the case of secondary school closure, generally the number of classes a school would have if it were to continue operation would be about one-third of the number of classes it had in its last year of operation. Therefore, the actual savings are around one-third of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of two-thirds is therefore used in the calculation of the estimated savings.
4. In the 2011/12 school year, there is an increase in the number of classes and expenditure in the public sector secondary schools owing to the co-existence of the last cohort of secondary 7 students under the previous academic structure and the first cohort of secondary 6 students under the new senior secondary academic structure (commonly known as the “double cohort” year). As such, there was no reduction in the total number of classes and school places and thus no savings for secondary schools in the 2011/12 school year.
5. In both the 2012/13 and 2013/14 school years, there is a net increase in the number of classes in the public sector primary schools. As such, there was no reduction in the total number of classes and school places and thus no savings for primary schools in both the 2012/13 and 2013/14 school years.
6. As stated in Note 4, in the “double cohort” year of 2011/12, there is an increase in the number of classes and expenditure in the public sector secondary schools. With the phasing out of secondary 7 classes in the 2012/13 school year, we should be cautious in interpreting the number of classes reduced. Given the effect of the “double cohort” year, it is not meaningful to compare the number of classes and school places reduced in the 2012/13 school year to the figures in the previous years and to estimate the consequential savings.

7. In respect of the number of classes and school places reduced due to reduction of classes, Note 6 is relevant. As for the information relating to the closure of schools, please refer to our reply to subquestion (b).
8. The reduction of classes is mainly due to planned changes of class structure, especially the classes reduced in schools joining the Voluntary Optimisation of Class Structure Scheme etc.
9. As mentioned in Note 8, the reduction of classes is mainly resultant from schools joining the Voluntary Optimisation of Class Structure Scheme (the Scheme). While a large amount of additional resource is required for the provision of the enhanced measures under the Scheme, no savings are available from the classes reduced.

**CONTROLLING OFFICER'S REPLY**

**EDB087**

**(Question Serial No. 3040)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 43):

Please provide the following information:

- (a) Please give a breakdown of the numbers of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 to Secondary 5 classes in the 18 school districts in the three school years from 2011/12 to 2013/14.
- (b) Please give a breakdown of the total numbers of schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the three school years from 2010/11 to 2012/13.
- (c) Since the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year, how many schools have joined the Scheme? How many modes of class reduction are there (e.g. some schools reduce classes every other year)? What is the breakdown of the number of participating schools by mode of class reduction? What were the respective numbers of classes reduced for all class levels in secondary schools each year from the 2011/12 to 2013/14 school years? How many school places of Secondary 1 and/or class levels were reduced?
- (d) The Government has implemented the Voluntary Optimisation of Class Structure Scheme to allow schools to freeze their teaching establishment for not more than 8 years. What were the increase in the number of teachers who had remained in the schools as a result of the freeze of teaching establishment and the cumulative total number of these teachers in the school years from 2011/12 to 2013/14?
- (e) Please give a breakdown of the numbers of public secondary schools which operate Secondary 1 classes with a standard class size of 32, 33 and 34 or other class sizes (e.g. operating three classes totalling 51 students or operating two classes totalling 26 students) in the 18 school districts in the 2013/14 school year.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The numbers of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 to Secondary 5 classes in the 18 school districts in the three school years from 2011/12 to 2013/14 are set out at Appendices 1, 2 and 3 respectively.

(b) The total numbers of aided and government secondary schools with 1, 2, 3, 4, 5, 6 and 7 or more Secondary 1 classes in the three school years from 2010/11 to 2012/13 are as follows:

School Year	Number of schools with 1 class	Number of schools with 2 classes	Number of schools with 3 classes	Number of schools with 4 classes	Number of schools with 5 classes	Number of schools with 6 classes	Number of schools with 7 or more classes
2010/11	2	14	35	115	215	7	2
2011/12	2	7	42	303	30	4	2
2012/13	1	4	43	297	36	4	1

(c) As of the 2013/14 school year, there is a total of 220 schools in the Voluntary Optimisation of Class Structure Scheme (the Scheme). The number excludes one school which has joined the Direct Subsidy Scheme in the 2013/14 school year and is thus considered having left the Scheme.

There are generally two modes of class reduction in terms of the planned class structure a school would attain ultimately. Among the 220 schools joining the Scheme, 212 will attain a symmetrical class structure (i.e. same number of classes across Secondary 1 to Secondary 6 levels) and eight will attain a cyclic symmetrical class structure (i.e. same number of classes at every other class level as a result of class reduction in every other school year).

The numbers of Secondary 1 classes reduced and estimated numbers of school places reduced under the Scheme in the 2011/12, 2012/13 and 2013/14 school years are as follows:

School Year	Number of Secondary 1 Classes Reduced	Estimated Number of Secondary 1 School Places Reduced <sup>Note</sup>
2011/12	216	7 193
2012/13	213	6 965
2013/14	217	6 814

Note: The estimated number of Secondary 1 school places reduced is calculated by multiplying the number of classes reduced by the average class size of secondary schools. The average class sizes of secondary schools in the 2011/12, 2012/13 and 2013/14 school years are 33.3, 32.7 and 31.4 respectively.

While the approved number of Secondary 1 classes after reduction will be carried forward to upper class levels, the Scheme does not require schools to reduce classes voluntarily in other class levels in the same school year. Thus, under the Scheme, the number of classes and school places reduced in class levels other than Secondary 1 is nil.

(d) Schools joining the Scheme are given a maximum quota of six teaching posts for six years for the purpose of making up the entitlements reduced owing to class reduction under the Scheme. After the six-year transitional period, the teaching post quota will be withdrawn gradually over three years until the end of the Scheme. However, there is no such arrangement in the Scheme to allow schools to freeze their teaching staff establishment as depicted in the question asked. Hence we are unable to provide the information related to the freezing of teaching staff establishment.

(e) The distribution of aided and government secondary schools by various average class size in the 18 school districts in the 2013/14 school year is set out at Appendix 4. Among the schools, there is one operating three classes with 51 students and none operating two classes with 26 students.



**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2011/12 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	4	3	3	3	3	5	6	6	6	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	1	2	1	1	1	5	4	5	5	4	21	12	6	3	4	1	10	16	19	19	0	0	0	0	0	0	0	0	0	0
Islands	0	0	0	0	0	1	1	0	0	0	1	1	2	2	2	4	0	0	0	0	1	5	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	1	1	0	19	8	8	6	7	7	16	16	18	18	1	3	4	4	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	0	28	11	8	6	8	0	17	20	22	22	0	0	0	0	0	0	0	0	0	1
Kwun Tong	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	23	8	7	4	3	3	18	19	21	22	0	0	0	1	1	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	1	16	2	2	2	3	0	14	14	14	15	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	18	5	3	2	1	0	13	15	16	17	0	0	0	0	1	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	5	5	4	3	2	9	9	10	11	0	1	1	1	1	1	1	1	0	0
Sha Tin	1	1	1	0	0	0	0	1	1	0	7	7	6	6	3	26	10	7	6	7	5	21	25	26	29	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	2	2	1	1	1	2	2	2	2	2	9	8	9	9	7	0	1	1	1	3	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	1	0	1	5	2	1	1	4	0	3	3	2	13	1	0	1	2	0	12	13	13	14	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	4	2	2	2	0	9	11	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	1	1	0	0	0	2	3	2	1	1	8	7	7	5	1	27	8	10	10	8	0	19	19	22	28	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	9	8	8	8	1	3	3	3	3	0	0	1	1	0	0	0	0	0	1
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	2	2	1	18	12	10	6	6	2	8	11	15	16	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	5	5	5	5	2	7	7	8	7	1	1	1	1	2	0	0	0	0	0
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	28	3	4	4	3	3	28	29	29	26	1	1	1	1	5	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2012/13 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	4	3	3	3	3	5	6	6	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	1	1	2	1	1	5	5	4	5	5	18	21	12	6	3	4	1	10	16	19	0	0	0	0	0	0	0	0	0	0
Islands	1	0	0	0	0	0	1	1	0	0	1	1	1	2	2	4	4	0	0	0	1	1	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	1	1	19	19	8	8	6	6	6	15	15	17	1	1	3	4	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	11	8	6	0	0	17	20	22	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	23	23	8	7	4	3	3	18	19	21	0	0	0	0	1	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	15	16	2	2	2	1	0	14	14	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	1	0	0	1	1	0	1	1	18	18	5	3	2	0	0	13	15	16	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	5	6	4	2	2	9	8	10	1	0	1	1	1	0	1	1	0	0
Sha Tin	0	1	1	0	0	0	0	0	1	1	7	7	7	6	6	26	26	10	7	6	5	5	21	25	26	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	1	2	2	1	1	2	2	2	2	2	9	9	8	9	9	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	1	1	1	5	2	1	4	4	0	3	3	13	13	1	0	1	0	0	12	13	13	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	4	2	2	0	0	9	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	1	1	0	0	1	2	3	2	1	9	8	7	7	5	27	27	8	10	10	0	0	19	19	22	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	9	8	8	1	1	3	4	3	0	0	0	0	1	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	2	2	17	18	12	10	6	3	2	8	11	15	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	10	5	5	5	3	2	7	7	8	1	1	1	1	1	0	0	0	1	0
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	28	28	3	4	4	4	3	28	29	29	0	1	1	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Number of Aided and Government Secondary Schools  
with 1, 2, 3, 4, 5, 6 and 7 or more classes  
at Secondary 1 to Secondary 5 levels by district in the 2013/14 School Year**

District	1 class					2 classes					3 classes					4 classes					5 classes					6 classes					7 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6	6	4	3	3	3	3	5	6	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	3	1	1	2	1	4	5	5	4	5	20	18	21	12	6	1	4	1	10	16	0	0	0	0	0	0	0	0	0	0
Islands	1	1	0	0	0	0	0	1	1	0	1	1	1	1	2	4	4	4	0	0	1	1	1	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	0	0	0	0	0	2	2	2	2	1	19	19	19	8	8	6	6	6	15	15	1	1	1	3	4	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	28	28	28	11	8	0	0	0	17	20	0	0	0	0	0	0	0	0	0	0
Kwun Tong	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	22	23	23	8	7	3	3	3	18	19	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	16	15	16	2	2	0	1	0	14	14	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	1	0	0	1	0	2	1	1	0	1	16	18	18	5	3	0	0	0	13	15	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	6	6	2	2	2	8	8	1	1	0	1	1	0	0	1	0	0
Sha Tin	0	0	1	0	0	0	0	0	0	1	7	7	7	7	6	26	26	26	10	7	5	5	5	21	25	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	1	1	2	1	1	5	2	2	2	2	6	9	9	8	9	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	0	1	1	5	2	5	4	4	0	3	13	13	13	1	0	0	0	0	12	13	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	13	13	4	2	0	0	0	9	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	1	1	0	2	1	2	3	2	8	9	8	7	7	27	27	27	8	10	0	0	0	19	19	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	9	8	1	1	1	3	4	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	0	0	0	0	0	3	3	3	3	2	18	17	18	12	10	2	3	2	8	11	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	9	10	5	5	2	3	2	7	7	1	1	1	1	1	0	0	0	1	1
Yuen Long	0	0	0	0	0	0	0	0	0	0	2	2	2	2	0	28	28	28	3	4	4	4	3	28	29	0	0	1	1	1	0	0	0	0	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment

**Number of Aided and Government Secondary Schools by Various Class Sizes at Secondary 1 Level  
in the 2013/14 School Year**

District	Number of Schools with an Average Class Size of 30 Students or less	Number of Schools with an Average Class Size of 31 Students	Number of Schools with an Average Class Size of 32 Students	Number of Schools with an Average Class Size of 33 Students	Number of Schools with an Average Class Size of 34 Students	Number of Schools with an Average Class Size of 35 Students or more
Central & Western	2	0	0	0	2	5
Eastern	12	0	2	6	5	3
Islands	3	0	0	1	2	1
Kowloon City	10	1	1	3	6	8
Kwai Tsing	4	2	3	8	14	0
Kwun Tong	5	1	2	4	10	5
North	1	0	1	2	2	13
Sai Kung	6	0	1	3	7	2
Sha Tin	11	0	11	7	8	1
Sham Shui Po	1	1	0	3	7	4
Southern	6	0	2	2	3	0
Tai Po	5	1	4	4	4	0
Tsuen Wan	1	0	3	2	4	3
Tuen Mun	13	0	3	8	13	0
Wan Chai	2	0	1	0	4	5
Wong Tai Sin	6	1	5	0	11	0
Yau Tsim Mong	4	0	0	0	6	3
Yuen Long	7	0	3	7	12	5

**CONTROLLING OFFICER'S REPLY**

**EDB088**

**(Question Serial No. 3041)**

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 (Member Question No. 44):

Regarding the implementation of the small class teaching (SCT) policy in primary schools,

- (a) please give a breakdown, for each of the 18 districts in Hong Kong from 2010/11 to 2013/14 school years:
- (1) of the number of schools implementing SCT with a class size of 25, their percentage share in the total number of primary schools in the respective districts, and the number of Primary 1 (P1) places and students in the respective districts.
  - (2) of the number of schools maintaining a class size of 30, their percentage share in the total number of primary schools in the respective districts.
  - (3) of the number of schools which have implemented SCT 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.
- (b) what were the actual teacher-to-student ratio and teacher-to-class ratio in the 2013/14 school year?
- (c) how many schools have to increase their class size of P1 in order to cater for the increase in the number of cross-boundary students and what are the total numbers of school places involved in the 2013/14 school year and expected for the 2014/15 school year? Please give a breakdown of the distribution of these schools by district, the increase in the numbers of places in each class and each of the respective schools.
- (d) how many schools were required to increase their number of P1 classes due to insufficient school places in the respective districts? What is the number of classes and the class size involved in each of these schools? For those with additional P1 classes, how many schools and classes have made use of vacant classrooms, how many of them have converted special rooms/activity rooms, how many of them have carried out works for addition of classrooms for such purpose?
- (e) please provide the number of students of the North District who had been allocated primary school places in other districts, and the number of those students who participated in the re-allocation mechanism in the 2013/14 school year.

Asked by: Hon. IP Kin-yuen

Reply:

- (a)(1)& (2) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (i.e. allocated 25 students per Primary One (P1) class) and those maintaining 30 students per P1 class from the 2010/11 to 2013/14 school years, as well as the total number of P1 places and students in the respective school years, are tabulated at Annex A.
- (a)(3) Various factors specifically an upsurge of cross-boundary students (CBS) with propensity to choose schools in the North District have affected the number of applicants in the North District (which consists of 3 school nets, viz. School Nets 80, 81 and 83) under the Primary One Admission (POA) from the 2011/12 to 2013/14 school years. To meet the transient increase in demand, we have adopted, among other flexible measures, the established temporary arrangement of allocating more students per P1 class in the school nets concerned as appropriate during the period concerned. The number of schools implementing small class teaching in the North District which have been allocated more students per P1 class under the POA, their percentage share in the total number of primary schools in the district as well as the number of students involved are tabulated at Annex B.
- (b) In the 2013/14 school year, the overall teacher-to-student ratio in public sector primary schools is 1:14.2 and the overall ratio of teachers to operating class is 1.9:1.
- (c) As explained in (a)(3) above, the 28 schools in the North District were allocated more students per P1 class to provide a total of 534 additional P1 places under the POA in the 2013/14 school year.
- To alleviate the impact of increasing CBS on primary schools in the North District, the Education Bureau (EDB) has, starting from the 2013/14 school year, implemented the revised arrangements for the Central Allocation under the POA. In brief, parents of applicant children residing in the Mainland are not required to choose any school net as the applicant child's POA School Net for participation in Part B of the Central Allocation stage. Instead, they are provided with a separate Choice of Schools List for the Central Allocation with more school choices. In POA 2014, the School Choice List included about 3 000 P1 places in all schools in the 8 School Nets close to the boundary control points (i.e. Tuen Mun: 70 (Tuen Mun West), 71 (Tuen Mun East); Yuen Long: 72 (Tin Shui Wai), 74 (Yuen Long East); the North District: 80 (Sheung Shui), 81 (Fanling), 83 (Sha Tau Kok); Tai Po: 84) and individual schools in other districts having CBS and are ready and willing to support CBS. It is expected that no schools concerned will be allocated more students per P1 class to meet the demand from CBS in the 2014/15 school year.
- (d) For schools allocated with more students per P1 class in the 2013/14 school year, please refer to (a)(3) above and Annex B for details. In addition, we have embarked on an extension project in 3 schools in the North District to provide a total of 18 additional classrooms, of which 9 additional classrooms have been used in the 2013/14 school year. Besides, 4 schools have changed the use of their other rooms (with no special / activity rooms involved) for operation of a total of 4 additional P1 classes in the 2013/14 school year.
- (e) In the 2013/14 school year, 170 children residing in the North District were allocated to schools in Net 84 (Tai Po). 91 of them participated in the one-off special measure and were provided with a P1 school place in the North District.

District [school-netting under Primary One Admission System]	2010/11 school year					2011/12 school year					2012/13 school year					2013/14 school year				
	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools	No. [%] of SCT schools	No. [%] of schools with 30 students per class under POA	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	9 [52.9]	8 [47.1]	1 205	1 077	17	10 [58.8]	7 [41.2]	1 235	1 166	17	10 [58.8]	7 [41.2]	1 210	1 194	17	10 [58.8]	7 [41.2]	1 385	1 396
Wan Chai [Net 12]	16	10 [62.5]	6 [37.5]	1 355	1 347	16	10 [62.5]	6 [37.5]	1 355	1 343	16	10 [62.5]	6 [37.5]	1 330	1 362	16	10 [62.5]	6 [37.5]	1 430	1 448
Eastern [Net 14 & 16]	27	16 [59.3]	11 [40.7]	2 545	2 377	27	17 [63]	10 [37]	2 450	2 324	27	17 [63]	10 [37]	2 600	2 473	27	17 [63]	10 [37]	2 775	2 718
Southern [Net 18]	12	9 [75]	3 [25]	865	773	11	9 [81.8]	2 [18.2]	895	850	11	9 [81.8]	2 [18.2]	870	804	11	9 [81.8]	2 [18.2]	920	898
Yau Tsim Mong [Net 31 & 32]	19	4 [21.1]	15 [78.9]	2 055	1 999	19	8 [42.1]	11 [57.9]	1 910	1 781	19	11 [57.9]	8 [42.1]	1 925	1 930	19	11 [57.9]	8 [42.1]	2 075	2 115
Sham Shui Po [Net 40]	21	4 [19]	17 [81]	2 070	1 978	21	8 [38.1]	13 [61.9]	2 125	2 052	21	12 [57.1]	9 [42.9]	2 135	2 167	21	12 [57.1]	9 [42.9]	2 310	2 398
Kowloon City [Net 34, 35 & 41]	33	21 [63.6]	12 [36.4]	2 840	2 760	33	23 [69.7]	10 [30.3]	3 005	2 938	33	23 [69.7]	10 [30.3]	3 105	3 158	33	23 [69.7]	10 [30.3]	3 205	3 151
Wong Tai Sin [Net 43 & 45]	27	24 [88.9]	3 [11.1]	2 365	2 226	27	24 [88.9]	3 [11.1]	2 315	2 157	27	24 [88.9]	3 [11.1]	2 365	2 287	27	24 [88.9]	3 [11.1]	2 440	2 521
Kwun Tong [Net 46 & 48]	32	26 [81.3]	6 [18.7]	3 645	3 561	32	26 [81.3]	6 [18.7]	3 590	3 572	32	27 [84.4]	5 [15.6]	3 670	3 786	32	27 [84.4]	5 [15.6]	3 820	3 929
Sai Kung [Net 95]	22	22 [100]	0 [0]	1 775	1 646	22	22 [100]	0 [0]	1 875	1 766	22	22 [100]	0 [0]	1 950	1 827	22	22 [100]	0 [0]	2 075	1 996
Sha Tin [Net 88, 89 & 91]	38	27 [71.1]	11 [28.9]	3 440	3 386	38	28 [73.7]	10 [26.3]	3 645	3 541	38	28 [73.7]	10 [26.3]	3 765	3 733	38	28 [73.7]	10 [26.3]	4 040	4 139
Tai Po [Net 84]	18	16 [88.9]	2 [11.1]	1 670	1 567	18	16 [88.9]	2 [11.1]	1 745	1 680	18	16 [88.9]	2 [11.1]	2 045	2 042	18	16 [88.9]	2 [11.1]	2 195	2 281
North [Net 80, 81 & 83]	28	17 [60.7]	11 [39.3]	2 710	2 845	28	18 [64.3]	10 [35.7]	2 830	2 995	28	18 [64.3]	10 [35.7]	3 187	3 233	28	18 [64.3]	10 [35.7]	3 527	3 495
Yuen Long [Net 72, 73 & 74]	45	40 [88.9]	5 [11.1]	3 900	3 854	45	40 [88.9]	5 [11.1]	3 950	3 953	45	40 [88.9]	5 [11.1]	4 375	4 367	45	40 [88.9]	5 [11.1]	4 750	4 841
Tuen Mun [Net 70 & 71]	36	28 [77.8]	8 [22.2]	2 920	2 775	34	29 [85.3]	5 [14.7]	3 040	2 984	34	30 [88.2]	4 [11.8]	3 345	3 306	34	30 [88.2]	4 [11.8]	3 715	3 776
Tsuen Wan [Net 62]	18	10 [55.6]	8 [44.4]	1 980	1 954	18	10 [55.6]	8 [44.4]	1 740	1 784	18	10 [55.6]	8 [44.4]	1 740	1 827	18	10 [55.6]	8 [44.4]	1 815	2 130
Kwai Tsing [Net 64, 65 & 66]	33	21 [63.6]	12 [36.4]	2 900	2 814	33	21 [63.6]	12 [36.4]	3 190	3 010	33	22 [66.7]	11 [33.3]	3 270	3 099	33	22 [66.7]	11 [33.3]	3 270	2 923
Islands [Net 96, 97, 98 & 99]	16	14 [87.5]	2 [12.5]	950	858	16	15 [93.8]	1 [6.2]	905	828	16	15 [93.8]	1 [6.2]	855	798	16	15 [93.8]	1 [6.2]	855	795

## Notes:

1. Figures refer to schools participating in Primary One Admission (POA) 2010, 2011, 2012 and 2013.
2. Figures on total no. of Primary One students in 2013/14 refer to enrolment in public sector schools by administrative districts, instead of POA school nets.

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 schools implementing small class teaching (SCT)	17	18	18	18
Number of SCT schools allocated with more students per P1 class (% of total number of schools in the district )	Not applicable	16 (57%)	16 (57%)	18 (64%)
Number of students per P1 class upon allocation	Not applicable	26	27	32
Number of students allocated	Not applicable	64	122	448

Note: Figures refer to schools participating in Primary One Admission (POA) 2010, 2011, 2012 and 2013.



**CONTROLLING OFFICER'S REPLY****EDB089****(Question Serial No. 3042)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 45):

(a) For the 2013/14 school year, please provide the numbers of aided primary and secondary schools which have employed contract teachers to fill permanent teaching posts within their approved teaching establishment, and the numbers of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annexes (as illustrated below):

## Aided secondary schools

School district	Number of aided secondary schools in the district in the 2013/14 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers
Central & Western	8	5	0
		2	1
		1	9
Total:	366	159	0
		49	1
		.	.
		1	20
Total balance for all districts:	366	207	1 101

## Aided primary schools

School district	Number of aided primary schools in the district in the 2013/14 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers
Total:			

(b) Regarding the fixed-term contract teachers employed to fill permanent teaching posts within the approved teaching establishment in the 2013/14 school year, what is their average total length of service in the same post in a school? What is their longest total length of service?

(c) Please provide a breakdown of the numbers of fixed-term contract teachers employed to fill permanent teaching posts within the approved teaching establishment in primary and secondary schools and the respective increase / decrease in each of the school years from 2009/10 to 2013/14 respectively.

(d) Make a comparison of the change in the number of regular teachers on contract terms in primary and secondary schools between the 2012/13 and 2013/14 school years (as illustrated below):

Secondary schools

Changes between the 2012/13 and 2013/14 school years	Number of schools	Number of regular teachers on contract terms in the 2012/13 school year	Number of regular teachers on contract terms in the 2013/14 school year
Increase in number of regular teachers on fixed-term contract	(e.g.) 5	5	7
	10	6	7
Number of regular teachers on fixed-term contract remains unchanged			
Decrease in number of regular teachers on fixed-term contract			

Primary schools

Changes between the 2012/13 and 2013/14 school years	Number of schools	Number of regular teachers on contract terms in the 2012/13 school year	Number of regular teachers on contract terms in the 2013/14 school year
Increase in number of regular teachers on fixed-term contract	(e.g.) 5	5	7
	10	6	7
Number of regular teachers			

on fixed-term contract remains unchanged			
Decrease in number of regular teachers on fixed-term contract			

Asked by: Hon. IP Kin-yuen

Reply:

The posts in the approved teaching establishment of aided schools, except time-limited posts, are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Based on the provisional information provided by schools on the appointment of teachers, while most regular teachers do not have a fixed term of employment, a small number of regular teachers are employed for a clearly defined contract period (DCP). The reply to the four parts of the question is as follows:

- (a) The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2013/14 school year are at Annexes 1 and 2 respectively.
- (b) Among the 1 667 regular teachers on DCP terms in the 2013/14 school year, the average length of service as regular teachers on DCP terms in their existing schools is 1.8 years (up to the end of the 2013/14 school year), and the longest service being 9 years.
- (c) Statistics on the number of regular teachers on DCP terms from 2009/10 to 2013/14 school years are as follows:

	Number of regular teachers on DCP terms (Compare with previous school year)				
	2009/10	2010/11	2011/12	2012/13	2013/14
Aided Secondary Schools	1 101	1 199 (+98)	1 299 (+100)	1 374 (+75)	1 101 (-273)
Aided Primary Schools	434	477 (+43)	482 (+5)	564 (+82)	566 (+2)

- (d) Comparison on the numbers of regular teachers on DCP terms in aided secondary and primary schools of the 2012/13 and 2013/14 school years are at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period Terms in 2013/14  
(Aided Secondary Schools)**

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Central & Western	8	4 1 2 1	0 4 5 12
Wan Chai	9	6 2 1	0 1 4
Eastern	24	10 5 1 1 1 1 1 1 1 2	0 1 2 3 4 5 7 8 10 13
Southern	14	3 1 2 1 2 2 1 1 1	0 1 2 4 5 7 8 9 14
Sham Shui Po	15	7 2 4 1 1	0 1 2 3 6
Yau Tsim Mong	12	3 1 2 1 2 1 2	0 1 2 3 4 5 9
Kowloon City	27	11 4 2 2 2 3 1	0 1 2 3 4 5 6

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		1	7
		1	8
Wong Tai Sin	22	8	0
		3	1
		1	2
		1	3
		2	4
		1	5
		1	6
		2	7
		2	8
		1	10
Kwun Tong	25	8	0
		2	1
		1	2
		3	3
		4	4
		2	5
		1	6
		2	7
		1	8
		1	12
Tsuen Wan	13	1	0
		2	1
		3	3
		2	4
		1	6
		1	7
		1	8
		1	9
		1	15
Tuen Mun	36	12	0
		3	1
		6	2
		1	3
		2	4
		1	5
		4	6
		2	7
		3	8
		1	9
		1	10
Yuen Long	30	9	0
		4	1
		8	2
		3	3
		1	5
		1	6
		2	8
		1	10
		1	20

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
North	17	6	0
		3	1
		3	2
		1	4
		2	5
		1	6
		1	8
Tai Po	17	2	0
		3	1
		3	2
		3	4
		3	5
		1	6
		1	7
Sha Tin	37	12	0
		2	1
		4	2
		4	4
		5	5
		2	7
		3	8
		2	9
		1	11
		1	15
		1	24
Sai Kung	18	4	0
		3	1
		2	2
		1	3
		4	4
		1	5
		1	6
2	7		
Islands	7	4	0
		1	2
		1	5
		1	9
Kwai Tsing	31	9	0
		4	1
		4	2
		4	3
		2	4
		3	5
		1	6
		1	8
		2	10
1	11		
Total	362	119	0
		44	1
		44	2

EDB school district	Number of aided secondary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		21	3
		32	4
		29	5
		14	6
		16	7
		17	8
		9	9
		6	10
		2	11
		2	12
		2	13
		1	14
		2	15
		1	20
		1	24
Total balance for all districts	362	243#	1 101

Note \*: Regular teachers on DCP terms include full-time and part-time teachers.  
#: Number of schools with regular teachers on DCP terms

**Employment of Regular Teachers on Defined Contract Period Terms in 2013/14  
(Aided Primary Schools)**

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Central & Western	15	10	0
		1	1
		1	2
		2	3
		1	4
Wan Chai	12	7	0
		2	1
		1	2
		2	5
Eastern	22	9	0
		7	1
		2	2
		2	3
		2	4
Southern	9	5	0
		2	2
		1	4
		1	5
Sham Shui Po	18	12	0
		2	1
		1	2
		2	4
		1	6
Yau Tsim Mong	17	11	0
		2	1
		1	2
		2	4
		1	6
Kowloon City	27	16	0
		3	1
		4	2
		1	3
		1	5
		1	6
		1	7
		1	7
Wong Tai Sin	27	19	0
		2	1
		2	2
		4	3
Kwun Tong	30	12	0
		5	1
		3	2
		6	3
		1	6



EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		1 1 1	7 10 15
Tsuen Wan	19	11 5 2 1	0 1 3 6
Tuen Mun	33	18 1 4 1 4 1 3 1	0 1 2 3 4 5 6 7
Yuen Long	42	27 3 6 4 1 1	0 1 2 4 6 7
North	27	13 2 3 4 2 1 2	0 1 2 3 4 7 10
Tai Po	17	11 1 2 1 1 1	0 1 2 6 7 19
Sha Tin	37	22 5 2 4 1 2 1	0 1 2 3 4 5 7
Sai Kung	21	11 1 1 5 1 1 1	0 1 2 3 4 7 10
Islands	16	12 1	0 1

EDB school district	Number of aided primary schools in the district	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
		2	2
		1	3
Kwai Tsing	30	12	0
		6	1
		4	2
		4	3
		1	4
		1	5
		1	6
		1	7
Total	419	238	0
		49	1
		41	2
		36	3
		21	4
		8	5
		11	6
		9	7
		0	8
		0	9
		4	10
		1	15
		1	19
Total balance for all districts	419	181#	566

Note \*: Regular teachers on DCP terms include full-time and part-time teachers.  
#: Number of schools with regular teachers on DCP terms

**Comparison on the Number of Regular Teachers on Defined Contract Period Terms  
in the 2012/13 and 2013/14 school years  
(Aided Secondary Schools)**

Comparison between 2012/13 and 2013/14	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2012/13	2013/14
Schools with increased number of regular teachers on DCP terms	11	0	1
	3	0	2
	2	0	3
	2	0	4
	1	0	7
	5	1	2
	2	1	3
	2	1	4
	2	1	6
	1	2	3
	4	2	4
	1	2	6
	1	2	8
	4	3	4
	4	3	5
	1	3	9
	3	4	5
	2	4	6
	3	4	7
	1	4	8
	1	5	6
	1	5	7
	4	6	7
	2	6	8
	1	6	12
	1	7	8
1	7	9	
1	7	10	
3	8	9	
1	8	10	
1	9	10	
1	9	12	
1	11	13	
Schools with unchanged number of regular teachers on DCP terms	76	0	0
	16	1	1
	14	2	2
	3	3	3
	9	4	4
	7	5	5
	1	6	6
	3	7	7
	3	8	8
	3	9	9
	1	10	10
	1	13	13

Comparison between 2012/13 and 2013/14	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2012/13	2013/14
Schools with decreased number of regular teachers on DCP terms	21	1	0
	9	2	0
	8	2	1
	3	3	0
	2	3	1
	10	3	2
	3	4	0
	3	4	1
	7	4	2
	2	4	3
	2	5	0
	2	5	1
	3	5	2
	5	5	3
	3	5	4
	2	6	0
	2	6	2
	2	6	3
	2	6	4
	3	6	5
	1	7	1
	1	7	3
	1	7	4
	4	7	5
	5	7	6
	2	8	0
	1	8	1
	1	8	3
	3	8	4
	3	8	5
	1	8	6
	1	8	7
	1	9	4
	2	9	5
	1	10	3
	1	10	4
	1	10	5
	1	10	7
	3	10	8
	2	11	5
	1	11	6
	3	11	8
	1	12	7
	1	12	8
	1	12	10
	1	13	0
	1	13	3
	1	13	7
	1	13	9
	1	13	10
	1	13	11
	1	15	8
	1	16	8

Comparison between 2012/13 and 2013/14	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2012/13	2013/14
	1	16	14
	1	19	15
	1	21	11
	1	23	20
	1	28	24
	1	31	15

Note \*: Regular teachers on DCP terms include full-time and part-time teachers.

**Comparison on the Number of Regular Teachers on Defined Contract Period Terms  
in the 2012/13 and 2013/14 school years  
(Aided Primary Schools)**

Comparison between 2012/13 and 2013/14	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2012/13	2013/14
Schools with increased number of regular teachers on DCP terms	25	0	1
	15	0	2
	11	0	3
	2	0	4
	1	0	5
	1	0	7
	6	1	2
	4	1	3
	5	1	4
	1	1	5
	1	1	6
	1	1	15
	5	2	3
	5	2	4
	1	2	5
	2	2	6
	2	2	7
	1	2	10
	3	3	4
	4	3	5
4	3	6	
1	4	5	
1	4	6	
2	5	6	
1	5	7	
1	5	10	
3	6	7	
1	7	10	
1	9	10	
Schools with unchanged number of regular teachers on DCP terms	181	0	0
	8	1	1
	9	2	2
	4	3	3
	1	4	4
	1	6	6
1	19	19	
School with decreased number of regular teachers on DCP terms	26	1	0
	13	2	0
	6	2	1
	6	3	0
	8	3	1
	7	3	2
	5	4	0
	1	4	1
1	4	2	

Comparison between 2012/13 and 2013/14	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2012/13	2013/14
	1	4	3
	1	5	0
	1	5	1
	1	5	2
	4	5	3
	3	5	4
	3	6	0
	1	6	2
	3	6	3
	2	7	0
	2	7	3
	2	7	4
	1	8	3
	1	8	7
	1	10	0
	1	10	2
	1	10	3
	1	11	7

Note \*: Regular teachers on DCP terms include full-time and part-time teachers.

**CONTROLLING OFFICER'S REPLY****EDB090****(Question Serial No. 3043)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 46):

Please provide the following information:

- (1) the measures implemented for New Senior Secondary Applied Learning (ApL) and the details of the provisions involved in the 5 school years from 2009/10 to 2013/14;
- (2) the number of schools offering New Senior Secondary ApL courses, the number of courses offered, the student applications by grade level, the number of students taking ApL courses and the amount of subsidy provided by the Government in 2012/13 and 2013/14;
- (3) a breakdown of the number of schools offering ApL courses and the student applications for each of the 17 course clusters under the 6 areas of studies in 2012/13 and 2013/14; and
- (4) the measures implemented for Other Learning Experiences under the New Senior Secondary academic structure and the details of the provisions involved in the 5 school years from 2009/10 to 2013/14.

Asked by: Hon. IP Kin-yuen

Reply:

- (1) The New Senior Secondary (NSS) Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing implementation handbook and prospectus, briefing sessions and professional development programmes, organising course exhibitions and making arrangements for taster programmes with a view to enabling students to have informed choices. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides Diversity Learning Grant (DLG) to support secondary schools in offering ApL courses. The amount of DLG provided to schools for subsidising students in taking ApL courses from the 2009/10 to 2013/14 school year is as follows:

	2009/10 school year	2010/11 school year	2011/12 school year	2012/13 school year	2013/14 school year
DLG (\$ million)	0 (NSS ApL commenced in the 2010/11 school year)	26	47	49	51



- (2) Each cohort of ApL courses lasts for two years. In the 2012/13 and 2013/14 school year, three cohorts of ApL courses (the 2011-13, 2012-14 and 2013-15 cohorts) have been offered to students. The number of schools offering NSS ApL courses, the number of courses offered, the number of student applications, the total number of students taking ApL courses are as follows:

	2011-13 cohort	2012-14 cohort	2013-15 cohort
No. of schools offering NSS ApL courses	298	318	315
No. of courses offered	35	35	37
No. of student applications (Note: students can only apply to start at S5, application by level (S6) is thus not applicable.)	10 139	10 254	8 649
Total no. of students taking ApL courses	6 061	5 782	5 047

The amount of subsidy (DLG) provided by the Government in the 2012/13 and 2013/14 school year is \$49 million and \$51 million respectively.

- (3) The breakdown of the number of schools offering ApL courses and the student applications for each of the 17 course clusters under the 6 areas of studies in the 2012/13 and 2013/14 school year are as follows:

Area of Studies	Course Clusters	2011-13 Cohort		2012-14 Cohort		2013-15 Cohort	
		Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications	Number of schools offering ApL courses	Number of applications
Creative Studies	Design Studies	156	1 122	167	839	145	678
	Media Arts	104	402	107	426	105	369
	Performing Arts	81	433	71	351	75	324
Services	Hospitality Services	222	3 170	248	3 466	241	2 724
	Event Management	40	121	42	152	23	77
	Personal and Community Services	162	932	162	906	167	1 029
Business, Management and Law	Business Studies	100	577	88	435	57	255
	Clientele Management	46	219	41	190	30	172
	Legal Studies	33	98	34	88	28	70
Media and Communication	Films, TV and Broadcasting Studies	60	432	65	425	67	395
	Media Production and Public Relations	103	352	112	339	79	218

Applied Science	Medical Science and Health Care	143	771	155	850	147	667
	Psychology	86	590	113	672	105	477
	Sports	72	236	72	342	70	242
Engineering and Production	Civil and Mechanical Engineering	46	169	44	153	48	160
	Services Engineering	121	515	131	620	132	626
	Information Engineering	NA (course not yet provided)	NA (course not yet provided)	NA (course not yet provided)	NA (course not yet provided)	58	166
<b>Total</b>		<b>298</b>	<b>10 139</b>	<b>318</b>	<b>10 254</b>	<b>315</b>	<b>8 649</b>

- (4) Other Learning Experiences (OLE) have been implemented since the 2009/10 school year as an integral part of the new senior secondary curriculum. Under the new recommendations for fine-tuning the NSS curriculum and assessment made in April 2013, schools could flexibly deploy 10-15% of the total curriculum time inside and outside normal school hours to help students develop positive values and key generic skills to promote whole-person development. Schools have deployed existing resources (e.g. operation funds) to implement their school-based OLE.

While most OLE activities are available for free, e.g. career talks and sports days, schools are advised to consider the affordability of fee-incurring programmes to students with lower socio-economic backgrounds. To help financially needy students to participate in some OLE activities, schools are making good use of existing resources (e.g. OEBG) and schemes (e.g. 'Hong Kong Jockey Club Life-wide Learning Fund', 'School-based After-school Learning and Support Programmes') to ensure that all students have equal access to these programmes and activities.

Preparatory work to ensure a smooth launching of OLE had commenced prior to its actual implementation in the 2009/10 school year. The Education Bureau has supported schools to implement OLE through facilitating the sharing of good practices among teachers, developing electronic tools for Student Learning Profile, making arrangements for career-related and community service projects for students, and organising professional development programmes for teachers. The expenditure in the five school years from the 2009/10 to 2013/14 school year is summarised below:

Expenditure for 2009/10 (\$ million)	Expenditure for 2010/11 (\$ million)	Expenditure for 2011/12 (\$ million)	Expenditure for 2012/13 (\$ million)	Expenditure for 2013/14 (\$ million)
0.71	1.10	1.15	0.73	0.37

(Note: The expenditure for developing electronic tools was incurred largely before 2012/13 and the expenditure for maintenance has been significantly reduced from 2013/14 onwards.)

**CONTROLLING OFFICER'S REPLY****EDB091****(Question Serial No. 3044)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 47):

1. Please provide a list of the programmes related to national education which were funded by the various funds (such as the Quality Education Fund) set up by the Government from 2009/12 to 2013/14 school years. What were the amounts of funding involved each year?
2. Please provide a list of the non-governmental organisations commissioned to run the Mainland exchange programmes, the respective numbers of programmes they had run and the amounts of funding involved from 2012/13 to 2013/14 school years.

Asked by: Hon. IP Kin-yuenReply:

1. The Quality Education Fund (QEF) finances projects for the promotion of quality school education in Hong Kong. It caters for one-off, innovative, worthwhile non-profit making and bottom-up initiatives that support students' learning. It is also the only fund set up by the Government that covers programmes related to national education. Details of related programmes can be found in the QEF's website: <https://qcrc.qef.org.hk/>.

The approved funding for the projects relating to "national education" from the 2009/10 to 2013/14 school years are as follows:

School Year	Approved Funding (\$ million)
2009/10	3.9
2010/11	7.9
2011/12	7.5
2012/13	3.1
2013/14(up to 30 Nov 2013)	1.5

2. Mainland exchange programmes for students of the 2012/13 and 2013/14 school years have been commissioned to service providers through tendering or quotation exercises. The related expenditure for the 2012/13 school year is \$33.0 million. Among the service providers, one is a non-governmental organisation (NGO)\* (i.e. Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)) which runs one Mainland exchange programme. The estimated expenditure for the 2013/14 school year is \$55.1 million. Among the service providers, Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司) and Wofoo Social Enterprises Limited (和富社會企業有限公司) are the two NGOs. Each of them is commissioned to run one Mainland exchange programme. The contract

periods of these NGOs do not fully coincide with the school year and their contract amount cannot be apportioned to the respective school years concerned. Besides, the amount of expenditure for the commissioned programmes depends on the actual number of students who participate in these programmes on a voluntary basis.

- \* The list of non-governmental organisations refers to those which have been granted tax exemption under Section 88 of the Inland Revenue Ordinance.

**CONTROLLING OFFICER'S REPLY**

**EDB092**

**(Question Serial No. 3045)**

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 (Member Question No. 48):

Regarding early childhood education in the 2013/14 school year, please provide the following information:

1. the number of qualified in-service kindergarten teachers in the territory, and the number of principals and teachers among them;
2. the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
3. the respective number of teachers in kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
4. among the qualified kindergarten teachers, the number and percentage of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)); the respective number and percentage of kindergarten teachers pursuing and not enrolled in Certificate/Diploma in Early Childhood Education programmes;
5. the respective number and percentage of kindergarten teachers holding and pursuing Certificate/Diploma in Early Childhood Education in the local kindergartens outside the PEVS;
6. the respective number and percentage of kindergarten teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE));
7. the respective number and percentage of kindergarten principals holding and pursuing BEd(ECE);
8. the number of in-service kindergarten teachers who are not expected to pursue diploma programmes or to be able to obtain the Diploma qualification by the end of the 2014/15 school year;
9. from 2008/09 to 2013/14 school year, the respective number and annual rate of increase of teachers holding Certificate/Diploma in Early Childhood Education.
10. the number and percentage of wastage of whole-day and half-day kindergarten teachers, the age distribution and length of service of these teachers, as well as the number and percentage of them holding Certificate/Diploma/Bachelor Degree in Early Childhood Education.

Asked by: Hon. IP Kin-yuen

Reply:

Regarding kindergarten (KG) education in the 2013/14 school year (Note), the reply in seriatim is -

1. The number of qualified KG teachers serving in local KGs is 11 046. Among them, 871 are principals and 10 175 are teachers.
2. The respective numbers of qualified teachers serving in whole-day KGs, half-day KGs and KGs with both half-day and whole-day classes are 2 165, 3 027 and 5 854.

3. The respective numbers of qualified teachers serving in KGs under and not under the PEVS are 9 103 and 1 943.
4. Among the serving KG teachers, the number and percentage (in bracket) of teachers holding/pursuing/not enrolled in Certificate in Early Childhood Education (C(ECE)) is tabulated below:

Holding C(ECE)	10 165	(87.6%)
Pursuing C(ECE)	1 072	(9.2%)
Not enrolled in C(ECE)	374	(3.2%)

5. Among the serving teachers in local KGs not joining the PEVS, 1 711 (78.2%) and 119 (5.5%) are holding and pursuing the C(ECE) respectively.
6. Among all the teachers in local KGs, the respective number and percentage (in bracket) of teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE)) are 3 524 (30.4%) and 1 850 (15.9%) respectively.
7. The number and percentage (in bracket) of principals in local KGs holding and pursuing BEd(ECE) are 683 (77.7%) and 20 (2.3%) respectively.
8. There is no estimate on the number of in-service KG teachers who are not expected to pursue diploma programmes or to be able to obtain the diploma qualification by the end of the 2014/15 school year.
9. The respective number and annual rate of increase of teachers holding Certificate/Diploma in Early Childhood Education from 2008/09 to 2013/14 school year is as follows:

School year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
No. of KG teacher holding C(ECE) or above	4 552	5 562	6 835	8 056	9 395	10 165
Annual rate of increase*	-	22.2%	22.9%	17.9%	16.6%	8.2%

\* The annual rate of increase refers to the increase in the number of kindergarten teachers holding C(ECE) or above as compared with the number of such teachers in the previous school year.

10. The overall wastage rate of KG teachers is 8.0%. Of the 882 teachers leaving the sector, 262 (29.7%) teachers serve in KGs operating half-day classes only, 135 (15.3%) in KGs operating whole-day classes only and 485 (55.0%) in KGs operating both half-day and whole-day classes. The age distribution of these teachers is provided at the table below and the average length of service is 11.3 years. The number and percentage (in bracket) of these teachers holding C(ECE) and BEd(ECE) are 403 (45.7%) and 182 (20.6%) respectively.

Age Group	Below 30	30 - 39	40 - 49	50 - 59	60 or above	Total
No. of wastage	303	310	159	91	19	882

Note: Figures for the 2013/14 school year are provisional.

**CONTROLLING OFFICER'S REPLY**

**EDB093**

**(Question Serial No. 3046)**

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 (Member Question No. 49):

- (a) What is the yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved from 2009/10 to 2013/14 school years? What is the respective percentage share among local kindergartens and kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)?
- (b) How many kindergartens under the subsidy of the Non-profit-making Kindergarten Rent Reimbursement Scheme have received full reimbursement of rent? How many of them have received 50% reimbursement of rent? What is the total amount of each subsidy?
- (c) What are the highest, lowest, median and average rent subsidies received by kindergartens under the Non-profit-making Kindergarten Rent Reimbursement Scheme? What are the highest, lowest, average and median rent subsidies of the kindergartens receiving 50% reimbursement of the rent?
- (d) Among the above applications and applications approved, how many of the kindergartens were included in the PEVS after their conversion to non-profit-making kindergartens from private independent kindergartens? What is the percentage share among the overall applications and applications approved?
- (e) Please provide a breakdown of all local kindergartens, kindergarten-cum-child care centres and pre-schools by types of school premises (such as privately owned or rental properties). Please provide the following information in relation to school premises in the 2013/14 school year:
  - (i) The respective number of schools;
  - (ii) The number of schools receiving rental reimbursement under the Non-profit-making Kindergarten Rent Reimbursement Scheme and the highest, lowest, average and median rental levels of these schools.
  - (iii) The highest, lowest, average and median rent subsidies received by schools under the Non-profit-making Kindergarten Rent Reimbursement Scheme.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The numbers of applications and approvals granted to non-profit-making (NPM) kindergartens (KGs) for rent reimbursement and their respective percentage shares among local KGs and KGs under the Pre-primary Education Voucher Scheme (PEVS) from the 2009/10 to 2013/14 school years are as follows:

School year	2009/10	2010/11	2011/12	2012/13	2013/14*
No. of local KGs	872	865	856	861	869
No. of KGs joining the PEVS	800	757	751	735	724
No. of applications	1	2	6	7	4 <sup>#</sup>
Percentage shares among local KGs	0.1%	0.2%	0.7%	0.8%	0.5%
Percentage shares among KGs joining the PEVS	0.1%	0.3%	0.8%	1.0%	0.6%
No. of approvals granted	0	0	0	0	Not applicable <sup>#</sup>
Percentage shares among local KGs	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Percentage shares among KGs joining the PEVS KGs	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

\* Position as of February 2014.

# The applications are being processed.

- (b) Under the Rent Reimbursement Scheme for NPM KGs, 377 KGs and 3 KGs were in receipt of full and 50% rent reimbursement respectively in 2012-13. The total amount of each subsidy is \$163,011,828 and \$638,600 respectively. The information for 2013-14 is not yet available.
- (c) The highest, lowest, median and average rent subsidies provided to KGs in receipt of full rent reimbursement and 50% rent reimbursement in 2012-13 are as follows:

	Full Rent Reimbursement (\$)	50% Rent Reimbursement (\$)
Highest Rent	4,176,000	340,000
Lowest Rent	37,476	121,600
Median Rent	368,100	177,000
Average Rent	432,392	212,867

- (d) For the 2009/10 to 2013/14 school years, no approval has been granted for rent reimbursement to KGs which were converted from private independent KGs to NPM KGs for joining the PEVS.
- (e) At present, the Education Bureau (EDB) does not require all KGs to provide on a regular basis the rental related information such as types of school premises and whether the school premises are privately owned or rental properties. Hence, the EDB is not able to provide the information in the 2013/14 school year by types of school premises.



**CONTROLLING OFFICER'S REPLY**

**EDB094**

**(Question Serial No. 3178)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 1):

In regard to the support received by students and respective training programmes attended by teachers for integrated education (IE), please provide the following for the past 5 years (2009/10 to 2013/14 school years):

1. the number of students with special educational needs (SEN) in mainstream primary and secondary schools by stages, grade levels, SEN types, and tiers of support;
2. the respective percentage share of SEN students studying in mainstream schools in the total number of SEN students and their percentage share in the total expenditure involved, by SEN types and tiers of support; and
3. the annual number of primary and secondary teachers who have completed the basic, advanced and thematic (BAT) courses and the details of expenditure by course types.

Asked by: Hon. IP Kin-yuen

Reply:

(1) & (2)

The Education Bureau (EDB) encourages schools to adopt the Whole School Approach to supporting students with special educational needs (SEN) through a 3-Tier Intervention Model. Under the Model, appropriate support measures are adopted to cater for the students' diverse needs<sup>Note</sup>. It should be noted that even for students with the same type of disability, their need and the degree of support required may vary. Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are not able to provide the distribution of students under the 3-Tier Intervention Model.

Note: Under the 3-Tier Intervention Model, tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add on" intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN.

The numbers of students with SEN studying in public sector mainstream primary and secondary schools by grade levels for the past 5 years (2009/10 to 2013/14 school years) are set out at Appendix 1. The percentage shares of SEN students by type in the total number of SEN students in the same period are tabulated at Appendix 2.

To help schools cater for their students with SEN, the EDB has been providing schools with additional resources, professional support and teacher training. The expenditures on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools from the 2009/10 to 2013/14 school years are as follows:

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)
Expenditure (\$ million)	898	900	964	1,009	1,079

Schools should pool together and deploy flexibly the additional resources and support services and other school resources to render appropriate support for all the students with SEN requiring different tiers of support. Also, some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. top-up grant for procurement of special furniture and equipment). In other words, not all students with SEN requiring the same tier of support are receiving the same support services and the funding involved can vary. Besides, some expenditure items are on services for both primary and secondary schools (e.g. teacher training and psychological support services). Hence, we are not able to apportion the expenditure involved by primary and secondary levels or provide the breakdown of the subvention for students with SEN by SEN types or tiers of support of the students.

(3)

The EDB launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers. To further enhance the capacity of mainstream school teachers in catering for students with SEN, EDB has launched a new round of the BAT Courses starting from the 2012/13 school year.

The numbers of public sector mainstream school teachers having successfully completed the BAT Courses from the 2009/10 to 2013/14 school years are as follows:

Course	2009/10 (Actual)		2010/11 (Actual)		2011/12 (Actual)		2012/13 (Actual)		2013/14 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	499	541	97	264	147	211	120	339	241	318
Advanced	141	166	118	169	160	213	89	152	109	143
Thematic	250	366	531	484	592	386	144	222	262	344

The Expenditures on the BAT courses from the 2009/10 to 2013/14 school years are as follows:

Course	Expenditure (\$ million)				
	2009/10 (Actual)	2010/11 (Actual)	2011/12 (Actual)	2012/13 (Actual)	2013/14 (Revised Estimate)
Basic	11.9	4.1	4.3	6.3	7.5
Advanced	13.1	11.2	14.6	11.0	10.8
Thematic	15.2	25.1	25.1	18.4	28.7
TOTAL	40.2	40.4	44.0	35.7	47.0

**Numbers of students with SEN studying in  
public sector mainstream primary and secondary schools from the 2009/10 to 2013/14 school years**

<b>Specific Learning Difficulties</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	30	632	1 754	2 081	1 735	1 682	1 458	1 375	1 092	743	355	15	10
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	74	133	142	129	139	141	162	181	152	140	76	1	0
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	254	296	305	248	191	182	135	152	124	84	63	8	5
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	34	134	249	343	407	324	254	244	143	70	27	1	1
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	10	24	34	31	42	33	35	51	48	23	22	2	5
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	3	7	10	8	13	6	17	14	22	11	18	4	5
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	40	45	56	70	59	66	75	80	92	90	93	20	19
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A

<b>Speech &amp; Language Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	24	632	392	220	142	109	83	42	14	20	13	2	5
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN in the 2011/12 school year has increased.
3. N/A: Not applicable

**Percentage shares of students with SEN studying in public sector mainstream schools by major SEN Types  
from the 2009/10 to 2013/14 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/ Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
<b>2009/10</b>	12 960	1 470	2 050	2 230	360	140	810	1 700
	59.7%	6.8%	9.4%	10.3%	1.7%	0.6%	3.7%	7.8%
<b>2010/11</b>	14 980	1 580	2 760	3 250	440	140	780	1 710
	58.4%	6.2%	10.8%	12.7%	1.7%	0.5%	3.0%	6.7%
<b>2011/12</b>	16 280	1 720	3 370	3 740	390	150	800	2 180
	56.9%	6.0%	11.8%	13.1%	1.4%	0.5%	2.8%	7.6%
<b>2012/13</b>	17 440	1 690	4 150	4 780	380	130	690	2 130
	55.6%	5.4%	13.2%	15.2%	1.2%	0.4%	2.2%	6.8%
<b>2013/14</b>	18 080	1 680	4 970	5 860	360	130	660	2 090
	53.4%	5.0%	14.7%	17.3%	1.1%	0.4%	2.0%	6.2%

Note: Figures as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY****EDB095****(Question Serial No. 3180)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 34):

(a) Please provide information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2009/10 to 2013/14 school years) in the tables below:

Table 1

district	number of DSS primary schools	number of students in DSS primary schools	number of DSS secondary schools	number of students in DSS secondary schools

Table 2

DSS primary school					
district	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged

Table 3

DSS secondary school					
district	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged

Table 4

DSS primary school					
district	average	median	average annual	median annual	average

	financial reserve	financial reserve	expenditure of scholarship	expenditure of scholarship	number of students benefited from the scholarship

Table 5

DSS secondary school					
district	average financial reserve	median financial reserve	average annual expenditure of scholarship	median annual expenditure of scholarship	average number of students benefited from the scholarship

Table 6

category of school fees	number of DSS primary schools	number of students in DSS primary schools	number of DSS secondary schools	number of students in DSS secondary schools
annual school fee less than \$10,000				
annual school fee between \$10,000 to \$20,000				
annual school fee more than \$20,000				

Table 7

DSS primary school					
category of school fees	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged
annual school fee less than \$10,000					
annual school fee between \$10,000 to \$20,000					
annual school fee more than \$20,000					

Table 8

DSS secondary school					
category of school fees	average amount of subsidy for each student	average amount of subsidy for each DSS school	median amount of subsidy for each DSS school	average school fee charged	median school fee charged

		school			
annual school fee less than \$10,000					
annual school fee between \$10,000 to \$20,000					
annual school fee more than \$20,000					

Table 9

DSS primary school					
category of school fees	average financial reserve	median financial reserve	average annual expenditure of scholarship	median annual expenditure of scholarship	average number of students benefited from the scholarship
annual school fee less than \$10,000					
annual school fee between \$10,000 to \$20,000					
annual school fee more than \$20,000					

Table 10

DSS secondary school					
category of school fees	average financial reserve	median financial reserve	average annual expenditure of scholarship	median annual expenditure of scholarship	average number of students benefited from the scholarship
annual school fee less than \$10,000					
annual school fee between \$10,000 to \$20,000					
annual school fee more than \$20,000					

(b) Please provide the numbers and percentages of secondary students of government, aided, DSS, English Schools Foundation (ESF), private and international schools who were admitted to universities (both local and overseas) in the past 5 school years (from the 2009/10 to 2013/14 school years) in the tables below:

Table 11

district	government schools	aided schools	DSS schools	ESF schools	private schools	international schools
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(c) Please provide the numbers and percentages of students of government, aided, DSS, ESF, private and international schools who were living in public rental housing estates and receiving Comprehensive Social Security Assistance (CSSA) in the past 5 school years (from the 2009/10 to 2013/14 school years) in the tables below:

Table 12

numbers and percentages of primary students living in public rental housing estates						
district	government schools	aided schools	DSS schools	ESF schools	private schools	international schools

Table 13

numbers and percentages of secondary students living in public rental housing estates						
district	government schools	aided schools	DSS schools	ESF schools	private schools	international schools

Table 14

numbers and percentages of primary students receiving CSSA						
district	government schools	aided schools	DSS schools	ESF schools	private schools	international schools

Table 15

numbers and percentages of secondary students receiving CSSA						
district	government schools	aided schools	DSS schools	ESF schools	private schools	international schools

Table 16

numbers and percentages of primary students living in public rental housing estates				
category of school fees	DSS schools	ESF schools	private schools	international schools
annual school fee less than \$10,000				
annual school fee between \$10,000 to \$20,000				
annual school fee more than \$20,000				

Table 17

numbers and percentages of secondary students living in public rental housing estates				
category of school fees	DSS schools	ESF schools	private schools	international schools
annual school fee less than \$10,000				

annual school fee between \$10,000 to \$20,000				
annual school fee more than \$20,000				

Table 18

numbers and percentages of primary students receiving CSSA				
category of school fees	DSS schools	ESF schools	private schools	international schools
annual school fee less than \$10,000				
annual school fee between \$10,000 to \$20,000				
annual school fee more than \$20,000				

Table 19

numbers and percentages of secondary students receiving CSSA				
category of school fees	DSS schools	ESF schools	private schools	international schools
annual school fee less than \$10,000				
annual school fee between \$10,000 to \$20,000				
annual school fee more than \$20,000				

(d) Please provide the numbers of primary schools and secondary schools which applied to join DSS in the past 5 school years (from the 2009/10 to 2013/14 school years) in the tables below:

Table 20

district	number of aided primary schools which applied to join DSS	number of aided secondary schools which applied to join DSS	number of private primary schools which applied to join DSS	number of private secondary schools which applied to join DSS	other categories	Total

Table 21

district	number of aided primary schools which were granted approval to join DSS	number of aided secondary schools which were granted approval to join DSS	number of private primary schools which were granted approval to join DSS	number of private secondary schools which were granted approval to join DSS	other categories	Total

(e) In the past 5 school years (from the 2009/10 to 2013/14 school years), how many complaint cases about insufficient consultation by aided schools in applying to join DSS were received? How many complaint cases about the lack of transparency of the financial status of DSS schools were received? Will the Government continue to subsidise DSS schools in the long run or let DSS schools turn into private independent schools? What are the manpower and expenditure involved in implementing DSS policy each year?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) Information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2009/10 to 2013/14 school years) is tabulated at Appendix 1.
- (b) According to the students' pathway surveys for the secondary 6 and secondary 7 graduates conducted by the Education Bureau, the numbers and percentages of secondary 6/7 graduates of government, aided, DSS and local private schools studying Bachelor's degree programmes in Hong Kong, as well as the numbers and percentages of those students studying Bachelor's degree programmes overseas among those secondary 6/7 graduates studying outside Hong Kong, in the past 5 school years (from the 2009/10 to 2013/14 school years) are tabulated at Appendix 2. Relevant information for ESF and international schools is not available as the surveys did not cover these schools.
- (c) The Education Bureau does not have the statistics on the numbers and percentages of students of government, aided, DSS, ESF, private and international schools who were living in public rental housing estates and receiving Comprehensive Social Security Assistance (CSSA).
- (d) The numbers of primary schools and secondary schools which have applied to join DSS in the past 5 school years (from the 2009/10 to 2013/14 school years) are tabulated at Appendix 3.
- (e) The DSS was introduced in 1991 pursuant to the recommendations of the Education Commission Report No. 3. The objectives of introducing the DSS are to inject diversity to our school system and give parents more choices. As the DSS sector has added much desired diversity to our school system, the Government has no plan to turn DSS schools into private independent schools at this stage.

In the past 5 school years (i.e. from the 2009/10 to 2013/14 school years), the Education Bureau has received a total of 31 complaint cases about insufficient consultation by aided schools in applying to join the DSS while there was no complaint case about the lack of transparency of the financial status of DSS schools.

Regarding the manpower and expenditure involved in the implementation of the DSS policy, since the work related to the administration and operation of the DSS cuts across various divisions and the amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations, we are unable to segregate the manpower and expenditure allocated for implementing the DSS policy.

## Information on DSS Primary/Secondary Schools from the 2009/10 to 2013/14 School Years

Table 1

2009/10 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	544	3	2 752
Hong Kong East	2	922	4	3 501
Islands	0	0	3	1 398
Southern	1	773	2	1 759
Wan Chai	0	0	2	2 045
Kowloon City	2	1 119	5	4 636
Kwun Tong	1	421	7	5 989
Sai Kung	4	2 938	8	5 697
Sham Shui Po	3	1 595	9	7 628
Wong Tai Sin	0	0	1	1 293
Yau Tsim and Mong Kok	1	1 002	3	2 764
North	0	0	1	1 162
Sha Tin	2	1 483	7	5 000
Tai Po	0	0	2	1 976
Kwai Chung and Tsing Yi	1	374	0	0
Tuen Mun	1	604	0	0
Yuen Long	1	841	4	3 517

2010/11 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	547	3	2 756
Hong Kong East	2	970	4	3 378
Islands	0	0	3	1 490
Southern	1	813	2	1 843
Wan Chai	0	0	2	1 795
Kowloon City	2	1 249	5	4 377
Kwun Tong	1	480	7	5 737
Sai Kung	4	3 019	8	5 741
Sham Shui Po	3	1 638	9	7 152
Wong Tai Sin	0	0	1	1 243
Yau Tsim and Mong Kok	1	1 003	3	2 784
North	0	0	1	1 122
Sha Tin	2	1 629	7	5 125
Tai Po	0	0	2	1 788
Kwai Chung and Tsing Yi	1	474	0	0
Tuen Mun	1	722	0	0
Yuen Long	2	948	5	3 619

## 2011/12 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	549	3	2 872
Hong Kong East	2	1 006	4	3 479
Islands	0	0	3	1 582
Southern	1	819	2	1 982
Wan Chai	0	0	3	2 019
Kowloon City	2	1 364	5	4 187
Kwun Tong	1	508	7	5 928
Sai Kung	4	3 126	8	6 169
Sham Shui Po	3	1 682	9	7 582
Wong Tai Sin	0	0	1	1 329
Yau Tsim and Mong Kok	1	1 012	3	2 969
North	0	0	1	1 212
Sha Tin	2	1 688	7	5 118
Tai Po	0	0	2	1 852
Kwai Chung and Tsing Yi	1	561	0	0
Tuen Mun	1	722	0	0
Yuen Long	2	1 057	5	3 988

## 2012/13 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	1	562	3	2 735
Hong Kong East	2	1 050	4	3 187
Islands	0	0	3	1 448
Southern	1	839	2	1 887
Wan Chai	0	0	3	1 841
Kowloon City	2	1 503	5	4 420
Kwun Tong	1	516	6	5 248
Sai Kung	4	3 079	8	5 819
Sham Shui Po	3	1 676	9	7 106
Wong Tai Sin	0	0	1	1 264
Yau Tsim and Mong Kok	1	996	3	2 777
North	0	0	1	1 200
Sha Tin	2	1 646	6	4 533
Tai Po	0	0	2	1 599
Kwai Chung and Tsing Yi	1	540	0	0
Tuen Mun	1	731	0	0
Yuen Long	2	1 139	5	3 907

## 2013/14 School Year

District	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Central and Western	0	0	3	2 724
Hong Kong East	2	1 063	4	3 111
Islands	0	0	3	1 433
Southern	2	1 428	2	1 821
Wan Chai	0	0	3	1 789
Kowloon City	2	1 557	5	4 372
Kwun Tong	1	564	7	6 283
Sai Kung	4	3 018	8	5 628
Sham Shui Po	3	1 678	9	6 944
Wong Tai Sin	0	0	1	1 246
Yau Tsim and Mong Kok	1	974	3	2 706
North	0	0	1	1 201
Sha Tin	2	1 718	6	4 455
Tai Po	0	0	2	1 518
Kwai Chung and Tsing Yi	1	564	0	0
Tuen Mun	1	741	0	0
Yuen Long	2	1 245	5	3 893

**Table 2**

2009/10 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	31,269 or 28,134	18,758,000	18,758,000	30,000	30,000
Hong Kong East		13,463,000	13,463,000	15,500	18,000
Southern		28,569,000	28,569,000	60,000	60,000
Kowloon City		16,291,000	16,291,000	25,350	40,000
Kwun Tong		12,200,000	12,200,000	30,000	30,000
Sai Kung		21,909,750	20,227,000	19,857	23,000
Sham Shui Po		16,303,333	12,917,000	17,733	17,300
Yau Tsim and Mong Kok		29,299,000	29,299,000	14,800	14,800
Sha Tin		20,548,000	20,548,000	28,000	28,000
Kwai Chung and Tsing Yi		9,821,000	9,821,000	6,930	6,930
Tuen Mun		16,149,000	16,149,000	9,400	9,400
Yuen Long		24,748,000	24,748,000	12,000	12,000

2010/11 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	35,026 or 31,244	21,708,000	21,708,000	30,000	30,000
Hong Kong East		16,213,000	16,213,000	17,000	21,000
Southern		31,770,000	19,724,500	60,000	60,000
Kowloon City		20,574,500	20,574,500	25,700	40,000
Kwun Tong		15,742,000	15,742,000	30,000	30,000
Sai Kung		25,778,500	24,797,500	20,177	19,190
Sham Shui Po		18,979,000	14,541,000	18,256	15,000
Yau Tsim and Mong Kok		33,594,000	33,594,000	14,800	14,800
Sha Tin		26,500,000	26,500,000	28,000	28,000
Kwai Chung and Tsing Yi		14,609,000	14,609,000	7,370	7,370
Tuen Mun		22,474,000	22,474,000	9,900	9,900
Yuen Long		15,177,500	15,177,500	23,500	12,000

## 2011/12 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	39,338 or 35,950	21,979,000	21,979,000	30,000	30,000
Hong Kong East		18,818,500	18,818,500	17,000	17,000
Southern		33,209,000	33,209,000	60,000	60,000
Kowloon City		25,134,000	25,134,000	26,000	40,000
Kwun Tong		19,174,000	19,174,000	30,000	30,000
Sai Kung		29,618,250	30,086,500	20,540	16,300
Sham Shui Po		21,005,667	15,879,000	18,650	15,000
Yau Tsim and Mong Kok		37,426,000	37,426,000	14,800	14,800
Sha Tin		31,424,000	31,424,000	28,000	28,000
Kwai Chung and Tsing Yi		20,230,000	20,230,000	7,370	7,370
Tuen Mun		27,626,000	27,626,000	9,900	9,900
Yuen Long		19,066,000	19,066,000	24,375	12,000

## 2012/13 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Central and Western	43,445 or 40,332	25,216,000	25,216,000	30,000	30,000
Hong Kong East		22,139,000	22,139,000	17,500	17,500
Southern		37,817,000	37,817,000	60,000	60,000
Kowloon City		31,214,000	31,214,000	26,400	26,400
Kwun Tong		22,151,000	22,151,000	30,000	30,000
Sai Kung		33,127,250	34,287,500	20,673	16,300
Sham Shui Po		23,875,000	17,730,000	19,517	15,000
Yau Tsim and Mong Kok		41,734,000	41,734,000	14,800	14,800
Sha Tin		35,164,000	35,164,000	28,000	28,000
Kwai Chung and Tsing Yi		23,388,000	23,388,000	7,370	7,370
Tuen Mun		30,771,000	30,771,000	9,900	9,900
Yuen Long		23,425,000	23,425,000	24,926	12,000



## 2013/14 School Year

DSS Primary School					
District	Average Amount of Subsidy for each Student <small>Note 1</small>	Average Amount of Subsidy for each DSS School <small>Note 3</small>	Median Amount of Subsidy for each DSS School <small>Note 3</small>	Average School Fee Charged	Median School Fee Charged
Hong Kong East	46,672 or 43,750	--	--	17,500	17,500
Southern				45,000	45,000
Kowloon City				26,400	26,400
Kwun Tong				30,000	30,000
Sai Kung				20,757	16,300
Sham Shui Po				20,637	15,000
Yau Tsim and Mong Kok				14,800	14,800
Sha Tin				28,700	28,700
Kwai Chung and Tsing Yi				7,370	7,370
Tuen Mun				9,900	9,900
Yuen Long				25,771	12,000

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years.

Note 2: The amounts of subsidy are calculated on a financial year basis.

Note 3: Since the 2013-14 financial year has not yet been concluded, the amounts of subsidy provided to each DSS school are not yet available.

**Table 3**

2009/10 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Central and Western	S1 – 3: 36,304 or 32,035  S4 – 5: 39,164 or 33,884  S6 – 7: 56,371 or 49,502	42,864,667	51,272,000	31,667	34,667	38,000	40,000
Hong Kong East		35,471,250	36,470,500	7,650	10,414	6,500	10,500
Islands		15,873,000	9,915,000	8,500	13,100	16,500	18,000
Southern		33,920,500	33,920,500	41,500	35,000	35,000	35,000
Wan Chai		42,328,000	42,328,000	25,000	16,333	25,000	25,000
Kowloon City		38,243,600	38,305,000	18,167	22,740	20,000	21,285
Kwun Tong		34,345,857	30,778,500	8,924	6,979	9,000	3,000
Sai Kung		24,213,375	25,323,500	21,957	23,119	17,950	14,300
Sham Shui Po		34,413,889	28,740,000	6,963	9,330	3,000	6,300
Wong Tai Sin		53,958,000	53,958,000	35,000	47,500	35,000	47,500
Yau Tsim and Mong Kok		36,869,667	33,851,000	19,567	28,438	20,000	22,050
North		47,826,000	47,826,000	3,167	4,500	3,500	4,500
Sha Tin		27,100,143	29,219,000	20,167	31,518	22,000	15,350
Tai Po		42,420,000	42,420,000	6,583	3,500	3,500	3,500
Yuen Long		33,709,000	37,526,000	7,825	12,242	1,800	4,800

2010/11 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Central and Western	S1 – 3: 37,558 or 35,234  S4 – 5: 40,447 or 38,649  S6 – 7: 56,874 or 54,379	39,219,667	44,995,000	31,833	34,833	38,000	40,000
Hong Kong East		36,389,000	38,456,500	7,719	10,881	6,638	11,750
Islands		19,705,000	16,132,000	10,417	13,700	18,000	18,000
Southern		37,517,000	37,517,000	43,000	38,500	43,500	38,500
Wan Chai		41,940,500	41,940,500	25,000	18,888	25,000	26,250
Kowloon City		39,068,800	36,635,000	19,167	23,918	22,000	23,000
Kwun Tong		35,343,143	35,187,500	9,210	7,354	9,000	4,000
Sai Kung		28,977,500	29,427,500	22,705	23,959	19,020	19,020
Sham Shui Po		34,553,111	31,480,000	7,400	9,258	3,000	6,300
Wong Tai Sin		53,433,000	53,433,000	35,000	47,500	35,000	47,500
Yau Tsim and Mong Kok		38,640,000	33,928,000	20,456	29,031	21,400	21,400
North		47,320,000	47,320,000	3,500	4,500	3,500	4,500
Sha Tin		31,352,857	34,372,000	22,076	32,801	22,000	16,500
Tai Po		39,766,000	39,766,000	6,750	3,500	6,750	3,500
Yuen Long		29,700,000	37,770,000	14,300	12,842	10,000	4,800

## 2011/12 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Central and Western	S1 – 3: 40,349 or 38,387  S4 – 6: 43,047 or 40,986  S7: 59,789 or 56,808	42,245,000	48,673,000	32,000	34,333	38,000	38,000
Hong Kong East		38,521,000	39,983,500	7,832	10,506	6,764	11,750
Islands		22,208,333	18,086,000	11,917	14,200	10,500	20,000
Southern		42,587,000	42,587,000	43,000	39,000	43,500	39,500
Wan Chai		30,688,667	20,350,000	13,000	18,200	25,000	27,500
Kowloon City		38,823,000	36,315,000	19,167	22,873	22,000	21,500
Kwun Tong		37,696,714	36,639,500	9,483	7,808	9,000	4,000
Sai Kung		32,776,375	33,524,000	23,293	23,914	19,970	20,985
Sham Shui Po		37,213,889	32,676,000	7,767	9,069	3,000	6,000
Wong Tai Sin		57,847,000	57,847,000	35,000	46,250	35,000	45,000
Yau Tsim and Mong Kok		42,793,333	38,610,000	21,229	29,633	23,850	22,684
North		51,568,000	51,568,000	4,167	4,500	3,500	4,500
Sha Tin		33,303,000	34,885,000	22,977	33,425	22,000	19,470
Tai Po		45,079,000	45,079,000	7,250	4,500	7,250	4,500
Yuen Long		33,792,600	41,729,000	14,690	12,554	10,000	4,500

## 2012/13 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Central and Western	S1 – 3: 43,138 or 40,760  S4 – 6: 47,098 or 44,546	43,559,667	49,155,000	32,333	34,000	38,000	38,000
Hong Kong East		38,285,000	38,627,000	8,418	10,538	7,425	11,100
Islands		22,588,000	21,027,000	14,083	10,467	12,500	8,400
Southern		44,206,000	44,206,000	43,000	44,500	43,500	40,000
Wan Chai		30,134,667	16,212,000	13,300	20,250	25,000	20,750
Kowloon City		33,137,333	32,699,000	22,950	22,573	24,000	23,750
Kwun Tong		42,795,500	31,817,000	7,633	8,578	5,600	5,175
Sai Kung		33,032,375	33,245,500	23,969	23,033	19,970	19,970
Sham Shui Po		37,898,556	34,563,000	8,609	9,872	3,000	6,000
Wong Tai Sin		59,926,000	59,926,000	35,000	45,000	35,000	45,000
Yau Tsim and Mong Kok		43,516,667	40,704,000	22,374	20,931	27,205	24,272
North		55,380,000	55,380,000	4,833	4,500	5,500	4,500
Sha Tin		30,230,143	35,983,000	23,500	35,474	22,000	22,000
Tai Po		42,199,000	42,199,000	7,417	8,750	7,750	4,500
Yuen Long		35,826,600	41,096,000	15,017	11,700	10,000	4,200

## 2013/14 School Year

DSS Secondary School							
District	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 3	Median Amount of Subsidy for each DSS School Note 3	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Central and Western	S1 – 3: 45,888 or 43,400  S4 – 6: 51,753 or 48,977	--	--	32,667	34,500	38,000	38,000
Hong Kong East				9,437	11,694	9,000	12,320
Islands				15,833	11,217	15,000	8,400
Southern				44,750	46,250	45,250	46,750
Wan Chai				13,600	19,500	13,900	19,500
Kowloon City				23,969	23,864	25,500	25,750
Kwun Tong				7,186	9,184	2,000	6,475
Sai Kung				24,545	24,415	19,970	22,000
Sham Shui Po				9,232	10,317	3,000	6,000
Wong Tai Sin				35,000	45,000	35,000	45,000
Yau Tsim and Mong Kok				23,133	21,921	29,239	25,720
North				5,500	4,500	5,500	4,500
Sha Tin				23,987	35,964	22,000	22,000
Tai Po				8,833	9,583	9,000	8,750
Yuen Long				15,736	19,984	10,000	10,000

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, there were no secondary 7 places under local curriculum starting from that school year.

Note 2: The amounts of subsidy are calculated on a financial year basis.

Note 3: Since the 2013-14 financial year has not yet been concluded, the amounts of subsidy provided to each DSS school are not yet available.

**Table 4** <sup>Note 1</sup>

2009/10 School Year

DSS Primary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	43,929,728	43,929,728	556,500	556,500	--
Hong Kong East	21,816,450	21,816,450	675,932	675,932	--
Southern	56,187,267	56,187,267	1,140,000	1,140,000	--
Kowloon City	132,736,857	132,736,857	3,889,643	3,889,643	--
Kwun Tong	(3,850,345)	(3,850,345)	1,196,600	1,196,600	--
Sai Kung	42,627,782	31,666,622	1,061,763	893,764	--
Sham Shui Po	21,068,836	21,490,765	1,358,498	479,602	--
Yau Tsim and Mong Kok	66,771,909	66,771,909	611,386	611,386	--
Sha Tin	34,753,038	34,753,038	1,713,485	1,713,485	--
Kwai Chung and Tsing Yi	6,717,206	6,717,206	2,520	2,520	--
Tuen Mun	15,611,261	15,611,261	589,380	589,380	--
Yuen Long	56,366,917	56,366,917	788,100	788,100	--

2010/11 School Year

DSS Primary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	56,403,964	56,403,964	1,117,500	1,117,500	--
Hong Kong East	27,215,148	27,215,148	821,819	821,819	--
Southern	33,335,759	33,335,759	6,279,919	6,279,919	--
Kowloon City	148,659,775	148,659,775	6,767,667	6,767,667	--
Kwun Tong	2,012,996	2,012,996	1,283,320	1,283,320	--
Sai Kung	58,068,346	44,053,497	1,475,288	1,384,418	--
Sham Shui Po	28,805,860	31,917,347	1,418,707	724,527	--
Yau Tsim and Mong Kok	73,623,449	73,623,449	560,316	560,316	--
Sha Tin	46,005,295	46,005,295	2,924,759	2,924,759	--
Kwai Chung and Tsing Yi	13,109,718	13,109,718	17,554	17,554	--
Tuen Mun	25,708,179	25,708,179	606,292	606,292	--
Yuen Long	35,349,415	35,349,415	545,540	545,540	--

## 2011/12 School Year

DSS Primary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	47,024,085	47,024,085	1,102,500	1,102,500	--
Hong Kong East	15,322,949	15,322,949	1,492,213	1,492,213	--
Southern	27,038,159	27,038,159	9,116,264	9,116,264	--
Kowloon City	56,764,569	56,764,569	9,295,810	9,295,810	--
Kwun Tong	6,719,902	6,719,902	1,450,100	1,450,100	--
Sai Kung	44,799,296	32,453,812	3,505,361	3,131,280	--
Sham Shui Po	11,023,919	10,495,416	1,530,632	419,083	--
Yau Tsim and Mong Kok	29,103,129	29,103,129	772,056	772,056	--
Sha Tin	32,888,502	32,888,502	5,182,153	5,182,153	--
Kwai Chung and Tsing Yi	9,930,433	9,930,433	250,065	250,065	--
Tuen Mun	11,197,803	11,197,803	728,633	728,633	--
Yuen Long	8,370,369	8,370,369	1,337,454	1,337,454	--

Note 1: Relevant information for the 2012/13 and 2013/14 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: The annual audited accounts of DSS schools provide information on the total expenditure of fee remission and scholarship. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefited from fee remission and scholarship.

**Table 5** <sup>Note 1</sup>

2009/10 School Year

DSS Secondary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	63,582,841	85,134,178	4,914,338	4,391,800	--
Hong Kong East	38,381,817	29,771,713	944,377	714,226	--
Islands	13,806,134	9,596,494	519,758	170,868	--
Southern	11,416,028	11,416,028	1,386,411	1,386,411	--
Wan Chai	51,203,636	51,203,636	1,969,260	1,969,260	--
Kowloon City	76,445,120	37,956,626	4,129,246	1,687,398	--
Kwun Tong	42,909,690	48,458,365	992,384	1,088,572	--
Sai Kung	36,305,366	37,813,760	1,506,438	1,233,714	--
Sham Shui Po	46,171,696	41,882,872	963,225	558,200	--
Wong Tai Sin	294,789,471	294,789,471	5,846,386	5,846,386	--
Yau Tsim and Mong Kok	127,536,191	12,952,362	362,435	81,150	--
North	41,471,171	41,471,171	782,850	782,850	--
Sha Tin	90,191,210	23,642,634	1,379,089	847,920	--
Tai Po	21,234,240	21,234,240	341,350	341,350	--
Yuen Long	25,839,632	31,163,614	565,409	627,437	--

2010/11 School Year

DSS Secondary School					
District	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Central and Western	71,075,026	91,814,978	6,443,971	4,345,125	--
Hong Kong East	22,963,781	14,709,571	939,021	723,874	--
Islands	15,555,310	9,092,261	876,919	178,152	--
Southern	20,303,766	20,303,766	2,389,226	2,389,226	--
Wan Chai	59,197,695	59,197,695	2,190,150	2,190,150	--
Kowloon City	83,463,747	33,074,776	5,125,811	1,800,691	--
Kwun Tong	42,898,658	55,201,801	1,049,510	1,283,320	--
Sai Kung	46,839,630	43,476,858	2,023,419	1,674,304	--
Sham Shui Po	48,831,037	52,815,046	985,959	528,400	--
Wong Tai Sin	318,913,398	318,913,398	5,450,162	5,450,162	--
Yau Tsim and Mong Kok	191,366,312	21,797,942	1,128,525	1,466,833	--
North	38,519,124	38,519,124	856,250	856,250	--
Sha Tin	105,911,381	39,898,734	4,000,136	1,148,503	--
Tai Po	24,467,941	24,467,941	405,711	405,711	--
Yuen Long	24,875,043	36,256,393	535,486	468,472	--

## 2011/12 School Year

DSS Secondary School					
District	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Central and Western	43,863,575	30,012,686	7,229,894	4,993,180	--
Hong Kong East	21,846,273	14,423,425	1,145,438	1,107,274	--
Islands	7,373,367	7,580,589	1,334,916	508,995	--
Southern	27,565,174	27,565,174	3,497,696	3,497,696	--
Wan Chai	37,816,222	7,608,288	1,354,592	732,135	--
Kowloon City	38,728,581	28,539,610	5,764,806	3,364,201	--
Kwun Tong	26,608,803	21,681,427	1,158,506	1,425,842	--
Sai Kung	38,854,179	33,807,971	3,419,847	2,370,000	--
Sham Shui Po	39,626,783	24,740,794	1,319,470	1,064,245	--
Wong Tai Sin	95,812,388	95,812,388	5,678,470	5,678,470	--
Yau Tsim and Mong Kok	71,247,067	27,161,961	2,738,284	2,082,706	--
North	36,863,640	36,863,640	1,231,012	1,231,012	--
Sha Tin	134,832,121	25,559,803	4,833,022	1,562,415	--
Tai Po	24,394,898	24,394,898	800,612	800,612	--
Yuen Long	23,181,361	29,960,505	1,046,431	1,359,030	--

Note 1: Relevant information for the 2012/13 and 2013/14 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: The annual audited accounts of DSS schools provide information on the total expenditure of fee remission and scholarship. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefited from fee remission and scholarship.



**Table 6**

## 2009/10 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$10,000	2	978	20	16 559
Annual School Fee between \$10,000 to \$20,000	9	5 411	17	15 058
Annual School Fee more than \$20,000	9	6 227	24	19 500

## 2010/11 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$10,000	2	1 196	18	14 065
Annual School Fee between \$10,000 to \$20,000	8	5 004	18	15 162
Annual School Fee more than \$20,000	11	7 292	26	20 723

## 2011/12 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$10,000	2	1 283	19	14 772
Annual School Fee between \$10,000 to \$20,000	8	5 382	16	14 109
Annual School Fee more than \$20,000	11	7 429	28	23 387

## 2012/13 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$10,000	2	1 271	23	16 598
Annual School Fee between \$10,000 to \$20,000	8	5 506	11	9 369
Annual School Fee more than \$20,000	11	7 500	27	23 004

2013/14 School Year

Category of School Fees	Number of DSS Primary Schools	Number of Students in DSS Primary Schools	Number of DSS Secondary Schools	Number of Students in DSS Secondary Schools
Annual School Fee less than \$10,000	2	1 305	24	16 984
Annual School Fee between \$10,000 to \$20,000	8	5 583	11	9 275
Annual School Fee more than \$20,000	11	7 662	27	22 865

**Table 7**

2009/10 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$10,000	31,269 or 28,134	12,985,000	12,985,000	8,165	9,400
Annual School Fee between \$10,000 to \$20,000		18,068,667	21,454,000	13,600	13,200
Annual School Fee more than \$20,000		20,901,000	19,039,500	32,747	30,000

2010/11 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$10,000	35,026 or 31,244	18,541,500	18,541,500	8,635	9,900
Annual School Fee between \$10,000 to \$20,000		21,404,500	24,797,500	13,298	13,000
Annual School Fee more than \$20,000		22,596,273	24,747,000	32,027	30,000

2011/12 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$10,000	39,338 or 35,950	23,928,000	23,928,000	8,635	8,635
Annual School Fee between \$10,000 to \$20,000		25,236,875	28,917,500	13,554	13,000
Annual School Fee more than \$20,000		25,478,909	27,431,000	32,293	30,000

2012/13 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student <small>Note 1</small>	Average Amount of Subsidy for each DSS School <small>Note 2</small>	Median Amount of Subsidy for each DSS School <small>Note 2</small>	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$10,000	43,445 or 40,332	27,079,500	27,079,500	8,635	8,635
Annual School Fee between \$10,000 to \$20,000		29,537,125	31,863,500	13,846	13,200
Annual School Fee more than \$20,000		28,967,182	30,510,000	32,630	30,000

2013/14 School Year

DSS Primary School					
Category of School Fees	Average Amount of Subsidy for each Student <small>Note 1</small>	Average Amount of Subsidy for each DSS School <small>Note 3</small>	Median Amount of Subsidy for each DSS School <small>Note 3</small>	Average School Fee Charged	Median School Fee Charged
Annual School Fee less than \$10,000	46,672 or 43,750	--	--	8,635	8,635
Annual School Fee between \$10,000 to \$20,000		--	--	14,003	14,062
Annual School Fee more than \$20,000		--	--	33,132	30,800

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rates to those with an age below 16 years.

Note 2: The amounts of subsidy are calculated on a financial year basis.

Note 3: Since the 2013-14 financial year has not yet been concluded, the amounts of subsidy provided to each DSS school are not yet available.

**Table 8**

2009/10 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee less than \$10,000	S1 – 3: 36,304 or 32,035	34,357,900	34,878,500	3,019	5,001	2,500	4,200
Annual School Fee between \$10,000 to \$20,000	S4 – 5: 39,164 or 33,884	34,428,235	32,339,000	15,017	13,114	16,000	13,000
Annual School Fee more than \$20,000	S6 – 7: 56,371 or 49,502	31,458,250	28,554,500	32,848	37,578	33,000	31,500

2010/11 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee less than \$10,000	S1 – 3: 37,558 or 35,234	34,833,222	37,243,000	2,919	4,965	2,750	4,225
Annual School Fee between \$10,000 to \$20,000	S4 – 5: 40,447 or 38,649	36,001,778	35,470,000	14,527	13,489	15,000	13,000
Annual School Fee more than \$20,000	S6 – 7: 56,874 or 54,379	32,920,538	33,533,000	32,096	38,536	32,890	33,000

2011/12 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-7	S1-3	S4-7
Annual School Fee less than \$10,000	S1 – 3: 40,349 or 38,387	35,512,789	38,610,000	2,677	4,989	2,500	4,478
Annual School Fee between \$10,000 to \$20,000	S4 – 6: 43,047 or 40,986	39,100,313	39,500,000	14,615	12,924	14,160	13,000
Annual School Fee more than \$20,000	S7: 59,789 or 56,808	36,053,607	37,294,000	31,970	37,024	32,780	29,000

2012/13 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 2	Median Amount of Subsidy for each DSS School Note 2	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee less than \$10,000	S1 – 3: 43,138 or 40,760	34,843,500	36,253,000	2,897	4,937	2,650	4,500
Annual School Fee between \$10,000 to \$20,000		40,137,182	39,954,000	15,463	14,694	16,500	15,000
Annual School Fee more than \$20,000	S4 – 6: 47,098 or 44,546	36,949,536	36,994,000	33,271	36,138	33,880	29,000

2013/14 School Year

DSS Secondary School							
Category of School Fees	Average Amount of Subsidy for each Student Note 1	Average Amount of Subsidy for each DSS School Note 3	Median Amount of Subsidy for each DSS School Note 3	Average School Fee Charged		Median School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee less than \$10,000	S1 – 3: 45,888 or 43,400	--	--	2,832	5,056	2,675	4,500
Annual School Fee between \$10,000 to \$20,000				15,594	14,787	15,810	15,120
Annual School Fee more than \$20,000	S4 – 6: 51,753 or 48,977			34,506	36,798	32,780	29,900

Note 1: The figures show the DSS unit subsidy for each eligible student at the commencement of the respective school years. The higher rates would be applied to schools with an age of 16 years or above while the lower rate to those with an age below 16 years. Upon the full implementation of New Senior Secondary academic structure in the 2012/13 school year, there were no secondary 7 places under local curriculum starting from that school year.

Note 2: The amounts of subsidy are calculated on a financial year basis.

Note 3: Since the 2013-14 financial year has not yet been concluded, the amounts of subsidy provided to each DSS school are not yet available.

**Table 9** <sup>Note 1</sup>

2009/10 School Year

DSS Primary School					
Category of School Fees	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee less than \$10,000	11,164,234	11,164,234	295,950	295,950	--
Annual School Fee between \$10,000 to \$20,000	27,607,649	21,490,765	482,337	561,071	--
Annual School Fee more than \$20,000	64,807,440	43,929,728	2,314,691	1,439,798	--

2010/11 School Year

DSS Primary School					
Category of School Fees	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee less than \$10,000	19,408,948	19,408,948	311,923	311,923	--
Annual School Fee between \$10,000 to \$20,000	36,062,976	24,900,730	615,457	685,728	--
Annual School Fee more than \$20,000	64,547,508	40,447,405	3,326,749	1,697,608	--

2011/12 School Year

DSS Primary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$10,000	10,564,118	10,564,118	489,349	489,349	--
Annual School Fee between \$10,000 to \$20,000	19,958,658	19,032,551	984,106	741,248	--
Annual School Fee more than \$20,000	35,379,794	27,038,159	5,254,242	3,940,252	--

Note 1: Relevant information for the 2012/13 and 2013/14 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: The annual audited accounts of DSS schools provide information on the total expenditure of fee remission and scholarship. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefited from fee remission and scholarship.



**Table 10** <sup>Note 1</sup>

2009/10 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee less than \$10,000	54,850,932	29,497,358	552,741	498,573	--
Annual School Fee between \$10,000 to \$20,000	38,252,836	31,026,204	1,021,724	722,459	--
Annual School Fee more than \$20,000	68,676,374	31,823,082	2,791,456	1,590,731	--

2010/11 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve <small>Note 2</small>	Median Financial Reserve <small>Note 2</small>	Average Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Median Annual Expenditure of Fee Remission and Scholarship <small>Note 3</small>	Average Number of Students Benefited from the Scholarship <small>Note 3</small>
Annual School Fee less than \$10,000	59,766,091	37,387,759	547,591	505,560	--
Annual School Fee between \$10,000 to \$20,000	37,849,409	32,213,158	1,038,895	872,353	--
Annual School Fee more than \$20,000	81,988,384	40,065,354	4,059,198	1,922,892	--

2011/12 School Year

DSS Secondary School					
Category of School Fees	Average Financial Reserve Note 2	Median Financial Reserve Note 2	Average Annual Expenditure of Fee Remission and Scholarship Note 3	Median Annual Expenditure of Fee Remission and Scholarship Note 3	Average Number of Students Benefited from the Scholarship Note 3
Annual School Fee less than \$10,000	67,752,042	24,740,794	779,159	662,723	--
Annual School Fee between \$10,000 to \$20,000	27,941,368	26,611,398	1,147,815	1,220,468	--
Annual School Fee more than \$20,000	42,058,641	28,587,323	5,004,384	3,614,942	--

Note 1: Relevant information for the 2012/13 and 2013/14 school years is not available as the audited accounts for these two school years are not yet due.

Note 2: The financial reserve refers to the schools' operating reserve which may vary among individual schools and include the net book value of additional school buildings and constructions within the school premises.

Note 3: The annual audited accounts of DSS schools provide information on the total expenditure of fee remission and scholarship. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefited from fee remission and scholarship.

**Numbers and Percentages of Secondary 6/7 Graduates  
Studying Bachelor's Degree Programmes from the 2009/10 to 2013/14 School Years** <sup>Note 1</sup>

**Table 11**

(Numbers and Percentages of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes in Hong Kong)

School Year <sup>Note 2</sup>	Government Schools		Aided Schools <sup>Note 3</sup>		Others <sup>Note 3</sup>		Total	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2009/10	1 063	57.9	10 127	52.6	1 652	38.7	12 842	50.7
2010/11	1 021	55.5	10 337	50.8	1 780	38.0	13 138	48.9
2011/12	1 756	43.0	15 047	34.7	2 161	42.5	18 964	36.1
2012/13	1 765	45.1	15 522	34.2	2 814	44.9	20 101	36.2
2013/14 <sup>Note 4</sup>	--	--	--	--	--	--	--	--

**Table 12**

(Numbers and Percentages of Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas among those Secondary 6/7 graduates studying outside Hong Kong)

School Year <sup>Note 2</sup>	Secondary 6/7 Graduates Studying Bachelor's Degree Programmes Overseas		Number of Secondary 6/7 Graduates Studying outside Hong Kong
	Number	Percentage	
2009/10 <sup>Note 5</sup>	--	--	--
2010/11 <sup>Note 5</sup>	--	--	--
2011/12	2 827	66.8	4 234
2012/13	4 194	75.1	5 582
2013/14 <sup>Note 4</sup>	--	--	--

Note 1: A number of schools and secondary 6/7 graduates did not respond to the surveys concerning the secondary 6/7 students' pathway. As the activity status of those non-responded students was likely to be totally different from that of the responded students, the figures provided above should only be taken as a raw reference.

Note 2: Distribution of figures by districts is not available.

Note 3: Schools classified under "Others" include DSS and local private schools. Data of Caput schools were also included under "Others" in 2009/10 and 2010/11 school years. With effect from the 2011/12 school year, the relevant data have been included under aided schools.

Note 4: Since the 2013/14 school year has not yet been concluded, the relevant figures are not yet available.

Note 5: No relevant data were collected in those school years.

**Numbers of Primary and Secondary Schools Having Applied to Join DSS  
from the 2009/10 to 2013/14 School Years**

**Table 13**

School Year	District	Number of Aided Primary Schools Having Applied to Join DSS	Number of Aided Secondary Schools Having Applied to Join DSS	Number of Private Primary Schools Having Applied to Join DSS Note 1	Number of Private Secondary Schools Having Applied to Join DSS Note 1	Other Categories Note 2	Total
2009/10	Wan Chai	0	0	--	--	1	1
2010/11	Kowloon City	0	1	--	--	0	1
2011/12	Kwun Tong	0	0	--	--	1	1
2012/13	Wan Chai	0	1	--	--	0	1
2013/14	--	0	0	--	--	0	0

**Table 14**

School Year	District	Number of Aided Primary Schools Approved to Join DSS	Number of Aided Secondary Schools Approved to Join DSS	Number of Private Primary Schools Approved to Join DSS Note 1	Number of Private Secondary Schools Approved to Join DSS Note 1	Other Categories Note 2	Total
2009/10	Wan Chai	0	0	--	--	1	1
2010/11	Kowloon City	0	1	--	--	0	1
2011/12	Kwun Tong	0	0	--	--	1	1
2012/13	Wan Chai	0	0	--	--	0	0
2013/14	--	0	0	--	--	0	0

Note 1: Private schools are no longer eligible to apply to join the DSS with effect from the 2000/01 school year.

Note 2: Schools under "Other Categories" are Caput schools.

**CONTROLLING OFFICER'S REPLY**

**EDB096**

**(Question Serial No. 3181)**

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 (Member Question No. 50):

- (a) Regarding the 2008/09 to 2013/14 school years, please provide the following information:
- (i) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
  - (ii) the average school fee, median school fee, highest school fee and lowest school fee charged by private independent whole-day and half-day kindergartens;
  - (iii) the average school fee, median school fee, highest school fee and lowest school fee charged by non-profit-making whole-day and half-day kindergartens not joining the PEVS;
  - (iv) the respective number of whole-day and half-day kindergartens in the PEVS approved to increase their school fees, and the highest, lowest and average rate of increase; and
  - (v) the Student Financial Assistance Agency's total expenditure on the kindergarten fee remission scheme each year, the respective number of students attending whole-day and half-day kindergartens who had applied for fee remission, the number of students approved to have their fees remitted and their percentage share as well as the respective numbers and percentages of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling.
- (b) The Government has announced that the fee remission ceiling for kindergarten students will be revised to the upper quartile of the school fees in the 2014/15 school year. How much additional expenditure is expected to be incurred after the implementation of the new measure? How many children are expected to benefit?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) For the 2008/09 to 2013/14 school years:
- (i) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for whole-day (WD) and half-day (HD) classes charged by kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) are tabulated at Appendix 1;

- (ii) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by local private independent KGs are tabulated at Appendix 2;
  - (iii) the respective weighted average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by non-profit-making (NPM) KGs not under the PEVS are tabulated at Appendix 3;
  - (iv) the respective numbers of NPM WD and HD KGs under the PEVS that have been approved to increase their school fees, and the highest, lowest and rate of increase of the weighted average school fee are tabulated at Appendix 4; and
  - (v) the respective amounts of fee remission disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), numbers of applications from parents with children attending KGs for fee remission under the KCFRS, numbers and percentages of approved applications and numbers and percentages of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling are tabulated at Appendix 5.
- (b) The additional expenditure incurred under the KCFRS as a result of lifting the fee remission ceiling to the 75<sup>th</sup> percentile of the school fees of KGs under the PEVS in the 2014/15 school year is around \$92 million. It is anticipated that around 38 800 children from needy families can benefit from the improvement measure in the 2014/15 school year.

**Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
kindergartens under the Pre-primary Education Voucher Scheme  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Weighted average school fee	WD	\$29,000	\$29,300	\$30,200	\$31,500	\$32,800	\$34,600
	HD	\$17,900	\$18,000	\$18,700	\$19,500	\$20,300	\$21,400
Median school fee	WD	\$28,200	\$28,900	\$30,000	\$31,100	\$32,600	\$34,500
	HD	\$17,200	\$17,800	\$18,500	\$19,500	\$20,300	\$21,500
Highest school fee	WD	\$48,000	\$48,000	\$48,000	\$48,000	\$50,400	\$52,500
	HD	\$24,000	\$24,000	\$24,000	\$24,000	\$25,200	\$26,300
Lowest school fee	WD	\$15,800	\$15,800	\$15,800	\$16,400	\$16,400	\$16,400
	HD	\$9,500	\$10,000	\$10,000	\$10,000	\$10,800	\$10,800

**Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
local private independent kindergartens  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Weighted average school fee	WD	\$49,900	\$50,900	\$52,400	\$54,700	\$56,600	\$60,000
	HD	\$33,200	\$35,200	\$38,700	\$40,300	\$42,100	\$47,000
Median school fee	WD	\$50,200	\$52,700	\$51,600	\$54,400	\$56,500	\$57,600
	HD	\$33,000	\$35,400	\$38,900	\$39,600	\$40,900	\$45,400
Highest school fee	WD	\$75,800	\$75,800	\$79,600	\$93,600	\$99,600	\$108,000
	HD	\$75,700	\$75,700	\$82,100	\$82,100	\$98,500	\$98,500
Lowest school fee	WD	\$18,800	\$19,400	\$20,400	\$22,300	\$23,300	\$23,300
	HD	\$14,400	\$17,600	\$18,600	\$18,600	\$14,100	\$14,100



**Weighted average school fee,  
median school fee, highest school fee and lowest school fee  
for whole-day (WD) and half-day (HD) classes charged by  
non-profit-making kindergartens not under the Pre-primary Education Voucher Scheme  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Weighted average school fee	WD	\$68,700	\$76,400	\$77,300	\$82,000	\$86,900	\$86,900
	HD	\$36,200	\$37,100	\$35,900	\$37,900	\$34,600	\$33,000
Median school fee	WD	\$60,400	\$60,400	\$63,200	\$64,500	\$77,000	\$71,500
	HD	\$34,100	\$40,000	\$34,100	\$34,100	\$33,000	\$32,900
Highest school fee	WD	\$135,600	\$135,600	\$119,800	\$134,100	\$139,700	\$145,300
	HD	\$67,500	\$46,400	\$54,100	\$54,100	\$57,300	\$61,100
Lowest school fee	WD	\$23,300	\$23,300	\$23,300	\$23,300	\$67,200	\$44,400
	HD	\$14,100	\$14,100	\$14,100	\$14,100	\$20,100	\$20,100

**Number of non-profit making (NPM)  
whole-day (WD) and half-day (HD) kindergartens (KGs)<sup>Note</sup>  
under the Pre-primary Education Voucher Scheme (PEVS) with fee increase,  
and the highest, lowest and rate of increase of weighted average school fee  
from the 2008/09 to 2013/14 school years**

2008/09 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	429	352
The highest rate of increase	20.0%	27.0%
The lowest rate of increase	0.3%	0.08%
The rate of increase of the weighted average fee	4.6%	4.8%

2009/10 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	276	255
The highest rate of increase	13.0%	42.0%
The lowest rate of increase	0.008%	0.01%
The rate of increase of the weighted average fee	1.6%	2.4%

2010/11 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	375	317
The highest rate of increase	27.0%	33.0%
The lowest rate of increase	0.006%	0.005%
The rate of increase of the weighted average fee	3.1%	3.9%

2011/12 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	405	343
The highest rate of increase	30.3%	53.0%
The lowest rate of increase	0.07%	0.05%
The rate of increase of the weighted average fee	4.3%	4.3%

2012/13 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	436	382
The highest rate of increase	34.9%	26.0%
The lowest rate of increase	0.03%	0.40%
The rate of increase of the weighted average fee	4.1%	4.1%

2013/14 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	468	383
The highest rate of increase	27.1%	64.5%
The lowest rate of increase	0.66%	0.55%
The rate of increase of the weighted average fee	5.2%	4.9%

Note: KGs with both HD and WD classes will be counted in both columns for HD and WD.

**Amount of fee remission disbursed  
under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS),  
number of applications from parents with children attending KGs for fee remission under  
the KCFRS, number and percentage of approved applications and  
number and percentage of students granted with a level of assistance at 50%,  
75% and 100% of the school fee or the fee remission ceiling  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (Note 1)
Total amount of fee remission disbursed (\$ million)		309.7	271.7	239.0	399.5	448.2	243.1
Number of applications from students attending WD KGs (Note 2)		19 296	18 932	18 806	21 271	24 117	24 325
Number of applications from students attending HD KGs (Note 2)		27 627	22 341	20 153	13 922	14 409	14 598
Number of approved applications from students attending WD KGs (%)		17 417 (90.3%)	16 460 (86.9%)	16 353 (87.0%)	20 264 (95.3%)	22 759 (94.4%)	22 320 (91.8%)
Number of approved applications from students attending HD KGs (%)		18 379 (66.5%)	11 701 (52.4%)	8 704 (43.2%)	12 790 (91.9%)	13 159 (91.3%)	12 635 (86.6%)
Number of students attending WD KGs in receipt of fee remission (%) (Note 3)	50% fee remission	5 988 (34.4%)	5 490 (33.4%)	5 359 (32.8%)	4 724 (23.3%)	5 753 (25.3%)	6 157 (27.6%)
	75% fee remission	4 915 (28.2%)	4 964 (30.2%)	4 694 (28.7%)	1 541 (7.6%)	1 651 (7.3%)	1 684 (7.5%)
	100% fee remission	6 514 (37.4%)	6 006 (36.5%)	6 300 (38.5%)	13 999 (69.1%)	15 355 (67.5%)	14 479 (64.9%)
Number of students attending HD KGs in receipt of fee remission (%) (Note 3)	50% fee remission	202 (1.1%)	145 (1.2%)	109 (1.3%)	2 798 (21.9%)	3 327 (25.3%)	3 672 (29.1%)
	75% fee remission	5 472 (29.8%)	4 166 (35.6%)	1 881 (21.6%)	830 (6.5%)	879 (6.7%)	946 (7.5%)
	100% fee remission	12 705 (69.1%)	7 390 (63.2%)	6 714 (77.1%)	9 162 (71.6%)	8 953 (68.0%)	8 017 (63.5%)

Note 1: Figures for the 2013/14 school year are provisional figures as at end January 2014.

Note 2: With effect from the 2009/10 school year, the trial scheme to extend KCFRS to pre-primary children on CSSA has ceased and hence there is a drop in the number of applications.

Note 3: Starting from the 2011/12 school year, the income threshold for full level of financial assistance under the means test mechanism has been raised so that more families will become eligible for full fee remission, hence a greater increase in the number of students in receipt of 100% fee remission.

**CONTROLLING OFFICER'S REPLY**

**EDB097**

**(Question Serial No. 3182)**

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 (Member Question No. 51):

Please provide information on the following from the 2011/12 to 2013/14 school years:

- (a) the amount of subsidies allocated by the Government to the Pre-primary Education Voucher Scheme (PEVS) and the expenditures (including fee remission, training and rent subsidy, etc.) on pre-primary education;
- (b) the number of whole-day kindergartens under the subsidy of the PEVS, the number of school places provided and the number of these kindergartens providing extended service (please list by school district and provide the total);
- (c) the number of half-day kindergartens under the subsidy of the PEVS and the number of school places provided (please list by school district and provide the total);
- (d) the number of kindergartens providing both whole-day and half-day service under the subsidy of the PEVS and the number of school places provided (please list by school district and provide the total).

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The breakdown of expenditures on pre-primary education from 2011-12 to 2013-14 is tabulated at Appendix 1.
- (b) The numbers of whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), the numbers of school places provided and the numbers of these KGs providing Extended Hours Service by District Council district and the respective total numbers in the 2011/12, 2012/13 and 2013/14 school years are tabulated at Appendix 2.
- (c) The numbers of half-day (HD) KGs under the PEVS and the numbers of school places provided by District Council district and the respective total numbers in the 2011/12, 2012/13 and 2013/14 school years are tabulated at Appendix 3.
- (d) The numbers of KGs providing both WD and HD service under the PEVS and the numbers of school places provided by District Council district and the respective total numbers in the 2011/12, 2012/13 and 2013/14 school years are tabulated at Appendix 4.

### Expenditures on pre-primary education from 2011-12 to 2013-14

	2011-12	2012-13	2013-14
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	1,998.8	2,128.1	2,446.6
Kindergarten and Child Care Centre Fee Remission Scheme	352.3	395.3	471.3
Refund of rent, rates and government rent	197.3	202.5	221.1
Child Care Centre Subsidy Scheme	13.5	14.6	15.2
Principal and teacher training#	17.5	7.3	1.5

\* Including Teacher Development Subsidy provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

# Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2008 and 2009 intakes (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the Pre-primary Education Voucher Scheme for approved course(s) in early childhood education. There is a drastic drop in the actual expenditure for 2012-13 and revised estimate for 2013-14 as the commissioned In-service ECE Course was completed by phases and only payment for the last intake of the course (i.e. 2009 Intake) is required for 2012-13 and no payment is required for 2013-14.

**Number of whole-day (WD) kindergartens (KGs)  
under the Pre-primary Education Voucher Scheme (PEVS),  
number of school places provided and  
number of these KGs providing Extended Hours Service (EHS) by District Council district and  
respective total numbers in the 2011/12, 2012/13 and 2013/14 school years**

District	2011/12			2012/13			2013/14		
	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)
Central & Western	18	1 340	4	18	1 325	4	18	1 364	4
Wan Chai	13	975	3	11	966	3	11	900	3
Eastern	50	2 970	9	50	3 002	9	50	3 026	9
Southern	17	1 151	4	17	1 164	4	17	1 195	4
Sham Shui Po	34	2 483	7	35	2 564	7	35	2 581	7
Yau Tsim Mong	20	1 653	5	20	1 652	5	20	1 662	5
Kowloon City	30	2 654	5	30	2 746	5	30	2 715	5
Wong Tai Sin	41	2 817	6	40	2 943	6	40	3 065	6
Kwun Tong	56	3 928	10	52	3 988	10	56	4 293	10
Tsuen Wan	21	1 608	4	21	1 736	4	21	1 769	4
Tuen Mun	52	3 622	5	52	4 060	5	54	4 059	5
Yuen Long	52	3 823	5	52	4 010	5	52	4 033	5
North	34	2 354	4	34	2 277	4	32	2 124	4
Tai Po	25	2 002	6	25	2 090	6	24	1 988	6
Sha Tin	47	3 350	7	48	3 532	7	47	3 618	7
Sai Kung	38	2 386	4	38	2 493	4	37	2 675	4
Islands	19	960	1	17	1 019	1	19	1 249	1
Kwai Tsing	44	2 795	8	46	3 171	8	50	3 434	8
All Districts	611	42 871	97	606	44 738	97	613	45 750	97

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

Note 3: Information provided by Social Welfare Department. Figures refer to the number of KGs in receipt of subvention from Social Welfare Department to provide the EHS.

**Number of half-day (HD) kindergartens (KGs)  
under the Pre-primary Education Voucher Scheme (PEVS)  
and the number of school places provided by District Council district and respective total numbers  
in the 2011/12, 2012/13 and 2013/14 school years**

District	2011/12		2012/13		2013/14	
	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	17	4 148	14	3 674	14	3 629
Wan Chai	14	4 744	9	2 854	8	2 518
Eastern	46	7 738	47	8 204	44	7 610
Southern	11	1 799	11	1 803	10	1 604
Sham Shui Po	27	7 225	26	6 841	26	6 942
Yau Tsim Mong	15	3 527	15	3 540	14	3 168
Kowloon City	33	10 471	31	8 633	27	6 348
Wong Tai Sin	31	5 119	29	4 497	28	4 416
Kwun Tong	43	10 267	42	10 031	42	9 234
Tsuen Wan	21	4 471	21	4 490	19	3 885
Tuen Mun	39	8 243	39	7 860	40	8 225
Yuen Long	49	11 601	48	11 126	49	11 775
North	32	7 878	32	8 423	30	8 656
Tai Po	18	2 846	18	2 842	18	3 084
Sha Tin	38	7 767	38	7 883	36	8 180
Sai Kung	30	4 973	30	4 786	29	4 504
Islands	20	2 631	19	2 423	19	2 093
Kwai Tsing	43	8 497	43	7 842	43	7 586
All Districts	527	113 945	512	107 752	496	103 457

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

**Number of kindergartens (KGs) providing both whole-day (WD) and half-day (HD) service  
under the Pre-primary Education Voucher Scheme (PEVS)  
and the number of school places provided by District Council district and respective total numbers  
in the 2011/12, 2012/13 and 2013/14 school years**

District	2011/12		2012/13		2013/14	
	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	9	1 738	9	2 053	9	2 144
Wan Chai	7	1 849	5	1 548	5	1 593
Eastern	38	7 572	38	7 291	37	7 374
Southern	10	2 159	10	2 163	10	2 143
Sham Shui Po	21	5 783	22	6 181	22	6 259
Yau Tsim Mong	6	1 564	6	1 590	6	1 545
Kowloon City	16	3 527	17	3 755	17	3 615
Wong Tai Sin	26	4 718	25	4 521	24	4 522
Kwun Tong	31	8 387	27	6 999	30	7 544
Tsuen Wan	12	2 147	12	2 271	12	2 341
Tuen Mun	34	8 293	34	8 302	36	8 804
Yuen Long	35	8 765	35	8 685	35	9 177
North	25	6 833	25	7 244	22	6 845
Tai Po	17	3 542	17	3 606	17	3 857
Sha Tin	29	6 054	30	6 408	27	6 038
Sai Kung	26	4 984	26	4 897	25	4 769
Islands	16	2 969	14	2 688	16	2 728
Kwai Tsing	29	6 242	31	6 461	35	7 250
All Districts	387	87 126	383	86 663	385	88 548

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.



**CONTROLLING OFFICER'S REPLY**

**EDB098**

**(Question Serial No. 3183)**

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 (Member Question No. 52):

Please provide a breakdown of the following information for the 2008/09 to 2013/14 school years:

1. the total number of school-age children attending kindergartens (KGs) and their percentage in each year;
2. the numbers of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local/international KGs as well as the breakdown of the numbers of students and teachers in these KGs and the total number;
3. the number of local NPM KGs and the numbers of teachers and students in these KGs, also list the information by the following categories: NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and PI KGs converted to NPM KGs receiving subsidies under the PEVS;
4. the number of local PI KGs not joining the PEVS and the numbers of teachers and students in these KGs;
5. the increase/decrease in the number of PI KGs converted to NPM KGs in each year, such change in percentage and the actual accumulated number;
6. the number of kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS, and the numbers of teachers and students involved in KG-cum-CCCs joining the PEVS;
7. the number of KGs/nursery schools with whole-day classes and the numbers of teachers and students involved; the number of KGs/nursery schools with whole-day classes receiving subsidies under the PEVS, the numbers of teachers and students involved, and their percentages among the kindergarten students receiving subsidies under the PEVS;
8. the respective numbers and percentages of whole-day and half-day kindergarten students receiving subsidies under the PEVS; and
9. the number of kindergartens withdrew from the PEVS from the 2012/13 to 2013/14 school years, and the increase/decrease in percentage as compared with the previous year.

Asked by: Hon. IP Kin-yuen

Reply:

For the 2008/09 to 2013/14 school years,

- (1) the respective total number of children attending kindergartens (KGs) and the gross enrolment ratios (GER) of participation in kindergarten education are tabulated at Appendix 1;
- (2) the respective number of local non-profit-making (NPM) KGs, local private independent (PI) KGs, non-local KGs, and the number of teachers and students in these KGs and the respective total numbers are tabulated at Appendix 2;
- (3) the respective number of local NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and PI KGs converted to NPM KGs under the PEVS and the number of teachers and students in these KGs are tabulated at Appendix 3;
- (4) the respective number of local PI KGs not joining the PEVS, and the number of teachers and students in these KGs are tabulated at Appendix 4;
- (5) the respective increase/decrease in the number of PI KGs converted to NPM KGs for joining the PEVS, such change in percentage and the actual accumulated number are tabulated at Appendix 5;
- (6) the respective number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the PEVS, and the number of teachers and students in these KG-cum-CCCs are tabulated at Appendix 6;
- (7) the respective number of local KGs/ KG-cum-CCCs with whole-day (WD) classes, and the numbers of their teachers and students, the number of KGs/ KG-cum-CCCs with WD classes joining the PEVS, and numbers of their teachers and students, and their percentages among the KG students under the subsidy of the PEVS are tabulated at Appendix 7;
- (8) the respective numbers and percentages of WD and HD KG students under the subsidy of the PEVS are tabulated at Appendix 8; and
- (9) In the 2012/13 school year, 14 KGs withdrew from the PEVS. As there were no withdrawal cases in the previous school year, no comparison in the percentage of increase/decrease can be made. In the 2013/14 school year, another 14 KGs withdrew from the PEVS, which is the same as that in the 2012/13 school year.

**Total number of children attending kindergartens (KGs) and  
Gross enrolment ratios (GER) of participation in kindergarten education  
from the 2008/09 to 2013/14 school years**

School Year	2008/09	2009/10	2010/11	2011/12	2012/13 (Revised)	2013/14 (Provisional)
Total number of children attending KGs (Note 1)	139 228	141 967	150 457	159 040	166 400	171 497
GER (%) (Note 2)	99.6	100.6	101.5	101.6	101.9	101.3

Note 1: Position as at September of the school year.

Note 2: GER is defined as total enrolment in KGs (including KGs, kindergarten-cum-child care centres and Special Child Care Centres), regardless of age, expressed as a percentage of the school-age-population corresponding to the same level of education in a given school year. Hence, the percentage can exceed 100%. The school-age population for the KG level refers to children of 3-5. Starting from the 2012/13 school year, gross enrolment ratio is compiled using the finalized population estimates which are available after 2011 Census. (Source of information: Census and Statistics Department)

**Number of local non-profit-making (NPM) kindergartens (KGs), local private independent (PI) KGs, non-local KGs and number of teachers and students in these KGs from the 2008/09 to 2013/14 school years**

2008/09 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	788	8 255	115 635
Local PI KGs	101	1 132	15 873
Non-local KGs	75	479	6 122
Total	964	9 866	137 630

2009/10 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	774	8 428	118 711
Local PI KGs	98	1 120	15 582
Non-local KGs	78	515	6 209
Total	950	10 063	140 502

2010/11 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	769	8 692	125 034
Local PI KGs	96	1 145	16 348
Non-local KGs	86	617	7 558
Total	951	10 454	148 940

2011/12 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	763	9 111	131 121
Local PI KGs	93	1 261	18 131
Non-local KGs	90	687	8 181
Total	946	11 059	157 433

2012/13 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	757	9 706	136 095
Local PI KGs	104	1 373	19 378
Non-local KGs	96	738	9 291
Total	957	11 817	164 764

2013/14 school year

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	759	10 115	139 708
Local PI KGs	110	1 496	20 897
Non-local KGs	100	772	9 238
Total	969	12 383	169 843

**Number of local non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs not joining the PEVS and private independent (PI) KGs converted to NPM KGs under the subsidy of the PEVS and number of teachers and students in these KGs from the 2008/09 to 2013/14 school years**

2008/09 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 1)	776	8 112	114 088
NPM KGs not joining the PEVS	12	143	1 547
Total	788	8 255	115 635

Note 1: The above figure includes 26 PI KGs converted into NPM operation in the 2008/09 school year, with 233 teachers and 3 342 students.

2009/10 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 2)	762	8 285	117 195
NPM KGs not joining the PEVS	12	143	1 516
Total	774	8 428	118 711

Note 2: The above figure includes 4 PI KGs converted into NPM operation in the 2009/10 school year, with 24 teachers and 332 students.

2010/11 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 3)	757	8 533	122 977
NPM KGs not joining the PEVS	12	159	2 057
Total	769	8 692	125 034

Note 3: The above figure includes 2 PI KGs converted into NPM operation in the 2010/11 school year, with 17 teachers and 189 students.

2011/12 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 4)	751	8 949	129 151
NPM KGs not joining the PEVS	12	162	1 970
Total	763	9 111	131 121

Note 4: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2011/12 school year.

2012/13 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 5)	735	9 251	129 372
NPM KGs not joining the PEVS	22	455	6 723
Total	757	9 706	136 095

Note 5: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2012/13 school year.

2013/14 school year

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note 6)	724	9 424	128 388
NPM KGs not joining the PEVS	35	691	11 320
Total	759	10 115	139 708

Note 6: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2013/14 school year.

**Number of local private independent (PI) kindergartens (KGs)  
not joining the Pre-primary Education Voucher Scheme (PEVS) and  
number of teachers and students in these KGs  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11 (Note)	2011/12	2012/13	2013/14
Local PI KGs not joining the PEVS	Number of KGs	57	60	96	93	104	110
	Number of teachers	741	807	1 145	1 261	1 373	1 496
	Number of students	10 442	11 438	16 348	18 131	19 378	20 897

Note: When the PEVS was introduced in the 2007/08 school year, a transitional period of three years until the end of the 2009/10 school year was provided for PI KGs to acquire the NPM status to be eligible for joining the PEVS. The figures in the 2010/11 school year include 34 PI KGs which have not acquired the NPM status and hence ceased to be eligible for the PEVS upon the completion of the transitional arrangement and their teachers and students.

**Increase/decrease in the number of private independent (PI) kindergartens (KGs)  
converted to non-profit-making (NPM) KGs  
for joining the Pre-primary Education Voucher Scheme (PEVS),  
such change in percentage and the actual accumulated number  
from the 2008/09 to 2013/14 school years**

School Year		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
PI KGs converted to NPM KGs for joining the PEVS	Increase in number	26	4	2	0	0	0
	Decrease in number (Note)	9	7	5	4	1	4
	Accumulated number	117	114	111	107	106	102
	Change in percentage	+17.0%	-2.6%	-2.6%	-3.6%	-0.9%	-3.8%

Note: The decrease is due to closure of the KGs in the respective school years.

**Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,  
number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS), and  
number of teachers and students in these KG-cum-CCCs  
from the 2008/09 to 2013/14 school years**

## 2008/09 school year

No. of KG-cum-CCCs	420
No. of KG-cum-CCCs joining the PEVS	373
No. of teachers in KG-cum-CCCs joining the PEVS	3 217
No. of students in KG-cum-CCCs joining the PEVS	35 323

## 2009/10 school year

No. of KG-cum-CCCs	423
No. of KG-cum-CCCs joining the PEVS	374
No. of teachers in KG-cum-CCCs joining the PEVS	3 309
No. of students in KG-cum-CCCs joining the PEVS	36 271

## 2010/11 school year

No. of KG-cum-CCCs	429
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 299
No. of students in KG-cum-CCCs joining the PEVS	36 917

## 2011/12 school year

No. of KG-cum-CCCs	433
No. of KG-cum-CCCs joining the PEVS	358
No. of teachers in KG-cum-CCCs joining the PEVS	3 480
No. of students in KG-cum-CCCs joining the PEVS	39 601

## 2012/13 school year

No. of KG-cum-CCCs	434
No. of KG-cum-CCCs joining the PEVS	357
No. of teachers in KG-cum-CCCs joining the PEVS	3 648
No. of students in KG-cum-CCCs joining the PEVS	41 527

## 2013/14 school year

No. of KG-cum-CCCs	447
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 791
No. of students in KG-cum-CCCs joining the PEVS	42 376



**Number of local kindergartens (KGs)/ kindergarten-cum-child care centres (KG-cum-CCCs) with whole-day (WD) classes, and number of teachers and students in these KGs/ KG-cum-CCCs, number of KGs/ KG-cum-CCCs with WD classes joining the Pre-primary Education Voucher Scheme (PEVS), and number of teachers and students in these KGs/ KG-cum-CCCs, and the percentages (%) among the KG students under the subsidy of the PEVS**

All KGs/ KG-cum-CCCs with WD classes

School Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional)
Number of KGs/ KG-cum-CCCs	677	666	665	668	670	676
Number of teachers	6 572	6 693	6 939	7 409	7 888	8 366
Number of students	34 312	35 218	37 850	41 070	44 428	46 403

KGs/KG-cum-CCCs with WD classes joining the PEVS

School Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional)
Number of KGs/ KG-cum-CCCs	639	632	608	611	606	613
Number of teachers	6 202	6 334	6 387	6 789	7 144	7553
Number of students under PEVS & % (in brackets) to all KG students under PEVS	33 007 (28.0%)	34 013 (28.6%)	36 069 (29.4%)	39 499 (30.6%)	41 272 (31.4%)	43 599 (32.7%)

**Numbers and percentages (%) of whole-day (WD) and half-day (HD) kindergarten (KG) students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)**

School Year	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional)
No. of WD KG students and % (in brackets) to all KG students under PEVS	33 007 (28.0%)	34 013 (28.6%)	36 069 (29.4%)	39 499 (30.6%)	41 272 (31.4%)	43 599 (32.7%)
No. of HD KG students and % (in brackets) to all KG students under PEVS	84 895 (72.0%)	85 094 (71.4%)	86 789 (70.6%)	89 621 (69.4%)	90 166 (68.6%)	89 645 (67.3%)

**CONTROLLING OFFICER'S REPLY****EDB099****(Question Serial No. 3263)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 17):

Please provide the following information in the tables below:

(a) The numbers of cross-boundary students with both parents being Hong Kong permanent residents, one of the parents being non-Hong Kong permanent residents and both parents being non-Hong Kong permanent residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2009-10 to 2013-14 school years.

Table 1

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tai Po																	
a. Both parents																	

being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Yuen Long																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tuen Mun																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong																	

Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Tsuen Wan																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Kwai Tsing																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent																	

residents																	
Tung Chung																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Other Districts (Please specify)																	
a. Both parents being Hong Kong permanent residents																	
b. One of the parents being non-Hong Kong permanent resident																	
c. Both parents being non-Hong Kong permanent residents																	
Total																	

(b) The numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district from 2009-10 to 2013-14 school years.

Table 2

	Numbers of cross-boundary students who were issued with education vouchers to attend local kindergartens			
	K1	K2	K3	Sub-total
North				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tai Po				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Yuen Long				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tuen Mun				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tsuen Wan				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Kwai Tsing				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Tung Chung				
a. Both parents being Hong Kong permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Other Districts (Please specify)				
a. Both parents being Hong Kong				

permanent residents				
b. One of the parents being non-Hong Kong permanent resident				
c. Both parents being non-Hong Kong permanent residents				
Total				

(c) The numbers of cross-boundary students diagnosed with special educational needs (SEN) and both parents being Hong Kong residents, one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who attended local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district from 2009-10 to 2013-14 school years.

Table 3

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents																



being non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being																

Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong																

Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(d) According to the estimation of the Administration for the next five school years (2014-15 to 2018-19 school years), the numbers of cross-boundary students with both parents being Hong Kong residents, one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who will attend local kindergartens, primary and secondary schools in different sectors, as well as their distribution by class level and school district.

Table 4

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North																
a. Both parents being Hong Kong permanent residents																
b. One of the parents																

being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tai Po																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Yuen Long																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong																

permanent residents																
Tuen Mun																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tsuen Wan																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Kwai Tsing																
a. Both parents being Hong Kong permanent																

residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Tung Chung																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Other Districts (Please specify)																
a. Both parents being Hong Kong permanent residents																
b. One of the parents being non-Hong Kong																

permanent resident																
c. Both parents being non-Hong Kong permanent residents																
Total																

(e) Please give a breakdown by 18 districts and by class level of the numbers of students with one of the parents being non-Hong Kong residents and both parents being non-Hong Kong residents who resided in Hong Kong in the past five school years (2009-10 to 2013-14 school years).

(f) In view of the increasing number of cross-boundary students or newly-arrived students from the Mainland, did the Administration increase the numbers of classes and teachers in schools from 2009-10 to 2013-14 school years? If yes, please list the number of classes and teachers increased and their respective class levels as well as the number of the schools involved and their respective districts? What is the amount of money involved?

Asked by: Hon. IP Kin-yuen

Reply:

(a) The Education Bureau does not collect information on the residency status of the parents of cross-boundary students (CBS). Nevertheless, we collect information on the number of CBS attending kindergartens (including kindergarten-cum-child care centres) (KG), primary schools and secondary schools in selected districts on an annual basis. The relevant information is provided at Appendix 1.

(b) Under the Pre-primary Education Voucher Scheme (PEVS), every child, aged 2 years 8 months or above, as at end August prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Financial Assistance Agency. We do not collect the figures of children issued with Certificate of Eligibility by the category of CBS and hence are unable to provide the information as requested. Nevertheless, the numbers of CBS attending kindergartens by district and by level are provided in Appendix 1.

(c) In designing the survey for collecting CBS figures, the information of residency status of the parents and the special education needs of CBS is, among other variables, not the target item. Hence, we are unable to provide the information as requested.

(d) The numbers of CBS are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS in the coming 5 school years and their geographical distribution.

(e) The Education Bureau does not collect information on the residency status of the parents of students and hence is unable to provide the number of students with breakdown by their parents' residency status.

(f) Eligible students, irrespective of whether they are CBS or newly-arrived students from the Mainland, may receive education in public sector schools if they so wish. The year-on-year changes in the total number of operating classes and the number of teachers are due to various factors such as the changes in school-age population by level and by district, parental choices, etc. It is not possible to segregate the impact of CBS and newly-arrived students from the Mainland from other concurrent developments. We are

therefore not able to provide the number of additional classes and teachers arising solely from the increase of CBS and newly-arrived students from the Mainland. The aggregate number of operating classes by district and the overall number of teachers in public sector schools from the 2009/10 to 2013/14 school years are tabulated at Appendix 2 and 3 respectively.



Number of CBS attending kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by class level from the 2009/10 to 2013/14 school years

## (i) School Year: 2009/10

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	782	727	716	719	663	589	579	449	394	286	242	171	177	99	14	13	<b>6 620</b>
Tai Po	6	7	6	44	38	40	42	22	13	29	28	28	22	10	3	2	<b>340</b>
Yuen Long	106	63	41	84	92	59	55	60	46	24	25	29	19	13	0	1	<b>717</b>
Tuen Mun	106	77	42	37	25	6	7	3	4	7	4	5	3	2	0	1	<b>329</b>
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Kwai Ching	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	<b>2</b>
Other Districts (Sha Tin)	0	2	0	11	2	1	1	3	0	2	5	3	0	0	0	0	<b>30</b>
<b>Total</b>	<b>1 000</b>	<b>876</b>	<b>805</b>	<b>895</b>	<b>821</b>	<b>696</b>	<b>684</b>	<b>537</b>	<b>457</b>	<b>348</b>	<b>304</b>	<b>236</b>	<b>221</b>	<b>124</b>	<b>17</b>	<b>17</b>	<b>8 038</b>

## (ii) School Year: 2010/11

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	988	934	865	814	674	634	564	533	400	353	256	236	151	166	27	16	<b>7 611</b>
Tai Po	11	7	11	74	44	34	38	32	26	38	22	26	30	20	1	2	<b>416</b>
Yuen Long	221	187	106	117	89	100	75	73	59	47	26	22	26	17	2	1	<b>1 168</b>
Tuen Mun	179	169	106	75	34	28	10	8	3	9	6	4	7	6	0	0	<b>644</b>
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Kwai Ching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Other Districts (Sha Tin)	1	0	1	15	11	4	1	2	4	6	4	5	4	1	0	1	<b>60</b>
<b>Total</b>	<b>1 400</b>	<b>1 297</b>	<b>1 089</b>	<b>1 095</b>	<b>852</b>	<b>800</b>	<b>688</b>	<b>648</b>	<b>492</b>	<b>453</b>	<b>314</b>	<b>293</b>	<b>218</b>	<b>210</b>	<b>30</b>	<b>20</b>	<b>9 899</b>

## (iii) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7	Sub-total
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20	<b>9 037</b>
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1	<b>600</b>
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2	<b>1 891</b>
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0	<b>1 240</b>
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	<b>2</b>
Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	<b>4</b>
Other Districts(Sha Tin)	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1	<b>91</b>
<b>Total</b>	<b>2 098</b>	<b>1 887</b>	<b>1 723</b>	<b>1 481</b>	<b>989</b>	<b>799</b>	<b>786</b>	<b>627</b>	<b>594</b>	<b>465</b>	<b>437</b>	<b>328</b>	<b>267</b>	<b>182</b>	<b>178</b>	<b>24</b>	<b>12 865</b>

## (iv) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	Sub-total
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121	<b>10 229</b>
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13	<b>1 114</b>
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21	<b>2 911</b>
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3	<b>1 896</b>
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	<b>3</b>
Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	0	1	1	<b>38</b>
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0	<b>29</b>
Other Districts(Sha Tin)	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1	<b>136</b>
<b>Total</b>	<b>2 551</b>	<b>2 654</b>	<b>2 249</b>	<b>2 370</b>	<b>1 418</b>	<b>946</b>	<b>738</b>	<b>678</b>	<b>599</b>	<b>578</b>	<b>439</b>	<b>427</b>	<b>321</b>	<b>226</b>	<b>162</b>	<b>16 356</b>

(v) School Year: 2013/14

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	Sub-total
North	1 674	1 679	1 555	1 388	1 069	806	667	530	536	423	385	297	312	207	158	<b>11 686</b>
Tai Po	152	97	91	508	359	131	62	43	27	96	79	70	44	28	18	<b>1 805</b>
Yuen Long	791	748	696	658	420	230	129	80	73	65	56	62	47	30	20	<b>4 105</b>
Tuen Mun	592	573	514	538	343	147	70	48	35	19	13	15	16	7	4	<b>2 934</b>
Tsuen Wan	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	<b>3</b>
Kwai Tsing	17	13	14	2	1	0	1	1	2	1	0	0	0	0	1	<b>53</b>
Tung Chung	20	16	18	0	0	0	0	0	0	0	0	0	0	0	0	<b>54</b>
Other Districts(Sha Tin)	6	13	6	68	49	25	19	7	8	7	7	8	3	2	3	<b>231</b>
<b>Total</b>	<b>3 252</b>	<b>3 139</b>	<b>2 895</b>	<b>3 162</b>	<b>2 241</b>	<b>1 339</b>	<b>949</b>	<b>709</b>	<b>681</b>	<b>611</b>	<b>540</b>	<b>452</b>	<b>422</b>	<b>275</b>	<b>204</b>	<b>20 871</b>

Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan and Kwai Tsing Districts as at September of the respective school years. In the 2012/13 school year, the survey was further extended to Tung Chung District.

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

Number of operating classes in public sector primary and secondary day schools by district from the 2009/10 to 2013/14 school years

## (i) Primary Schools

District	2009/10	2010/11	2011/12	2012/13	2013/14
Central and Western	267	263	264	263	271
Wan Chai	308	303	299	298	301
Eastern	576	562	555	553	567
Southern	226	215	207	204	205
Yau Tsim Mong	454	431	410	406	417
Sham Shui Po	471	471	474	462	466
Kowloon City	589	603	632	635	648
Wong Tai Sin	589	570	561	561	569
Kwun Tong	822	830	816	824	851
Sai Kung	498	480	467	463	469
Sha Tin	798	782	785	797	824
Tai Po	385	376	380	396	423
North	561	571	585	601	619
Yuen Long	1 044	1 000	973	974	1 002
Tuen Mun	746	712	696	699	732
Tsuen Wan	445	438	441	437	439
Kwai Tsing	674	663	656	651	659
Islands	249	242	235	230	227
<b>All districts</b>	<b>9 702</b>	<b>9 512</b>	<b>9 436</b>	<b>9 454</b>	<b>9 689</b>

## (ii) Secondary Schools

District	2009/10	2010/11	2011/12	2012/13	2013/14
Central and Western	262	263	277	218	215
Wan Chai	359	352	354	316	310
Eastern	746	735	785	716	700
Southern	353	349	378	343	328
Yau Tsim Mong	418	419	448	407	402
Sham Shui Po	482	484	518	500	489
Kowloon City	882	881	943	830	781
Wong Tai Sin	628	622	669	617	606

District	2009/10	2010/11	2011/12	2012/13	2013/14
Kwun Tong	805	806	865	790	739
Sai Kung	541	545	583	529	508
Sha Tin	1 085	1 067	1 140	1 027	1 030
Tai Po	542	511	533	472	458
North	533	538	580	528	511
Yuen Long	973	992	1 079	978	952
Tuen Mun	1 014	998	1 075	966	923
Tsuen Wan	365	371	400	365	359
Kwai Tsing	864	866	936	852	829
Islands	181	184	199	184	177
<b>All districts</b>	<b>11 033</b>	<b>10 983</b>	<b>11 762</b>	<b>10 638</b>	<b>10 317</b>

- Notes: (1) The figures cover all class levels in government, aided and Caput primary and secondary day schools, but not special schools, as at September of the respective years.
- (2) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under the local curriculum starting from the 2012/13 school year.

Number of teachers in public sector primary and secondary day schools from the 2009/10 to 2013/14 school years

	2009/10	2010/11	2011/12	2012/13	2013/14 (provisional)
Primary	18 477	18 012	17 869	17 920	18 322
Secondary	24 362	24 380	25 664	24 062	23 497

Note: The figures refer to the position as at September of the respective years.

**CONTROLLING OFFICER'S REPLY****EDB100****(Question Serial No. 2768)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 31):

There will be an increase of 90 non-directorate posts in the Education Bureau in 2014-15, please:

- 1) list the details of the 90 posts; and
- 2) provide the annual expenditure incurred by the newly-created posts.

Asked by: Hon. IP Kwok-him

Reply:

- 1) The increase of 90 non-directorate posts in 2014-15 is the net result of the planned creation of 147 posts and planned deletion of 57 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress I	2	73,525
Senior Primary School Master/Mistress	2	58,775
Primary School Master/Mistress	2	54,265
Assistant Primary School Master/Mistress	9	35,930
Assistant Master/Mistress	16	43,120
Certificated Master/Mistress	10	29,720
Senior Education Officer (Administration)	2	96,150
Education Officer (Administration)	3	70,490
Assistant Education Officer (Administration)	2	45,155

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Principal Inspector	1	96,150
Senior Inspector	1	80,000
Inspector (Graduate)	5	64,410
Assistant Inspector (Graduate)	6	47,290
Senior Specialist (Education Services)	1	96,150
Specialist (Education Services) I	5	70,490
Senior Maintenance Surveyor	2	96,150
Maintenance Surveyor	2	67,370
Senior Architect	1	96,150
Architect	1	70,490
Building Services Engineer	2	70,490
Senior Quantity Surveyor	1	96,150
Quantity Surveyor	2	70,490
Structural Engineer	1	70,490
Senior Technical Officer	1	41,195
Building Services Inspector	2	47,290
Assistant Building Services Inspector	1	29,720
Senior Survey Officer	1	41,195
Clerk of Works	2	47,290
Assistant Clerk of Works	1	29,720
Works Supervisor II	1	19,675
Treasury Accountant	1	67,370
Executive Officer I	1	51,825
Executive Officer II	4	34,315
Analyst/Programmer II	1	34,315
Accounting Officer II	1	32,760
Supplies Supervisor II	1	18,535



<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Clerical Officer	2	29,720
Assistant Clerical Officer	5	18,535
Clerical Assistant	17	14,460
Workman II	26	11,495
<b>Sub-total (A):</b>	<b>147</b>	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Senior Education Officer	-1	73,525
Education Officer	-7	64,410
Assistant Education Officer	-11	41,195
Certificated Master/Mistress	-17	29,720
Headmaster/Headmistress II	-2	64,410
Senior Maintenance Surveyor	-1	96,150
Maintenance Surveyor	-1	67,370
Senior Architect	-1	96,150
Architect	-1	70,490
Building Services Engineer	-1	70,490
Quantity Surveyor	-1	70,490
Structural Engineer	-1	70,490
Senior Technical Officer	-1	41,195
Building Services Inspector	-1	47,290
Senior Survey Officer	-1	41,195
Clerk of Works	-1	47,290
Senior Executive Officer	-1	70,490
Executive Officer II	-3	34,315
Clerical Assistant	-1	14,460
Workshop Attendant	-3	12,445

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
<b>Sub-total (B):</b>	<b>-57</b>	
<b>Net Total [(A)+(B)]:</b>	<b>90</b>	

The 90 net additional posts are mainly for enhancing the provision of services in various areas, including strengthening career guidance services for secondary students; enhancing support for improvement works projects and maintenance projects of schools; strengthening services provided to students with special educational needs and non-Chinese speaking students; planning for the provision of free kindergarten education, as well as for replacing long-term non-civil service contract positions and for meeting the net adjustment of teaching staff requirements in government schools.

- 2) The estimated salary expenditure involved for the net creation of 90 posts is around \$38.2 million in 2014-15 in terms of notional annual mid-point salary value.

**CONTROLLING OFFICER'S REPLY**

**EDB101**

**(Question Serial No. 2769)**

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 (Member Question No. 32):

With regard to the School-based Educational Psychology Services (SBEPS) in public sector primary schools, please inform us of:

1. details of the estimated expenditure of SBEPS in 2014-2015;
2. the effectiveness of SBEPS in the past and the ways the Administration used to assess the effectiveness; if there is assessment, of the details of every expenditure item of the assessment or monitoring;
3. whether the Administration has considered extending SBEPS to aided primary schools and primary schools under Direct Subsidy Scheme? If yes, what is the estimated expenditure? If no, what are the reasons?

Asked by: Hon. IP Kwok-him

Reply:

(1) and (3)

Under the School-based Educational Psychology Services (SBEPS), one educational psychologist (EP) serves six to ten schools, including both primary and secondary schools. The EPs visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. In the 2013/14 school year, 297 public sector primary schools are receiving SBEPS. For budgetary purpose, the estimated expenditure for the provision of SBEPS covering public sector primary and secondary schools in the 2014/15 school year is about \$93 million. It is our target to extend the SBEPS progressively to cover all public sector schools (including government and aided schools) by the 2016/17 school year. To achieve this, additional EP posts have been created. The total estimated expenditure for full implementation in public sector primary and secondary schools will be about \$125 million per year. As the funding for expenditure on SBEPS as well as additional support to students with diverse educational needs have been included in the average unit cost of an aided school place which is used for the calculation of the Direct Subsidy Scheme (DSS) subsidy, primary schools under the DSS are free to deploy their resources to arrange support services including EP service to cater for their students' diverse needs.

(2)

A study to evaluate the effectiveness of the SBEPs was completed in the 2011/12 school year, in which views from different stakeholders were collected. Findings of the study showed that SBEPs had been effective in providing timely assessment and intervention to students, enhancing teachers' professional knowledge and skills in supporting students with special educational needs and close collaboration with parents. In addition to the above study, the Education Bureau (EDB) has kept SBEPs under on-going review. We conduct visits to schools regularly and hold review meetings with the EPs and the School Sponsoring Bodies providing the service. We also scrutinise the work plans and progress reports submitted by the EPs and conduct questionnaire surveys to participating schools to gauge feedback from stakeholders. As EPs of the EDB have been monitoring and performing quality assurance of the SBEPs as part of their work on top of providing direct SBEPs to schools, we are not able to apportion the expenditure specific to the monitoring of the SBEPs.

**CONTROLLING OFFICER'S REPLY**

**EDB102**

**(Question Serial No. 2770)**

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 (Member Question No. 33):

Regarding the programme to “provide free lunch at schools for eligible needy students in primary schools”, please inform us of the following:

- 1) the details of the estimated expenditure in 2014-15 for the programme?
- 2) the assessment criteria for “eligible needy” under the programme? What is the estimated number of successful applicants?

Asked by: Hon. IP Kwok-him

Reply:

- 1) For the 2014/15 school year, we have earmarked a provision of about \$202 million to regularise the Community Care Fund (CCF) programme of providing free lunch at school for needy primary students.
- 2) Primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme are eligible for free lunch at school. It is estimated that about 66 000 eligible students in over 500 primary schools will benefit in the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB103**

**(Question Serial No. 2771)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 34):

As "a series of targeted relief measures" will continue to be implemented in light of the temporary decline of the Secondary 1 (S1) student population,

1) please provide a breakdown of the series of targeted relief measures and specify the financial implications of the various measures in 2014-15.

2) for how many financial years will the temporary decline of the S1 student population last? What will the expenditure in various years be?

Asked by: Hon. IP Kwok-him

Reply:

1) In light of the temporary decline of S1 student population, the Education Bureau (EDB) will continue to implement the series of targeted relief measures aiming at preserving the stability of the school sector as well as teaching force.

On preserving the stability of schools, EDB has relaxed the "Not Less Than Three Classes" requirement under which schools are allowed to operate two approved classes for each level. Since the basis for approving an S1 class has been revised from 30 to 25 students, schools are able to operate two S1 classes with a minimum of 26 S1 students admitted. For schools operating a single S1 class, they can apply for school development options. These schools can continue their operation if they can prove themselves capable of providing a broad, balanced and sustainable senior secondary curriculum. Besides, schools operating two S1 classes or less can still participate in the Secondary School Places Allocation (SSPA) System in the following year with a cap of three planned S1 classes.

We have also adopted a district-based and school-based approach to reducing the number of students allocated to each S1 class from the 2013/14 to 2015/16 school years progressively and on a temporary basis until the rebound of S1 student population. The approach aims to cater for the differences among districts and schools including supply and demand of school places as well as the different needs and aspirations of different school sponsoring bodies, principals, teachers, parents and students.

On safeguarding the stability of teaching force, we have extended the retention period for surplus teachers on the establishment arising from class reduction due to under-enrolment at S1 level from one year to three years during the school years from 2013/14 to 2015/16. Schools and the sponsoring bodies concerned are expected to make meaningful use of the surplus manpower so arisen to enhance the development of the schools, student learning and teacher professionalism.

The resources required for the above relief measures have been subsumed under the secondary education expenditure of the EDB. It is not possible to quantify the exact financial implications of the relief measures as the number of classes / teachers affected would depend on the actual S1 student enrolment in September 2014. This in turn would be affected by a basket of factors, including parental choice, the results of the SSPA and the transfer of students among schools after allocation, etc.

2) According to the Hong Kong Population Projections released by the Census and Statistics Department in July 2012, the EDB anticipates a temporary decline in S1 student population in the coming four school years (2013/14 to 2016/17 school years), and that the number of S1 students will rebound steadily and annually from the 2017/18 school year onwards, surpassing the level of the current school year.

**CONTROLLING OFFICER'S REPLY**

**EDB104**

**(Question Serial No. 2772)**

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 (Member Question No. 35):

Regarding the Chinese Language Curriculum Second Language Learning Framework implemented for non-Chinese speaking students (NCS), please inform us of:

- 1) the expenditure of the plan in primary and secondary schools respectively;
- 2) the actual expenditure, progress of implementation and effectiveness in facilitating NCS to learn Chinese language as their second language;
- 3) by primary and secondary school, the number of NCS, the estimated expenditure per student and the actual expenditure per student spent so far.

Asked by: Hon. IP Kwok-him

Reply:

- (1) 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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.

- (2) Various support measures aiming to support the integration of NCS students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language, have been put in place since the 2006/07 school year. The support measures for NCS students including progress of the implementation and expenditure in the past five school years, are tabulated at Annex A. While the support measures need time to take root and create a sustainable impact on NCS students, we have been, taking into account stakeholders' views, refining the support measures where appropriate, including the new enhanced support measures announced in the 2014 Policy Address.
- (3) According to the information collected through the annual Student Enrolment Survey, the number of NCS students in primary and secondary schools in the 2013/14 school year is tabulated at Annex B. As regards the expenditure for each NCS student, it is worth noting that as shown in the table on major support measures at Annex A, the relevant manpower resources and expenditure for supporting NCS students are subsumed into the overall expenditure of the Education Bureau, overall provision of grants to schools and/or different Funds. A breakdown of the expenditure for each NCS student is therefore not available.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2009/10 school year \$ million</b>	<b>Actual expenditure in the 2010/11 school year \$ million</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Estimated expenditure in the 2013/14 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.</p>	14.4  Note 1	15.6  Note 1	16.8  Note 1	17.5  Note 1	61.3  Note 1
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p>	Note 1  An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools

Training programmes for Chinese Language teachers teaching NCS students	0.26	The programmes are subsumed in the overall professional development programme of the Education Bureau (EDB) and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.3	2.8	2.7	2.7	2.9
Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes  A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.	-	9.0	12.0	13.0	21.0

<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	Note 2	1.4	1.4	2.0	2.5
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.23	0.26	0.28	0.76	1.0
<p>District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	-	-	-	0.88	2.51

Support for kindergartens admitting NCS students -					
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	-	-	-	3.3	4.5
(b) School-based professional support services	-	-	-	-	Note 1

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development fund and a breakdown of expenditure by item is not available.
2. The Summer Bridging Programme was not operated in the summer of 2009 owing to suspension of classes in primary schools due to Human Swine Influenza.

**Number of non-Chinese speaking (NCS) students  
in primary and secondary schools in the 2013/14 school year**

<b>Level</b>	<b>No. of NCS students</b>
Primary (Primary 1 - 6)	8 290
Secondary (Secondary 1 - 6)	7 576

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 above data cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**CONTROLLING OFFICER'S REPLY****EDB105****(Question Serial No. 2773)**

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 (Member Question No. 36):

Regarding working towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme, please tell us:

- (a) the actual expenditures of subsidising students to join Mainland exchange programmes, the numbers of students benefited and per capita funding in the past 3 years;
- (b) the estimated expenditure, estimated number of students to be benefited and per capita funding in the 2014/15 school year; and
- (c) the total expenditure of subsidising students of all levels to join at least one Mainland exchange programme. Whether the number of subsidised places in the 2014/15 school year is enough for students of all levels?

Asked by: Hon. IP Kwok-him

Reply:

- (a) In the past three school years (2011/12, 2012/13 and 2013/14), the number of secondary and primary school students who had received subsidies to join the Mainland exchange programmes, the expenditure involved and the average expenditure per participant involved are shown below:

School Year	Number of students (rounded down to the nearest hundred)	Expenditure (\$million)	Average Expenditure Per Participant (\$)
2011/12	43 100	52.3	1,213
2012/13 <sup>#</sup>	29 100	33.0	1,134
2013/14 <sup>+</sup>	47 800	55.1	1,153

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

- (b) In the 2014/15 school year, the estimated number of secondary and primary school students receiving subsidies to join the Mainland exchange programmes is 56 500 (rounded down to the nearest hundred), the estimated expenditure involved is \$63.6 million and the estimated average expenditure per participant is \$1,126.

(c) As set out in the 2010-11 Policy Address, the Administration would increase opportunities for students to participate in Mainland learning and exchange activities, and our target is to subsidise every primary and secondary school student to join at least one Mainland exchange programme. The Education Bureau (EDB) has started to provide some 4 500 additional Mainland exchange places each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. Instead of subsidising students of all levels, the target groups of the Mainland exchange programmes commissioned or subsidised by the EDB are students of the upper primary and secondary levels. Student participation in these Mainland exchange programmes is voluntary and students can take part in these programmes at the stage of school education considered appropriate by their parents.



**CONTROLLING OFFICER'S REPLY**

**EDB106**

**(Question Serial No. 2774)**

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 (Member Question No. 37):

Regarding the Mainland University Study Subsidy Scheme, please provide the following information:

1. What is basis of the criteria of needy students?
2. Does the target of the Scheme cover the disadvantaged students pursuing studies in the Mainland through the Joint Entrance Examination for Hong Kong, Macao and Taiwan Students or the Entrance Interview for the Admission to Jinan University and Huaqiao University, etc? If not, why?
3. The estimated expenditure of the Scheme in the first year and the expected number of beneficiary.

Asked by: Hon. IP Kwok-him

Reply:

(1), (2) & (3)

We plan to introduce the Mainland University Study Subsidy Scheme (MUSSS) so that needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) may receive a bursary of up to \$15,000 per year during their study period. The MUSSS will be means-tested, and only students passing the means test of the Student Financial Assistance Agency will be eligible.

The MUSSS will benefit students studying in the Mainland undergraduate programmes via the Admission Scheme, which is the only scheme for Hong Kong students to study outside Hong Kong promulgated at a government-to-government level. Details of the Admission Scheme, such as admission criteria and designated institutions, have been formulated with a view to safeguarding quality and the interest of Hong Kong students. Unlike other admission channels, the Admission Scheme will exempt Hong Kong students from the Joint Entrance Examination for Universities in the Mainland. Designated Mainland institutions will admit Hong Kong students on a merit basis, taking into account their results in the Hong Kong Diploma of Secondary Education (HKDSE) examination. It saves students' time and effort on other university admission examinations, so that they can concentrate on their preparation for the HKDSE examination. This is in line with the HKSAR Government's policy objective to promote HKDSE examination as the primary channel for articulation in and outside Hong Kong.

We propose that the MUSSS will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness. We estimate that the total expenditure will be \$114 million for three cohorts of students. We are working out the details and plan to seek funding

approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB107**

**(Question Serial No. 2775)**

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 (Member Question No. 38):

Regarding a new scholarship scheme to support outstanding students to study in renowned universities outside Hong Kong, please tell us:

- a) What are these “renowned universities” under the scheme?
- b) What is the estimated expenditure of the scheme in the first year? How to determine the estimated number of students to be benefited?

Asked by: Hon. IP Kwok-him

Reply:

(a) & (b)

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants. The scholarship scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB108**

**(Question Serial No. 2776)**

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 (Member Question No. 39):

Regarding the scheme on subsidising students to pursue “self-financing undergraduate programmes in selected disciplines to meet Hong Kong’s manpower needs”, please inform us of:

- 1) what programmes are referred to as “programmes in selected disciplines to meet Hong Kong’s manpower needs” under the scheme?
- 2) the estimated expenditure and the way in which the number of students expected to benefit are determined in the initial year of the scheme.

Asked by: Hon. IP Kwok-him

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong’s economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, and one additional civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY****EDB109****(Question Serial No. 2017)**

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 (Member Question No. 21):

Regarding the Education Bureau's policy to continue to improve the learning and teaching of the English Language in primary schools, please reply the following questions:

- (1) What is the estimated additional amount involved in the policy in the 2014-15 and what are the specific purposes of the amount?
- (2) What is the amount injected into improving the learning and teaching of the English Language in primary schools in 2013-14?
- (3) What is the respective amount spent on employing and retaining local English teachers and native English teachers in 2013-14, as well as the amounts for the same purpose in 2014-15? Please explain the reasons for any changes in the amounts.

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

Reply:

- (1) In 2014-15, we will continue to improve the teaching and learning of the English Language in primary schools. The estimated expenditure for the initiatives in 2014-15 is \$404.54 million, of which \$35.64 million is from the Language Fund. There is an increase of \$3.7 million over the estimated expenditure in 2013-14. Details of the support measures are tabulated as below:

No.	Name of Project	Details
<b>A. Grants to schools</b>		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
<b>B. School-based support</b>		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of

		English and Chinese Language (and Putonghua).
<b>C. Professional development</b>		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
<b>D. Creating a facilitating environment for English learning</b>		
1.	Primary Native-speaking English Teacher (NET) Scheme	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173

- (2) In 2013-14, the amount injected into improving the learning and teaching of the English Language in primary schools is \$400.84 million, of which \$34.55 million is from the Language Fund.
- (3) The financial provisions for the NET Scheme in Primary Schools in the 2013-14 and 2014-15 years are \$345.6 million and \$356.3 million respectively.

To attract and retain high-quality English teachers from all over the world to serve on the NET Scheme, other than salary which is paid on par with local teachers, eligible NETs are provided with fringe benefits which include Special Allowance, passages, baggage allowance and medical allowance.

The increase of 3.1% in the 2014-15 financial provisions reflects the necessary adjustments to salaries and fringe benefits.

While there are separate provisions and designated accounts for handling the expenditures of the NET Scheme, the salaries for local English teachers are put under a single account for all local teachers. We do not keep separate provisions and expenditure information for local English teachers.

**CONTROLLING OFFICER'S REPLY****EDB110****(Question Serial No. 2018)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 22):

Regarding the Education Bureau's expenditure on the new senior secondary curriculum (NSS) in the 2013-14 financial year and its estimated expenditure on the same purpose for the 2014-15 financial year, please provide the following information:

- (1) the respective expenditures on the implementation of Liberal Studies, Business, Accounting and Financial Studies (BAFS), "Category B" Applied Learning subjects and "Category C" Other Languages subjects of the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the 2013-14 financial year, the specific uses of the expenditures and the corresponding average expenditure per candidate;
- (2) the respective estimated expenditures on the above 4 uses for the 2014-15 financial year, the specific uses of the expenditures and the corresponding average estimated expenditure per candidate; and
- (3) the reasons for the increase or decrease in the amount of expenditures.

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

Reply:

Schools are provided with the Senior Secondary Curriculum Support Grant (SSCSG) to support the implementation of all subjects under the NSS curriculum, including Liberal Studies (LS) and Business, Accounting and Financial Studies (BAFS). In the spirit of school-based management, schools can deploy SSCSG together with other funding sources flexibly to meet the needs of their students and school contexts.

The SSCSG is provided to schools on a recurrent basis to an amount equivalent to 0.1 Graduate Master / Mistress (GM) (i.e. \$49,434 in 2013/14 sy) per senior secondary class and is disbursed to all local government, aided and caput secondary schools for recruiting teachers or teaching assistants, buying services and purchasing learning and teaching materials. The total amounts of SSCSG provided to government, aided and caput secondary schools in the 2013-14 and 2014-15 financial years are \$262 million and \$256 million respectively. There is no significant difference in these two figures.

In addition to the SSCSG, extra resources are provided for schools to facilitate the implementation of Liberal Studies, which is a new core subject of the NSS curriculum. The total expenditure on developing learning and teaching resources, organising professional development programmes

(PDPs) and providing support services in 2013-14 is \$12.2 million and the estimated expenditure in 2014-15 is \$14.1 million. It is pertinent to note that part of the support measures for Liberal Studies and for BAFS, including some PDPs, are provided by EDB. The cost is subsumed under EDB's overall expenditure, and separate breakdown of staffing as well as financial implications are not available.

As there is a general lack of expertise or facilities for organising programmes on Applied Learning (ApL) and Other Languages (OL) (namely French, German, Hindi, Japanese, Spanish and Urdu) in schools, the Diversity Learning Grant (DLG) is provided for schools to offer the respective subject(s) for students. Details of EDB's expenditure regarding the implementation of ApL and OL in 2013-14 and 2014-15 are as follows:

Applied Learning (ApL)*	Expenditure in 2013-14*		Estimated Expenditure in 2014-15	
	Total	per Student	Total	per Student
	\$51 million	\$4,600	\$57 million	\$5,000

\* The table above shows the costs of providing the DLG for subsidising schools for paying course fees to Service Providers operating ApL courses. The increase in the amount of expenditures is due to the increase of the estimated course fees.

Other Languages (OL)#	Expenditure in 2013-14		Estimated Expenditure in 2014-15	
	Total	per Student	Total	per Student
	\$ 4.7 million	\$3,500	4.7 million	\$3,500

# The table above shows the costs of supporting schools in offering OL with the provisions of DLG for the procurement of services, employing teachers, purchasing learning and teaching materials or organising relevant activities. There is no significant difference in the figures.



**CONTROLLING OFFICER'S REPLY****EDB111****(Question Serial No. 2399)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 23):

On the provision of teacher training and development of resource materials by the Education Bureau for the implementation of the new senior secondary academic structure, please state the expenditure in 2013-14 and the specific uses of the expenditure as well as the estimated expenditure for 2014-15 and the specific uses of the expenditure. Please also give the reasons for the increase or decrease in the expenditure.

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

Reply:

To support the implementation of the New Senior Secondary (NSS) curriculum and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) continues to provide training and teaching resource materials for school leaders, middle managers and teachers. The objectives and content of the training programmes are designed to suit the different needs of teachers. They all aim at enhancing the effectiveness of student learning through appropriate strategies such as whole-school curriculum planning, learning and teaching, assessment, curriculum management and leadership. Besides, the curriculum interface across key stages, effective use of e-learning resources and the development of generic skills are further strengthened in the training programmes. For 2013-14, the expenditure on teacher training is about \$4.4 million. The estimated expenditure on teacher training in 2014-15 is about \$4.2 million. The slight decrease in the estimated expenditure is attributable to the fact that a lot of teacher training has been provided since the implementation of the NSS curriculum and assessment in 2009. School leaders, middle managers and teachers have been equipped with the necessary skills and knowledge of the learning, teaching and assessment for the NSS subjects, thus the need for relevant training has slightly declined.

Major resource materials (e.g. curriculum and assessment guides, learning and teaching packages) for the NSS subjects have been developed during the last few years to help teachers implement the NSS curriculum. There will be continuous updating of resource materials to meet teachers' needs. Since school-based professional support and resources updating is carried out by the EDB in-house and the cost is subsumed under EDB's overall expenditure, its separate breakdown of the staffing and financial implications is not available.

**CONTROLLING OFFICER'S REPLY**

**EDB112**

**(Question Serial No. 2408)**

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 (Member Question No. 37):

In respect of the \$1 billion endowment fund planned to be established by the Education Bureau, would the Administration provide information on:

- (1) its allocation to various industries;
- (2) timetable for the fund allocation.

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

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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 target beneficiaries of the QF Fund are practitioners, employers, education and training providers, assessment agencies as well as quality assurance bodies. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 Industry Training Advisory Committees (ITACs), QF-related studies/projects and public education.

For (a), we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (b), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

With the above, there is no fixed allocation of the investment income of the QF Fund among different industries.

**CONTROLLING OFFICER'S REPLY**

**EDB113**

**(Question Serial No. 2238)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 57):

Regarding "student-to-teacher ratio in public sector secondary schools", one of the indicators of performance measures in respect of secondary education, would the Government please answer the following questions:

- (a) the student-to-teacher ratio in public sector secondary schools in 2014/15 is estimated to be 12.9:1, are major school administrators (e.g. principals, assistant principals, etc) included as teachers?
- (b) what is the class teacher to student ratio? If such data is not available, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) In computing the estimated average student-to-teacher ratio for public sector secondary schools in the 2014/15 school year, all the senior teaching staff (including principals and vice-principals) are included.
- (b) As the number of class teachers (CT) in the 2014/15 school year will only be available in mid 2015, we are unable to provide the estimated student-to-CT ratio for that school year.

**CONTROLLING OFFICER'S REPLY****EDB114****(Question Serial No. 2240)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 65):

While there is a decline in the population of secondary students in the relevant age group, the number of teachers in public sector secondary schools are reduced from 24 100 in the 2012/13 school year to 23 500 in the 2013/14 school year. However, since last year, there has been an increasing trend in the number of primary students who will be progressing to secondary schools in the coming years. Stability of the teaching profession is of utmost importance to the learning of children. The Administration should prepare for the future by maintaining the number of teachers in secondary schools in order to meet the need of the rising number of students. Nevertheless, it is estimated that the figure for next year will further decrease to 23 100, which appears contradictory to “maintaining the stability and strengths of the schools as well as teaching force”, as declared by the Administration. In this connection, will the Government inform this Committee of:

- a) What are the justifications for such reduction? What items are expected to have budget cut and the amounts involved?
- b) For the purpose of maintaining teaching force to meet the future rebound in the number of children, has the Administration assessed the feasibility of implementing small class teaching, in view of the current decline in the number of children? If yes, what are the details (including the manpower requirement, teacher-to-student ratio and expenditure, etc.)? If no, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) From the 2012/13 to 2013/14 school year, there was a decrease of about 600 teaching posts in public sector secondary schools while from the 2013/14 to 2014/15 school year, there will be an estimated decrease of about 400 teaching posts. These are aggregated figures resulted from a number of factors. It is difficult, if not impossible, to trace the complex interwoven effects of various school practices such as filling up teaching posts outside the staff establishment with flexible deployment of various grants and other funding, temporary freezing of posts for hiring of educational services, etc. The decrease may also be resultant from the preparation for the lapse of additional resources under various time-limited projects and reduction of classes at levels other than Secondary One arising from the population drop in the previous years. As regards the Secondary One classes, with the implementation of the Voluntary Optimisation of Class Structure Scheme in the 2011/12 school year and the series of targeted relief measure with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force from the 2013/14 to 2015/16 school years, coupled with the specific arrangements for toleration of surplus teachers arising from the reduction of Secondary One classes under the two

measures mentioned above, the impact of the temporary decline in secondary student population has been reduced.

The actual number of teachers to be reduced in the 2014/15 school year depends on various factors such as the actual number of classes to be operated and the actual number of teachers to be temporarily retained under the basket of relief measures to stabilize the teaching force arising from the transient decline in secondary school student population. As we do not have the information on the substantive ranks and the actual salaries of individual teachers who will leave or join the profession in the 2014/15 school year, as well as the salaries of those teachers employed under various cash grants, it is difficult to estimate the amount of expenditure on teachers' salaries to be reduced.

- (b) In light of the temporary decline of Secondary One student population, we have implemented a series of targeted relief measures starting from the 2013/14 school year with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force while striking a balance between the concerns and interest of different stakeholders including parents and the school sector.

Conceptually speaking, small class teaching (SCT) is a kind of teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International studies have suggested that SCT is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. We should not commit to implementing SCT in secondary schools simply in view of the projected transient decline of Secondary One student population in the coming few years, without giving due consideration to the justifications from the educational and other relevant perspectives.

**CONTROLLING OFFICER'S REPLY**

**EDB115**

**(Question Serial No. 2244)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 73):

The Bureau will provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services. Please reply to the following questions:

- (a) Does the grant have any specific purposes, such as only for recruiting additional teacher or teaching assistants? What is the total amount involved?
- (b) Regarding the recurrent nature of the grant, under what circumstances will the Bureau decide to continue or discontinue providing the grant?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) The objective of the recurrent grant is to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realization of personal goals/aspirations. The estimated expenditure for provision of the recurrent grant for the 2014/15 school year is about \$255 million. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector.
- (b) Life planning and career guidance services play a significant role in helping students develop the knowledge and skills necessary for making informed and responsible choices, managing transitions in learning and moving into the workplace. The grant is aimed to enhance the support for students to understand their personal strength, explore various opportunities of further studies/careers and managing their life planning. The recurrent nature of the grant signifies the importance the EDB attaches to the whole-person development of students and the value it attaches to the professional work of teachers in supporting students' growth. In line with the spirit of school-based management, the EDB will hold schools responsible for using the grant as intended, including deploying the grant to enhance professional support to teachers, and reviewing, from time to time, the use of the provision so as to inform the way forward on how the school may continuously enhance life planning and career guidance services to students.

**CONTROLLING OFFICER'S REPLY****EDB116****(Question Serial No. 2245)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 75):

The Education Bureau will increase the number of teacher assistants for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school etc. which provide special education services. Will the Administration inform us of:

- (a) the current teacher assistant to student ratio in special schools; the total number of teacher assistants in Hong Kong;
- (b) the general starting salary of teacher assistants in special schools and their duties;
- (c) the estimated number of additional teacher assistants the Administration will provide for special schools and the amount of expenditure involved.

Asked by: Hon. KWOK, Dennis

Reply:

- (a) Currently, under the Code of Aid for Special Schools / Code of Aid for Aided Schools, 0.5 teacher assistant (TA) per class is provided for schools for children with severe intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school. In the 2013/14 school year, a total of 115 TA posts are provided for these schools. Since schools may also deploy other resources to employ additional TAs, we are unable to provide the TA to student ratio in special schools and the total number of TAs in Hong Kong.
- (b) For TAs employed within the establishment in the 2013/14 school year, their starting and maximum salaries are \$10,555 per month and \$12,445 per month respectively. TA will assist teachers in arranging learning activities and providing support for students, including assisting in classroom and outdoor activities, production of teaching aids, preparing students' performance records, and providing individual care and support for the students as and when required, etc.
- (c) Starting from the 2014/15 school year, we shall improve the TA provision in the schools mentioned at (a) above from 0.5 TA per class to 1 TA per class. We shall also provide TA for schools for children with mild intellectual disability and schools for children with moderate intellectual disability at the ratio of 1 TA per 2 resource teachers for autistic children, which is a new provision. For the 2014/15 school year, it is estimated that about 225 additional TA posts will be provided and the additional expenditure is around \$32.4 million.



**CONTROLLING OFFICER'S REPLY****EDB117****(Question Serial No. 2246)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 74):

The Education Bureau indicated that it would continue to provide teacher training to support the implementation of the new senior secondary academic structure. Will the Administration advise us:

a) the training content and the expenditure involved?

b) In fact, teachers are facing the problem of working excessively long hours, it is impossible for them to handle both teaching and administrative work. Increasing the number of regular teachers or teaching assistants can help ease teachers' workload and increase their work efficiency. Like providing teacher training, it can also serve to enhance teaching and learning quality. Has any study been conducted on increasing the number of regular teachers or teaching assistants? What is the additional expenditure involved in increasing the number of teaching staff? If no study has been conducted, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

(a) To support the implementation of the New Senior Secondary (NSS) curriculum and the Hong Kong Diploma of Secondary Education (HKDSE) Examination (including School-based Assessment), the Education Bureau (EDB) will continue to provide training for school leaders, middle managers and teachers. The objectives and content of the training programmes are designed to suit the different needs of teacher, with an aim to enhancing the effectiveness of student learning through appropriate strategies in respect of whole-school curriculum planning, learning and teaching, assessment, curriculum management and leadership. The curriculum interface across key stages, the effective use of e-learning resources and the development of generic skills are also further strengthened in the training programmes. For 2014-15, the total number of professional development programmes (PDPs) is 420 and the total number of planned training places is 36 500. The estimated expenditure on teacher training in 2014-15 is about \$4.2 million. Apart from the scheduled PDPs, the EDB will continue to provide school-based support service to enhance the professional capacity of teachers.

Since the provision of school-based professional support is carried out by the EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown of the staffing and financial implications is not available.

(b) Regarding the provision of teaching staff resources for public sector secondary schools, the teacher-to-class ratio for senior secondary levels, i.e. Secondary 4 to Secondary 6, has been improved to 2.0 teachers per class since the 2012/13 school year. Moreover, schools are provided with additional recurrent cash grants, including the "Senior Secondary Curriculum Support Grant" equivalent to the

mid-point salary of 0.1 Graduate Master/Mistress per senior secondary class (expenditure for the 2013-14 financial year at a total of \$262 million), “Capacity Enhancement Grant” (expenditure for the 2013-14 financial year at a total of \$196 million) and “Diversity Learning Grant” which would be provided to schools, including Direct Subsidy Scheme schools, upon successful application (expenditure for the 2013-14 financial year at a total of \$92 million). Schools can flexibly deploy these grants to employ additional teachers or hire outside services to implement various education initiatives and the NSS curriculum. All these measures should help ease teachers’ workload while enhancing their capacity to implement the NSS curriculum. In fact, the increased staff resources provision for secondary schools can be reflected in the continuously improving overall student-to-teacher ratio, from 18.1:1 in the 2004/05 school year to the projected 13.8:1 in the 2013/14 school year.

The Government is committed to enhancing the quality of education services. We have been keeping in view all relevant factors that may have an impact on teachers’ workload and will increase the staff resources provision based on the actual needs and priority in resource utilisation. In response to the call from the secondary school sector that there is a need to strengthen career and life planning education to help realise the NSS vision of multiple pathways, it has been announced in the 2014 Policy Address that with effect from the 2014/15 school year, public sector schools operating classes at senior secondary levels will be provided with an additional recurrent cash grant equivalent to the annual salary of a Graduate Master/Mistress. The recurrent nature of the grant signifies the importance the EDB attaches to the whole-person development of students and the value it attaches to the professional work of teachers in supporting students’ growth. The estimated expenditure for the initiative in the 2014-15 financial year is about \$255 million.

**CONTROLLING OFFICER'S REPLY****EDB118****(Question Serial No. 2247)**

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 (Member Question No. 68):

With effect from the 2014-15 school year, the Administration will provide enhanced funding support of \$200 million to schools to facilitate implementation of the "Chinese Language Curriculum Second Language Learning Framework" for non-Chinese speaking (NCS) students. Will the Government please inform us:

- a) in what ways will the Administration issue the subsidy? whether the subsidy is issued to every school or only to those schools with intake of NCS students? whether the issue of subsidy is based on the number of NCS students in individual schools?
- b) the subsidy amount for each school/ NCS student?
- c) the usages of the subsidy? (e.g. engage additional manpower, purchase teaching materials etc.)
- d) if there is a ceiling for the subsidy? If yes, what is the amount? If no, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

- (a) & (b) 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, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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.

- (c) The enhanced additional recurrent funding mentioned above 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.
- (d) Based on feedback collected from the school sector and some stakeholders so far, the cap at “91 NCS students and above” should be retained with the ceiling of the enhanced additional recurrent funding be raised to \$1.5 million per eligible school.

**CONTROLLING OFFICER'S REPLY****EDB119****(Question Serial No. 2248)**

**Head:** (156) Government Secretariat: Education Bureau

**Subhead (No. & title):** (000) Operational expenses

**Programme:** Not specified

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

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 81):**

Please provide information on the number of Direct Subsidy Scheme (DSS) schools, numbers of students studying in DSS primary and secondary schools, etc from the year the DSS was implemented to the present in the following table format:

Years	DSS Primary Schools		DSS Secondary Schools		Total Amount of Subvention
	No. of Schools	Total No. of Students	No. of Schools	Total No. of Students	
2001					
2002					

**Asked by:** Hon. KWOK, Dennis

**Reply:**

The information on the number of Direct Subsidy Scheme (DSS) schools, numbers of students studying in DSS primary and secondary schools, etc from the 2001/02 school year to the current school year (i.e. 2013/14 school year) is tabulated below:

School Year	DSS Primary School		DSS Secondary School		Total Amount of Subvention <sup>Note 1</sup> (\$ million)
	Number of Schools	Total Number of Students	Number of Schools	Total Number of Students	
2001/02	2	1 457	32	23 271	757
2002/03	8	3 596	32	27 409	926
2003/04	10	4 932	43	31 840	1,078
2004/05	11	6 016	46	35 317	1,218
2005/06	14	7 810	49	38 488	1,368
2006/07	18	9 066	55	41 872	1,543
2007/08	19	10 019	56	45 119	1,740
2008/09	20	11 820	60	50 703	2,092
2009/10	20	12 616	61	51 117	2,404
2010/11	21	13 492	62	49 950	2,588
2011/12	21	14 094	63	52 268	2,840
2012/13	21	14 277	61	48 971	2,921
2013/14	21	14 550	62	49 124	3,137 <sup>Note 2</sup>

Note 1: The provision of the subvention is calculated on a financial year basis.

Note 2: Since the 2013-14 financial year has not yet been concluded, the figure shows the revised estimate for the recurrent subvention.

**CONTROLLING OFFICER'S REPLY**

**EDB120**

**(Question Serial No. 2120)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 7):

1. Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary in 2013-14, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Secretary in 2014-15.
2. Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2013-14, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2014-15.
3. Please give a breakdown of the actual expenditure on salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2013-14, as well as the estimate for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2014-15.

Asked by: Hon. KWOK Ka-ki

Reply:

The actual expenditure and estimate for the salaries for the Secretary for Education (SED), the Under Secretary for Education (US(Ed)) and the Political Assistant to Secretary for Education (PA/SED) in 2013-14 and 2014-15 are both \$3.38 million, \$2.20 million and \$1.18 million respectively. No expenditure has been incurred for regularly-paid allowances, job-related allowances and non-accountable entertainment allowance for SED, US(Ed) and PA/SED in 2013-14 and there is no such provision in the estimate for 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB121**

**(Question Serial No. 0966)**

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 (Member Question No. 45):

Under Matters Requiring Special Attention in 2014-15, the Government has indicated that the Education Bureau will continue to develop and implement the Qualifications Framework (QF) in various industries and plan to set up a \$1 billion endowment fund, the investment income of which will be used to provide long-term support for the sustainable development of the QF. In this connection, please inform this Committee:

(a) of the promotional and publicity activities launched by the Administration to publicise the QF and implement the recognition of prior learning (RPL) mechanism and the amount of expenditure involved in each of the past three years (i.e. 2011-12, 2012-13 and 2013-14);

(b) of the numbers of practitioners who have succeeded in their claims for reimbursement of RPL assessment fees under the Qualifications Framework Support Schemes in the past three years (i.e. 2011-12, 2012-13 and 2013-14);

(c) whether the Administration has plans to extend the QF to more industries and review the arrangements on mutual recognition of existing qualifications with other countries or areas; if it has, of the details; if not, of the reasons for that; and

(d) of the estimated amount of funding to be provided by the investment income of the \$1 billion endowment fund to the QF; and of how the Administration ensures that the development of the QF will not be adversely affected by investment losses or lower-than-expected returns.

Asked by: Hon. KWOK Wai-keung

Reply:

- (a) To support the implementation of the Qualifications Framework (QF) including the Recognition of Prior Learning (RPL) mechanism, we have stepped up promotion and publicity efforts targeting three major groups including the industry sector, the school sector and the community at large. From 2011-12 to 2013-14, our major promotion and publicity activities include –
- (i) Promotion of QF via Announcement of Public Interests (API) on TV and Road Show;
  - (ii) briefing sessions and major promotional events (e.g. QF Commendation Ceremony, QF Stakeholders Forum, Career Information Series, RPL Sharing Session, etc.);
  - (iii) visits to trade associations / labour unions / individual companies;

- (iv) promotion at events of trade associations / labour unions / professional organisations (e.g. exhibitions, competitions);
- (v) promotion in partnership with trade associations / labour unions / professional organisations (e.g. collecting RPL applications through these associations / unions / organisations);
- (vi) advertisements and featured articles in newspapers and newsletters of trade associations / labour unions; and
- (vii) distribution of promotional leaflets / souvenirs.

The total expenditures for promotion and publicity activities on QF (including the RPL mechanism) from 2011-12 to 2013-14 are as follows –

Financial year	Expenditure (\$million)
2011-12	1.8
2012-13	2.0
2013-14	2.35 (as at end February 2014)

Note: We do not maintain a separate breakdown on the expenditure for promoting RPL alone.

- (b) The numbers of RPL clusters successfully recognised under the RPL mechanism with reimbursement under the Qualifications Framework Support Schemes (QFSS) in the past three years (i.e. 2011-12, 2012-13 and 2013-14) are as follows –

Financial year	No. of RPL clusters with reimbursement
2011-12	1 984
2012-13	3 526
2013-14	3 518 (as at end February 2014)

Note: The RPL mechanism is conducted in the form of RPL clusters. The assessment fees are charged according to the number of RPL clusters, their levels, etc. A practitioner may apply for assessment(s) in one or more RPL clusters and seek reimbursement of the assessment fees after successfully completing the assessment(s).

- (c) We have been liaising with various industries with a view to assisting them in setting up an Industry Training Advisory Committees (ITAC) when there is consensus among the stakeholders in the industry. We shall continue our dialogue with the relevant industries.

We have also been actively establishing network with QF and quality assurance authorities of other places to enhance understanding and mutual trust and promote co-operation. So far, the Education Bureau (EDB) has signed a Memorandum of Understanding with the Scottish Credit and Qualifications Framework Partnership. The QF Secretariat (the executive arm of EDB dedicated to the implementation and promotion of QF) and the Guangdong Occupational Skill Testing Authority have also signed the “Letter of Intent on Enhancing the Exchange on and Transferability of Vocational Standards and Qualifications Recognition between Hong Kong and Guangdong”, witnessed by representatives from EDB of Hong Kong and the Department of Human Resources and Social Security of Guangdong. We are also exploring opportunities to further enhance collaboration between the European QF and the Hong Kong QF.

- (d) 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. We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum,



the funding available may be around \$50 million per year. Generally, expenditure from the Fund ought to be met by the investment returns of the QF Fund. However, there may be times of market volatility when we may have to adjust our expenditure in the light of the investment income or use a small part of the principal to finance the schemes under very exceptional circumstances.

Moreover, as it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements of the initiatives to be financed by the income of the QF Fund, the balance of the existing approved commitment for QFSS (about \$139.3 million as at 28 February 2014 out of the total commitment of \$208 million) will continue to be used for meeting the cash flow requirements of the initiatives.

**CONTROLLING OFFICER'S REPLY**

**EDB122**

**(Question Serial No. 2345)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 27):

The provision for special education for 2014-15 is estimated to be \$2,035.7 million, which is an 8.8% increase over the 2013-14 original estimate. Will the Administration please advise on the allocation of the increased provision and expenditure items involved?

Asked by: Hon. LAM Kin-fung, Jeffrey

Reply:

The provision for 2014-15 under Programme 4 Special Education is \$165.3 million or 8.8% higher than the original estimate for 2013-14. This is mainly due to increased provision for salary grants arising from the 2013 pay adjustment and additional provision for various new measures to be implemented in 2014-15, including the enhancement of education services as well as life planning and career guidance services in special schools, etc.

**CONTROLLING OFFICER'S REPLY****EDB123****(Question Serial No. 2360)**

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 (Member Question No. 42):

Regarding the Immigration Arrangements for Non-local Graduates, will the Government inform this Council:

- (a) of the number of non-local graduates from various post-secondary institutions in Hong Kong in the past 3 years (with a breakdown of the graduates by undergraduate, master and doctorate programmes);
- (b) of the number of applications from graduates applying for permission to stay and work in Hong Kong under the Immigration Arrangements for Non-local Graduates and the number of successful applications in the past 3 years;
- (c) given the growing number of applications from non-local students for attending study programmes offered by higher education institutions in Hong Kong, whether the Administration has assessed if existing teaching and learning resources can cater for the growing number of non-local students attending study programmes in local higher education institutions; whether it has conducted timely reviews of the Immigration Arrangements for Non-local Graduates to assess its effectiveness and if it is in line with the policy objective of attracting outside talents to stay and work in Hong Kong? If yes, what are the details and the financial commitment required? If not, what are the reasons?
- (d) of the number of applications from successful applicants under the Immigration Arrangements for Non-local Graduates applying for their dependents to come to Hong Kong.

Asked by: Hon. LAM Kin-fung, Jeffrey

Reply:

- (a) The number of non-local graduates from University Grants Committee-funded programmes from the academic year 2010/11 to 2012/13 with breakdown by levels of study are as follows -

Level of Study	Academic Year		
	2010/11	2011/12	2012/13
Sub-degree	3	-	1
Undergraduate	1 661	1 537	1 784
Taught Postgraduate	34	60	57
Research Postgraduate	1 204	1 267	1 367
(i) <i>Doctor of Philosophy</i>	816	884	1 008
(ii) <i>Master of Philosophy</i>	388	383	359
<b>Total</b>	<b>2 902</b>	<b>2 864</b>	<b>3 209</b>

Notes:

1. “-” denotes “nil”.
2. As the 2013/14 academic year is underway, the statistics on the number of non-local graduates for the year are not available.
3. Information on non-local graduates from self-financing programmes is not available.

- (b) As part of our efforts to internationalise the higher education sector so as to further promote Hong Kong as a regional education hub, we implemented in 2008 a basket of measures, including but not limited to allowing non-local students to stay (or return to) and work in Hong Kong without any condition for 12 months after graduation under the Immigration Arrangements for Non-local Graduates (IANG).

The statistics on applications under IANG from 2011-12 to 2013-14 are as follows –

Financial Year	Number of applications received	Number of applications approved
2011-12	5 409	5 343
2012-13	6 845	6 804
2013-14 (as at February 2014)	8 685	8 640

- (c) For publicly-funded sub-degree, undergraduate and taught postgraduate programmes, there is a quota for admission of non-local students (namely 20% of the approved student number targets for these programmes whereby non-local students are primarily admitted by over-enrolment on top of the approved student number) to ensure that our higher education institutions focus primarily on local students and that the growth of non-local students will be at a manageable pace.

IANG has been well-received since its implementation, with the number of applications increasing year on year. As at February 2014, over 31 000 non-local graduates have been approved to stay in or return to Hong Kong after graduation. The Administration believes that IANG can help promote the building of a multi-cultural environment and thus enhance the quality of Hong Kong’s workforce, which is conducive to the long-term development of Hong Kong.

The Administration will from time to time review the existing policy and measures in relation to the development of Hong Kong as a regional education hub, including IANG.

- (d) The statistics on applications from dependants of non-local graduates who have stayed or returned to work in Hong Kong under IANG from 2011-12 to 2013-14 are as follows -

Financial Year	Number of applications from dependants received	Number of applications from dependants approved
2011-12	414	385
2012-13	481	459
2013-14 (as at February 2014)	587	567

**CONTROLLING OFFICER'S REPLY****EDB124****(Question Serial No. 1918)**

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 (Member Question No. 31):

During 2014-15, the Education Bureau will provide free lunch at schools for eligible needy students in primary schools. What are the details of the programme, the expenditure involved, and the estimated numbers of participating schools and students expected to be benefitted from the programme? What criteria will the Administration use to select the caterers? Has the Administration assessed the possibility of causing a labelling effect by the programme? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. LAM Tai-fai

Reply:

For the 2014/15 school year, we have earmarked a recurrent funding of about \$202 million to regularise the Community Care Fund (CCF) programme of providing free lunch at schools for needy primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme (DSS). It is estimated that about 66 000 eligible students in over 500 primary schools will benefit.

The CCF has launched the programme since the 2011/12 school year on a pilot basis to provide free lunch at schools to students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector or DSS primary schools. The implementation mode of the programme remained largely consistent from the 2011/12 to 2013/14 school year. EDB will continue to invite whole-day public sector and DSS primary schools via circular memorandum to inform parents of the programme. Advanced payment is provided to schools with a view to alleviating the labeling effect on eligible students. EDB would verify the allocation at the end of the school year.

EDB has, in consultation with the Department of Health, issued guidelines on selection of school lunch caterers and schools should also comply with relevant guidelines on tendering and procurement. In line with the spirit of school-based management, schools are held accountable for the use of the funding including the selection of caterers to arrange lunch for students.

**CONTROLLING OFFICER'S REPLY****EDB125****(Question Serial No. 1919)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 32):

In 2014-15, the Education Bureau will continue to implement a series of targeted relief measures aiming at maintaining the stability and strengths of the schools as well as teaching force in light of the temporary decline of the Secondary 1 (S1) student population. What are the details of and manpower arrangements for the measures as well as the expenditure involved? Will the number of S1 students per class be further reduced? If so, what are the details? If not, what are the reasons? Has an assessment as to which districts will face an imbalance of supply and demand of S1 places be made? Have corresponding plans be formulated to deal with the continuous decline or reversal of the decline in the number of S1 students? If so, what are the details? If not, what are the reasons?

Asked by: Hon. LAM Tai-fai

Reply:

To address the decline in S1 student population in the coming few years, the Education Bureau has, building on the measures adopted in the pasts such as lowering allocation class size and the operating class threshold from 30 to 25 students, further introduced a basket of targeted relief measures aiming at preserving the stability and strengths of the schools as well as the teaching force. The basket of relief measures have taken into account the situation of the continuous declining S1 student population trend in the transient period in the next few years. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in three school years from 2013/14 to 2015/16;
- ii. relaxing the “not less than three S1 classes” requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation (SSPA) exercise with a cap of three S1 classes; and
- iii. extending the retention period for surplus teachers arising from packing of S1 classes from one year to three years.

When mapping out the series of targeted relief measures including the reduction of the number of students allocated per S1 class for the period from 2013 to 2015 with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force, we have given due consideration to the projected transient decline in S1 student population in the coming years. The relevant manpower resources and expenditure for putting in place the series of targeted relief measures are subsumed into the overall expenditure of the Education Bureau and a breakdown of the expenditure in this regard is not available. Likewise, it is not possible to segregate the expenditure for the targeted relief measures from other concurrent measures to support schools in the Operating Expenses Block Grant and teaching staff

entitlement of public sector secondary schools. Take for reference, the unit cost of a subsidised place in aided secondary schools has been increased from \$49,246 in 2012-13 to \$54,170 in 2013-14 (based on the revised estimate of 2013-14).

With the series of targeted relief measures in place, only 12 S1 classes were reduced due to under-enrollment in individual schools in the 2013/14 school year, which is far less than the projected over 100 classes by some stakeholders of the sector. As such, we will continue to implement the series of targeted relief measures for the period from 2013 to 2015 as announced in November 2012, including the progressive reduction of the number of students allocated per S1 class on a year-on-year basis by “2-1-1” and “1-1-1”. This is in line with the general consensus reached with the sector and aims to strike a balance between the concerns and interest of different stakeholders including parents and the school sector. In accordance with the agreed arrangement, the number of students allocated per S1 class will be further reduced by one student in the schools concerned in the 2014/15 school year. Premised on the interwoven effects of other relief measures specifically the relaxation of the “not less than three S1 classes” requirement and extending the retention period for surplus teachers arising from any reduction of S1 classes from one year to three years, we do not have any plan to further reduce the number of students per S1 class during the period concerned.

Provision of public sector S1 places is on a territory-wide basis. As regards the imbalance of supply and demand of S1 places at district level, it is worth noting that various factors such as parental choice, prevailing geographical distribution of schools that has developed gradually over the years and development of individual schools are in play and have led to “cross-district schooling”, in addition to the demographical changes of the territory-wide population, including movements of newly-arrived children, which are not uncommon. With such factors, it is difficult, if not impossible, to achieve a perfect match of the supply of school places with the demand of students living in each district over the years.

To deal with the decline in the number of S1 students in the coming few years, we will continue to be pragmatic and put in place the announced relief measures and allow schools to retain surplus teachers for three years, while assuring that there will not be so-called “school closure” policy for secondary schools.

**CONTROLLING OFFICER'S REPLY****EDB126****(Question Serial No. 1922)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 35):

The Education Bureau will continue to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 000 additional places a year for five years from the 2011/12 school year. Please use a table to list out the number of secondary and primary school students who have participated in the Mainland exchange programme, as well as the annual expenditure involved in the past three years. Has the effectiveness been assessed? If yes, what are the details? If no, why?

Asked by: Hon. LAM Tai-fai

Reply:

The number of secondary and primary school students who had received subsidies to join the Mainland exchange programmes over the past three years (2011-12, 2012-13 and 2013-14) and the expenditure involved are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)		Expenditure (\$million)	
	Secondary Students	Primary Students	Secondary Students	Primary Students
2011-12	19 700	19 900	33.1	13.6
2012-13 <sup>#</sup>	12 800	7 400	27.8	4.5
2013-14 <sup>+</sup>	27 900	15 700	38.7	10.9

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

After completion of the Mainland exchange programmes, feedback of the participants was collected through questionnaires and focus group meetings. Based on the information collected, a majority of the participants reflected that the learning objectives of the Mainland exchange programmes were met.



**CONTROLLING OFFICER'S REPLY****EDB127****(Question Serial No. 1923)**

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 (Member Question No. 36):

During 2014-15, the Education Bureau will continue to support the work of the Committee on Free Kindergarten Education to study and make recommendations on how to practicably implement free kindergarten education. What is the latest progress of the work? What recommendations are now under consideration by the Bureau? What amounts of resources, expenditures and manpower will the Bureau allocate for following up on implementation of free kindergarten education?

Asked by: Hon. LAM Tai-fai

Reply:

Since their establishment, the Committee on Free Kindergarten Education (the Committee) and its five sub-committees have held more than 30 meetings to deliberate on various issues relating to free kindergarten (KG) education. The Committee submitted a progress report to the Education Bureau (EDB) in December 2013. Notwithstanding that 2015 is the target completion year of the Committee's deliberation, the Committee proposes in its progress report a number of short-term measures to address some of the immediate concerns of the KG sector. The short-term measures include providing additional subsidy for KGs and parents, enhancing the training for KG principals and teachers, improving the KG admission arrangements and enhancing parent education, etc. After careful consideration, the EDB accepted the Committee's recommendations on the short-term measures so as to provide immediate assistance to the KG sector and the parents.

Looking ahead, the Committee and its Subcommittees will continue to consider how to practicably implement free KG education despite the inter-related intricacies of the new policy on free KG education. As part of its deliberation process, the Committee will continue to listen to different opinions on ways to enhance KG education, including views from the KG sector and other stakeholders, and keep the public informed of the progress of work of the Committee from time to time.

The EDB has been following up the Committee's recommendations on the short-term measures. Specifically, we have obtained on 21 February 2014 the approval of the Finance Committee of the Legislative Council to increase the voucher subsidy of the Pre-primary Education Voucher Scheme on a one-off basis in the 2014/15 and 2015/16 school years and lift the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme in those two school years. It is estimated that these measures will incur an additional expenditure of \$893.65 million in total. Resources for implementing other short-term measures as recommended by the Committee will be absorbed from within EDB's envelope. To provide secretariat support for the Committee and sub-committees, we have created six additional non-directorate posts on a time-limited basis. The estimated staffing provision for the six non-directorate posts in 2014-15 is around \$5.18 million. As the Committee's deliberations on how to

practicably implement free KG education are still ongoing, we are unable to provide at this stage the estimated manpower and funding resources needed to implement free KG education.

**CONTROLLING OFFICER'S REPLY**

**EDB128**

**(Question Serial No. 1924)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (1) Director of Bureau's Office  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 37):

What was the expenditure on duty visits outside Hong Kong incurred by the Education Bureau in the past year and what is the estimated expenditure in this regard in 2014-15? Please list, in tabular form, the locations, participants, effectiveness and follow-up actions, if any.

Asked by: Hon. LAM Tai-fai

Reply:

The details and expenditure on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity in 2013-14 are at Annex.

As regards 2014-15, officials will conduct duty visits outside Hong Kong based on operational needs and follow up actions are subsumed under the formulation and execution of relevant policies. The duty visit expenditure will be governed by relevant regulations and guidelines and charged to the relevant votes to ensure effective control and use of public money.

Date of duty visit outside Hong Kong	Place and purpose of duty visit	No. of entourage	(A) Hotel accommodation expenditure Note 1	(B) Flight ticket expenditure Note 2	(C) Overseas subsistence allowance and other incidental expenses	Total expenditure (A)+(B)+(C) Note 3
10 duty visits conducted during the period from April 2013 to March 2014	<ul style="list-style-type: none"> <li>● to learn about kindergarten education and information technology in education in Korea, Singapore and Australia</li> <li>● to officiate and/or address in international fora/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students</li> <li>● goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on educational front and visit local schools</li> <li>● to lead a delegation of education professionals and sector representatives to Shanghai and Beijing for professional exchange</li> <li>● to visit Indonesia for boosting educational co-operation and exchange with member states of the</li> </ul>	1 - 10	\$106,200	\$890,800	\$516,600	\$1,513,600 Note 4

<b>Date of duty visit outside Hong Kong</b>	<b>Place and purpose of duty visit</b>	<b>No. of entourage</b>	<b>(A) Hotel accommodation expenditure</b> <small>Note 1</small>	<b>(B) Flight ticket expenditure</b> <small>Note 2</small>	<b>(C) Overseas subsistence allowance and other incidental expenses</b>	<b>Total expenditure</b> <small>(A)+(B)+(C)</small> <small>Note 3</small>
	Association of Southeast Asian Nation and promoting Hong Kong's role as a regional education hub <ul style="list-style-type: none"> <li>● to lead a delegation from the education sector to attend an international convention in Shanghai</li> <li>● to attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries</li> </ul>					

Notes:

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to officers concerned in accordance with the relevant Civil Service Regulations which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Excludes the expenditure covered by hosting organisations.
- (4) The expenditure includes the tentative cost for the duty visit to New Zealand to be conducted in end March.

**CONTROLLING OFFICER'S REPLY**

**EDB129**

**(Question Serial No. 1927)**

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 (Member Question No. 40):

In 2014-15, the Education Bureau plans to introduce a scholarship scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong to help nurture a diversified pool of top talents to propel Hong Kong's development. What are the details, expenditure involved, manpower arrangements, application criteria and target of the scheme? How can the Administration make sure that the awardees will return to Hong Kong after their study?

Asked by: Hon. LAM Tai-fai

Reply:

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students, including the provision for three additional time-limited civil service posts (viz. one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the implementation workload. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB130**

**(Question Serial No. 1928)**

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 (Member Question No. 41):

During 2014-15, the Education Bureau will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. What are the details, amount of expenditures involved, manpower arrangement, application criteria and objectives of the scheme? Which selected disciplines will the Bureau preliminarily choose the programmes from? Have the Bureau contacted local tertiary institutions to discuss the scheme? If yes, what are the details; if no, what are the reasons?

Asked by: Hon. LAM Tai-fai

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, and one additional civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB131**

**(Question Serial No. 1840)**

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 (Member Question No. 10):

(a) What are the respective numbers of school-age ethnic minority (EM) students in secondary schools and primary schools in the past three school years, namely 2010-11, 2011-12, 2012-13 and the current school year?

(b) What are the respective numbers of EM students with junior secondary level and their respective percentages among school-age EM students in the past three school years, namely 2010-11, 2011-12, 2012-13?

(c) What are the respective numbers of EM students with senior secondary level and their respective percentages among school-age EM students in the past three school years, namely 2010-11, 2011-12, 2012-13 and the current school year?

(d) What are the respective numbers of EM students who completed programmes offered by the University Grant Committee-funded institutions and their respective percentages among school-age EM students in the past three school years, namely 2010-11, 2011-12, 2012-13?

(e) What measures will be implemented by the Administration to help EM students in their studies and increase their chance to pursue studies in tertiary institutions?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

(a) In general, children in the age groups of 6-11 and 12-17 are considered to be "school-age" children for primary and secondary schools respectively. The number of ethnic minority (EM) children was 17 292 and 14 840 for these two "school-age" groups respectively, based on the data collected by the Census and Statistics Department in the 2011 Population Census. Given that the population census is conducted every 10 years with a by-census in the middle of the intercensal period, relevant data on a school year basis are not available.

(b)&(c) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students. The number of NCS students studying at junior secondary and senior secondary levels is tabulated at the Annex.

(d) According to the University Grants Committee (UGC), they do not collect statistics on EM or NCS



students who have completed the programmes offered by the UGC-funded institutions. However, the UGC has collected the number of local NCS students (i.e. students whose ethnicity and / or spoken language at home is not Chinese) admitted to the UGC-funded undergraduate programmes. The total number of NCS students was 141, 145 and 249 in the 2010/11, 2011/12 and 2012/13 school years respectively.

- (e) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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.

Since the “Learning Framework” making the learning progress of NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learners’ needs, NCS students are expected to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the package of support measures for EM as announced in the 2014 Policy Address, including the enhanced education support for NCS students mentioned above, takes root and sustains, it is expected that more NCS students would pursue studies in tertiary institutions.

**Number of non-Chinese speaking students  
studying at junior secondary and senior secondary levels  
in the 2010/11, 2011/12, 2012/13 and 2013/14 school years**

Level	2010/11 school year	2011/12 school year	2012/13 school year	2013/14 school year
Junior Secondary (Secondary 1 – 3)	3 444	3 826	4 119	4 271
Senior Secondary (Note 4)	1 792	2 547	2 800	3 305

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.
4. Figures for senior secondary level cover Secondary 4-7 in the 2010/11 and 2011/12 school years, and cover Secondary 4-6 in the 2012/13 and 2013/14 school years upon implementation of New Academic Structure in the 2012/13 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB132**

**(Question Serial No. 1841)**

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 (Member Question No. 11):

Please list out the provision for and the contents of projects supporting non-Chinese speaking students in learning Chinese from 2011/12 to 2013/14; as well as the estimated provision for and the details of projects supporting non-Chinese speaking students in learning Chinese in 2014/15.

Asked by: Hon. LAU Wai-hing, Emily

Reply:

The support measures for NCS students in the 2011/12, 2012/13, 2013/14 and 2014/15 school years and the expenditures are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2011/12, 2012/13, 2013/14 and 2014/15 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Estimated expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. School-based professional support is provided in different modes.</p>	16.8  Note 1	17.5  Note 1	61.3  Note 1	Note 2
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Provision of the “Chinese Language Curriculum Second Language Learning Framework” starting from the 2014/15 school year</p>	Note 1  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools	Note 1 Note 2
<p>Training programmes for Chinese Language teachers teaching NCS students</p>	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.  Note 2 Note 3

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.7	2.7	2.9	3.3
Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes  A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.	12.0	13.0	21.0	To be regularised and subsumed into the additional recurrent funding support for schools  Note 2
Summer Bridging Programme for NCS students in primary schools  Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.	1.4	2.0	2.5	3.2
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.	0.28	0.76	1.0	1.2

District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	0.88	2.51	2.51 Note 2 Note 4
Support for kindergartens admitting NCS students -				
(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	-	3.3	4.5	2.1
(b) School-based professional support services	-	-	Note 1	Note 1 Note 2

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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 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.
3. To facilitate schools’ implementation of the “Learning Framework”, professional development programmes will be provided as mentioned in Note 2 above. In addition, the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers’ professional

capabilities and qualifications in teaching Chinese as a second language will also be launched in the 2014/15 school year.

4. We are considering extending the programmes to NCS students aged above 9 so as to encourage primary and secondary schools traditionally admitting more NCS students to create an immersed Chinese environment for their students by joining the activities.

**CONTROLLING OFFICER'S REPLY**

**EDB133**

**(Question Serial No. 3053)**

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 (Member Question No. 1):

Under Programme (6), the estimated provision has increased by \$10.8 million. This is mainly due to increased provision to support the industry attachment programme for students of Vocational Training Council in 2014-15. What are the details of the programme, expenditure involved, the number of attachment places and the way to allocate these places in 2014/15?

Asked by: Hon. LEE Wai-king, Starry

Reply:

With the Government's funding support, the Vocational Training Council (VTC) has launched a two-year pilot programme to support industrial attachments for student intakes to Government-subsidised higher diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing them for a smooth transition from study to work. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness.

Given the encouraging results, the Chief Executive announced in the 2014 Policy Address that starting from the 2014/15 academic year, recurrent funding will be allocated to VTC to provide industrial attachment opportunities for all students of Higher Diploma programmes and students of some Diploma in Vocational Education programmes. It is estimated that the programme will benefit over 9 000 students in VTC every year.

The estimated expenditure is about \$18 million per annum, covering the staff cost for –

- (a) Pre-attachment preparation, including soliciting attachment places, organising orientation/seminars for students, and coaching of students to develop personalised learning plan;
- (b) Support during the attachment, including visits to workplace and assessment on students with the employers; and
- (c) Post-attachment follow-up, including reviews and experience sharing amongst students.



**CONTROLLING OFFICER'S REPLY**

**EDB134**

**(Question Serial No. 3211)**

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 (Member Question No. 38):

Since 2012, Hong Kong senior secondary school leavers can pursue studies in the Mainland through three channels, namely the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme), Joint Entrance Examination for Undergraduates in the People's Republic of China and admission of Hong Kong students by individual education institutions in the Mainland. The Government recommends that the Mainland University Study Subsidy Scheme (the Scheme) be rolled out from the 2014/15 academic year so that needy Hong Kong students pursuing studies under the Admission Scheme may receive a mean-tested bursary of up to \$15,000 per year during their study period. The scheme is not subject to any quota.

- (1) What is the respective number of Hong Kong students pursuing studies in the Mainland through different channels in the last academic year? What are their major subjects of studies?
- (2) What is the amount of funding earmarked for the Scheme in 2014-15? What are the eligibility and application details of the Scheme?
- (3) Is there any funding earmarked for studying the possibility of expanding the Scheme to cover students pursuing studies in the Mainland through other channels? If yes, what are the details? If not, why?

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (1) The 2014 Policy Address proposed the establishment of the Mainland University Study Subsidy Scheme (MUSSS) to support needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). The Admission Scheme was introduced in 2012 as a government-to-government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education (HKDSE) examination results, and are thus exempted from taking the Joint Entrance Examination for Universities in the Mainland. The number of students admitted by Mainland institutions under the Admission Scheme in the 2012/13 and 2013/14 academic years were 971 and 1 188 respectively.

As regards the number of Hong Kong students pursuing studies in the Mainland and their areas of studies, the Administration does not maintain such records. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated numbers of Hong Kong residents studying full-time tertiary education programmes in the Mainland were about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the

information provided by the Ministry of Education of the People's Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 11 155 in the 2011/12 academic year.

- (2) The proposed MUSSS will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness. We estimate that the total expenditure will be \$114 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.
- (3) The MUSSS will benefit students studying in the Mainland undergraduate programmes admitted through the Admission Scheme, which is the only scheme for Hong Kong students to study outside Hong Kong promulgated at a government-to-government level. Details of the Admission Scheme, such as admission criteria and designated institutions, have been formulated with a view to safeguarding quality and the interest of Hong Kong students. Since the Admission Scheme will exempt Hong Kong students from the Joint Entrance Examination for Universities in the Mainland, it saves students' time and effort on other university admission examinations, so that they can concentrate on their preparation for the HKDSE examination. This is in line with the HKSAR Government's policy objective to promote HKDSE examination as the primary channel for articulation in and outside Hong Kong.

**CONTROLLING OFFICER'S REPLY****EDB135****(Question Serial No. 3216)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 11):

Please provide the number of non-Chinese speaking (NCS) students and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2013/14 school year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students by level in the 2013/14 school year are tabulated below:

Level	No. of NCS students (Notes 1 and 2)	Total no. of students (Note 5)	Percentage of NCS students among all students
Pre-primary (K1 to K3) (Note 3)	12 029	169 843	7.1%
Primary (Primary 1 - 6) (Note 4)	8 290	274 429	3.0%
Secondary (Secondary 1 - 6) (Note 4)	7 576	372 794	2.0%

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 pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
5. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

**CONTROLLING OFFICER'S REPLY****EDB136****(Question Serial No. 3217)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme:  
(2) Primary Education  
(3) Secondary Education  
(4) Special Education  
(5) Other Educational Services and Subsidies  
(7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 12):

Please provide by disability type the number of disabled students currently studying in mainstream primary and secondary schools respectively. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans in 2014-15? What is the estimated expenditure?

Asked by: Hon. LEE Wai-king, StarryReply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2013/14 school year is as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary	8 190	750	3 310	2 850	120	30	260	1 880
Secondary	9 890	930	1 660	3 010	240	100	400	210

In the 2014/15 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources include Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support will be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also continue to offer structured teacher training and strengthen school networking for sharing of good practices and develop teaching resources for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. To further enhance the support for students with SEN in ordinary schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. The grant rates and its ceiling will be adjusted annually according to the change in the Composite

Consumer Price Index thereafter.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for SEN students in mainstream schools in the 2014/15 school year is about \$1,235 million.

**CONTROLLING OFFICER'S REPLY**

**EDB137**

**(Question Serial No. 3218)**

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 (Member Question No. 14):

Will the Government please give a breakdown of the special education training programmes, including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place, offered in the past 3 school years (2011/12 to 2013/14)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The breakdown of training programmes on catering for students with special educational needs (including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place) provided to teachers in the 2011/12, 2012/13 and 2013/14 school years is summarised at the Appendix.

**Teacher Training Programmes on Catering for Students with Special Educational Needs from the 2011/12 to 2013/14 School Years**

Type of Courses		2011/12 School Year (Actual)				2012/13 School Year (Actual)				2013/14 School Year ( Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
1	Professional development programme for teachers (Catering for diverse learning needs) Basic Level	39	240 (195)	3,600,000	15,000	39	240 (140)	3,600,000	15,000	39	240	3,600,000	15,000
2	Professional development programme for teachers (Catering for diverse learning needs) Advanced Level	117	200 (193)	9,000,000	45,000	117	200 (192)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 3)	30	400 (390)	4,329,000	11,100	30	480 (509)	6,311,600	12,400	30	600	7,500,000	12,500
4	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 3)	90-120	440 (411)	14,590,500	35,500	-	-	-	-	-	-	-	-
5	Advanced Course on Catering for Diverse Learning Needs with 12-hour optional attachment module (Note 3)	-	-	-	-	90-102	320 (279)	10,936,800	39,200	90-102	270	10,800,000	40,000
6	Thematic Course on Education of Students with Specific Learning Difficulties for Chinese Language Teachers (Note 3)	72	200 (195)	4,407,000	22,600	-	-	-	-	-	-	-	-

Type of Courses		2011/12 School Year (Actual)				2012/13 School Year (Actual)				2013/14 School Year ( Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
7	Thematic Course on Education of Students with Specific Learning Difficulties for English Language Teachers (Note 3)	72	320 (240)	5,832,000	24,300	-	-	-	-	-	-	-	-
8	Thematic Course on Education of Students with Hearing Impairment and Speech and Language Impairment (Note 3)	90	240 (144)	4,838,400	33,600	-	-	-	-	-	-	-	-
9	Thematic Courses on Education of Students with Special Educational Needs (SEN) (Note 3)	60	520 (448)	9,963,520	22,240	-	-	-	-	-	-	-	-
10	Thematic Course on Supporting Students with SEN - Cognition and Learning Needs (Note 3)	-	-	-	-	120	280 (168)	7,308,000	43,500	120	230	10,189,000	44,300
11	Thematic Course on Supporting Students with SEN - Behavioural, Emotional and Social Development Needs (Note 3)	-	-	-	-	120	160 (147)	7,276,500	49,500	120	200	10,000,000	50,000
12	Thematic Course on Supporting Students with SEN - Sensory, Communication and Physical Needs (Note 3)	-	-	-	-	90	160 (100)	3,840,000	38,400	90	220	8,470,000	38,500



Type of Courses		2011/12 School Year (Actual)				2012/13 School Year (Actual)				2013/14 School Year ( Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$) (Note 1)	Unit Cost (\$)	Course Hours	No. of places (Note 2)	Provision (\$) (Note 1)	Unit Cost (\$)
13	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 3)	120	50 (50)	1,965,000	39,300	120	50 (30)	996,000	33,200	120	50	1,840,000	36,800
14	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants”	12	560 (560)	795,200	1,420	12	560 (560)	868,000	1,550	12	560	896,000	1,600
15	Theme-based Seminars / Workshops for ordinary and special schools on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, Children with Medical Complexity, etc.	3-42	6200 (6555)	471,000	NA (Note 4)	2-42	6250 (4927)	356,000	NA (Note 4)	2-42	7610	765,000	NA (Note 4)
16	Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities	-	-	-	-	240	40 (27)	2,889,000	107,000	240	40	4,364,000	109,100
<b>TOTAL</b>				<b>59,791,620</b>				<b>53,381,900</b>				<b>67,424,000</b>	

Note 1: Provision for items 1 and 2 is calculated based on the number of places offered by the service providers while that for the other items are calculated according to the number of participants of the respective programmes.

Note 2: Number of participants for the 2013/14 school year is not yet available.

Note 3: These courses are operated in a full-time block release mode with the provision of supply teachers. The respective provisions cover both the cost of the courses and provisions for supply teacher grant.

Note 4: These training programmes are partly conducted by Education Bureau (EDB) staff and partly commissioned to outside professionals, but the respective provisions only cover the latter. Hence, the unit cost cannot be calculated.

**CONTROLLING OFFICER'S REPLY****EDB138****(Question Serial No. 3219)**

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 (Member Question No. 3):

It is mentioned in paragraph 106 of the Budget Speech that the Vocational Training Council (VTC) will launch a pilot training and support scheme to attract new entrants for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries. Will the Administration inform this Committee of the details of the scheme and the expenditure involved each year?

Asked by: Hon. LEE Wai-king, Starry

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator,

mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY****EDB139****(Question Serial No. 3220)**

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 (Member Question No. 4):

Paragraph 110 of the Budget Speech states that “the Education Bureau plans to establish an endowment fund of \$1 billion to provide a steady source of funding to support the sustainable development of the Qualifications Framework, benefitting employees and employers, education and training providers, assessment agencies and quality assurance bodies. We hope this initiative will encourage continuous learning among practitioners of the sectors concerned.” Would the Administration please inform this Committee of the details of the use of the fund? How many employees and employers are estimated to be benefitted by the fund? What measures will be available to encourage continuous learning among practitioners?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 Industry Training Advisory Committees (ITACs), QF-related studies/projects and public education.

For (a), we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning (RPL) Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (b), individual ITACs established under QF may engage experts and/or education and

training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

At present, 19 industries have set up ITACs, covering 46% of the workforce in Hong Kong. We shall continue to reach out to the stakeholders of other industries to explore the feasibility of setting up new ITACs. With the QF Fund, we believe more employers and education and training providers will be encouraged to seek accreditation of their training programmes. As a result, we expect that more diversified QF-recognised programmes will be developed and offered to further enhance the knowledge and skills of practitioners in the industries, and their competitiveness in the labour market. The RPL Support Scheme to be financed under the QF Fund will also enable more practitioners to have their skills, knowledge and relevant experience acquired in the workplace recognised under QF through the RPL mechanism. Practitioners may then pursue further learning with their RPL qualifications as a starting point to acquire higher and broader qualifications.

**CONTROLLING OFFICER'S REPLY**

**EDB140**

**(Question Serial No. 3221)**

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 (Member Question No. 8):

Please set out the supply and demand as well as the balance of international school places in each of the 18 District Council districts in Hong Kong.

Asked by: Hon. LEE Wai-king, Starry

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including those provided by English Schools Foundation and private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2013/14 school year is set out at Annex.

**Number of international school places,  
number of students enrolled and vacancies in the 2013/14 school year**

	2013/14		
	Number of places	Number of students enrolled	Vacancies
<b>Hong Kong</b>			
Central & Western	3 577	3 138	439
Wan Chai	3 133	2 991	142
Eastern	7 205	6 040	1 165
Southern	10 204	9 442	762
<i>Sub-total</i>	24 119	21 611	2 508
<b>Kowloon</b>			
Yau Tsim Mong	-	-	-
Sham Shui Po	105	83	22
Kowloon City	7 475	6 683	792
Wong Tai Sin	-	-	-
Kwun Tong	276	268	8
<i>Sub-total</i>	7 856	7 034	822
<b>New Territories</b>			
Sai Kung	1 292	1 201	91
Sha Tin	2 119	2 103	16
Tai Po	1 526	1 134	392
North	300	262	38
Yuen Long	123	56	67
Tuen Mun	830	821	9
Tsuen Wan	-	-	-
Kwai Tsing	417	391	26
Island	1 102	967	135
<i>Sub-total</i>	7 709	6 935	774
<b>Total</b> (rounded to the nearest 100)	<b>39 700</b>	<b>35 600</b>	<b>4 100</b>

## Notes:

- (1) Figures include English Schools Foundation (ESF) schools and private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at mid-September of the respective year.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**CONTROLLING OFFICER'S REPLY**

**EDB141**

**(Question Serial No. 3222)**

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 (Member Question No. 9):

Please provide information on the tuition fee of self-financing undergraduate programmes in the 2013/14 academic year by education institutions and programmes.

Asked by: Hon. LEE Wai-king, Starry

Reply:

According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes in the 2013/14 academic year by institution and by programme are at Annex.



**Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Programme for the 2013/14 Academic Year**

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies	60,095
	Bachelor of Business Administration (Honours)	60,095
	Bachelor of Social Sciences (Honours)	61,903
Centennial College	Bachelor of Arts (Honours) Programme	87,000
	Bachelor of Professional Accounting (Honours) Programme	87,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Degree Programme	62,333
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	61,500
	Bachelor of Arts (Honours) in English for Professional Communication Degree Programme	61,500
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	61,500
	Bachelor of Business Administration (Honours) Degree Programme	61,500
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	61,500
	Bachelor of Business Administration (Honours) in Finance Degree Programme	61,500
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	61,500
	Bachelor of Engineering (Honours) in Civil Engineering Degree Programme	61,500
	Bachelor of Science (Honours) in Architecture Degree Programme	61,500
	Bachelor of Science (Honours) in Computer Science Degree Programme	61,500
Hang Seng Management College	Bachelor of Arts in English (Honours) Programme	66,500
	Bachelor of Business Administration (Honours) in Supply Chain Management Programme	66,500
	Bachelor of Business Administration (Honours) Programme	66,500
	Bachelor of Journalism and Communication (Honours) Programme	66,500
	Bachelor of Translation with Business (Honours) Programme	66,500
Hong Kong Art School	Bachelor of Arts (Fine Art)	81,400
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance	45,000
	BA (Hons) Business Management	45,000
	BA (Hons) Marketing and Advertising	45,000
	BSc (Hons) Computing	45,000
	BSc (Hons) Crime and Investigation	45,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	55,000
	Bachelor of Arts with Honours in Economics and Finance	55,000
	Bachelor of Arts with Honours in English	55,000
	Bachelor of Arts with Honours in History	55,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	55,000
	Bachelor of Business Administration with Honours	55,000

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Commerce with Honours in Accounting	55,000
	Bachelor of Commerce with Honours in Law and Business	55,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	55,000
	Bachelor of Social Sciences with Honours in Psychology	55,000
	Bachelor of Social Sciences with Honours in Sociology	55,000
	Bachelor of Social Work with Honours	55,000
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	Bachelor of Fine Arts in Advertising	279,755
	Bachelor of Fine Arts in Animation	279,755
	Bachelor of Fine Arts in Fashion	279,755
	Bachelor of Fine Arts in Fashion Marketing and Management	279,755
	Bachelor of Fine Arts in Graphic Design	279,755
	Bachelor of Fine Arts in Illustration	279,755
	Bachelor of Fine Arts in Interactive Design and Game Development	279,755
	Bachelor of Fine Arts in Interior Design	279,755
	Bachelor of Fine Arts in Motion Media Design	279,755
	Bachelor of Fine Arts in Painting	279,755
	Bachelor of Fine Arts in Photography	279,755
	Bachelor of Fine Arts in Sequential Art	279,755
	Bachelor of Fine Arts in Visual Effects	279,755
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Education for Sustainability	80,000
	Bachelor of Arts (Honours) in Liberal Studies Education	78,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	73,500
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance	63,800
	Bachelor of Arts with Honours in Business Management	63,800
	Bachelor of Arts with Honours in Chinese	52,198
	Bachelor of Arts with Honours in Creative Advertising and Media Design	53,284
	Bachelor of Arts with Honours in Creative Writing and Film Arts	53,086
	Bachelor of Arts with Honours in Language Studies and Translation	52,000
	Bachelor of Business Administration in Accounting	52,000
	Bachelor of Business Administration in Banking and Finance	52,433
	Bachelor of Business Administration in China Business	52,433
	Bachelor of Business Administration in Corporate Administration	52,433
	Bachelor of Business Administration in Human Resource Management	52,433
	Bachelor of Business Administration in International Business	52,433
	Bachelor of Business Administration in Management	52,433
	Bachelor of Business Administration in Marketing	52,433

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Business Administration with Honours in Business Management	52,000
	Bachelor of Business Administration with Honours in Professional Accounting	52,000
	Bachelor of Computing with Honours in Internet Technology	52,000
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours	65,000
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	56,010
	Bachelor of English Language Studies with Honours	52,000
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	53,679
	Bachelor of Fine Arts with Honours in Photographic Digital Art	53,481
	Bachelor of Nursing with Honours in General Health Care	58,032
	Bachelor of Nursing with Honours in Mental Health Care	58,032
	Bachelor of Science with Honours in Testing and Certification	57,910
	Bachelor of Social Sciences with Honours in Applied Economics	52,000
	Bachelor of Social Sciences with Honours in Applied Social Studies	52,000
	Bachelor of Social Sciences with Honours in Politics and Public Administration	52,000
	Bachelor of Social Sciences with Honours in Psychology	52,000
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	BSc Accounting and Finance	59,200
	BSc Banking and Finance	59,200
	BSc Business	59,200
	BSc Economics and Management	59,200
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000
	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours)	99,200
	Bachelor of Science (Honours) in Occupational Therapy	108,800
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council	Bachelor of Arts (Honours) in Advertising	75,900
	Bachelor of Arts (Honours) in Chinese Culinary Arts and Management	75,900
	Bachelor of Arts (Honours) in Fashion Design	75,900
	Bachelor of Arts (Honours) in Landscape Architecture	75,900
	Bachelor of Arts (Honours) in Product Design	75,900
	Bachelor of Engineering (Honours) in Civil Engineering	75,900
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	75,900
	Bachelor of Science (Honours) in Health Care	75,900
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	66,150

**CONTROLLING OFFICER'S REPLY****EDB142****(Question Serial No. 3223)**

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 (Member Question No. 10):

Regarding the support provided for non-Chinese speaking (NCS) students in the 2012/13 and 2013/14 school years, will the Government provide the following information:

- (a) The amount of special grant received by each school with school-based support programmes specifically arranged for NCS students, the number of NCS students admitted (with a breakdown by grade), and the percentage of such students among all students of the school; and
- (b) The number of schools which have admitted NCS students, broken down respectively by the intake of such students (less than 10, 10-19, 20-29 and 30 or above) and the percentage of such students among all students of the school.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) Starting from the 2006/07 school year, schools admitting a critical mass of non-Chinese speaking (NCS) students, having experience in taking care of NCS students, ready to partner with the Education Bureau (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 the sharing of these schools with other schools admitting NCS students via the school support network that the EDB has formed, all NCS students will benefit. In the 2012/13 school year, there were 31 schools receiving the additional recurrent funding. This mode of support is generally known as the so-called "designated schools" system. To remove the misconception arising from the "designated school" label which is in fact a misnomer and to raise schools' awareness to support NCS students' learning of the Chinese language, 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%. 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 that we intend to remove by abolition of the so-called “designated schools” system from the 2013/14 school year.

- (b) 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 are at the Annex.

**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 2012/13 and 2013/14 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
<b>Primary schools</b>					
2012/13	Number of schools	247	22	12	40
	Percentage of NCS students among all students of the schools	0.1% - 5.7%	0.9% - 17.8%	3.5% - 17.6%	3.7% - 99.1%
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>					
2012/13	Number of schools	214	13	6	27
	Percentage of NCS students among all students of the schools	0.1% - 2.9%	0.9% - 5.3%	2.3% - 3.2%	2.5% - 97.0%
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 the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. 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**

**EDB143**

**(Question Serial No. 3243)**

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 (Member Question No. 2):

Please provide the number of intake, the number of teachers, and details of expenditure of the Youth College under the Vocational Training Council (VTC) from the 2012/13 to 2013/14 academic years, as well as the relevant estimate for the 2014/15 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The numbers of new intake (both full-time and part-time) of the Youth College of the Vocational Training Council (VTC) are 5 422 and 6 100 (provisional) for the 2012/13 and 2013/14 academic years respectively. The estimated number of new intake for the 2014/15 academic year is 5 800.

As the facilities in different VTC campuses are often shared by students of different programme levels, and staff may be deployed to different campuses on a need basis, the number of teachers and expenditure by individual member institutions of VTC are not available.

**CONTROLLING OFFICER'S REPLY**

**EDB144**

**(Question Serial No. 3244)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 5):

Please provide the numbers of students in primary schools and secondary schools by districts and by sectors in the 2012/13 and 2013/14 school years.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The numbers of students in primary schools and secondary schools by districts and by sectors in the 2012/13 and 2013/14 school years are detailed at Appendix 1.



**Number of Students in Primary Schools by District and by Sector, 2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2012.

**Number of Students in Secondary Day Schools by District and by Sector, 2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2012.

**Number of Students in Primary Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	634	6 614	0	2 182	1 289	10 719
Wan Chai	1 970	6 302	0	3 234	1 954	13 460
Eastern	2 305	12 593	1 067	796	3 434	20 195
Southern	795	4 337	1 430	2 397	4 118	13 077
Yau Tsim Mong	1 166	10 838	1 265	749	0	14 018
Sham Shui Po	1 850	11 856	1 678	4 733	0	20 117
Kowloon City	2 938	15 015	1 557	7 037	3 740	30 287
Wong Tai Sin	418	14 256	0	2 496	0	17 170
Kwun Tong	1 414	21 687	565	629	268	24 563
Sai Kung	543	10 608	2 730	35	973	14 889
Sha Tin	789	21 550	1 718	1 618	898	26 573
Tai Po	582	10 426	0	0	1 134	12 142
North	791	17 333	0	0	0	18 124
Yuen Long	2 429	23 676	1 245	199	56	27 605
Tuen Mun	629	18 264	741	65	443	20 142
Tsuen Wan	1 726	10 750	0	89	0	12 565
Kwai Tsing	0	17 507	566	0	391	18 464
Islands	0	5 276	0	738	794	6 808
All Districts	20 979	238 888	14 562	26 997	19 492	320 918

Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2013.

**Number of Students in Secondary Day Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	943	6 064	0	2 728	0	1 849	11 584
Wan Chai	2 568	7 175	0	1 789	0	1 037	12 569
Eastern	3 574	17 561	0	3 111	0	2 606	26 852
Southern	0	9 090	0	1 826	1 174	5 324	17 414
Yau Tsim Mong	1 649	10 432	650	2 705	75	0	15 511
Sham Shui Po	814	14 411	927	6 935	939	83	24 109
Kowloon City	1 592	23 065	0	4 378	899	2 943	32 877
Wong Tai Sin	501	18 445	0	1 248	535	0	20 729
Kwun Tong	1 730	22 494	0	6 256	0	0	30 480
Sai Kung	938	14 999	0	5 624	24	228	21 813
Sha Tin	1 777	29 856	0	4 459	1 660	1 205	38 957
Tai Po	500	13 377	0	1 518	0	0	15 395
North	1 111	15 335	0	1 203	79	262	17 990
Yuen Long	3 840	26 207	0	3 894	385	0	34 326
Tuen Mun	1 858	26 286	0	0	0	378	28 522
Tsuen Wan	1 003	10 873	0	0	0	0	11 876
Kwai Tsing	0	26 719	0	0	0	0	26 719
Islands	539	4 788	0	1 429	693	173	7 622
All Districts	24 937	297 177	1 577	49 103	6 463	16 088	395 345

Notes: (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2013.

**CONTROLLING OFFICER'S REPLY**

**EDB145**

**(Question Serial No. 3245)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 6):

Please provide the number of newly admitted pupils from the Mainland in primary and secondary schools, broken down by district and school sector, in the 2011/12, 2012/13 and 2013/14 school years.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of newly admitted pupils from the Mainland in primary and secondary schools by district and by school sector from 2011/12 to 2013/14 school years is detailed at Appendix 1.

**Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Primary Schools by District by School Sector in the 2011/12, 2012/13 and 2013/14 School Years**

District	2011/12					2012/13					2013/14				
	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total
Central & Western	17	55	0	0	72	7	40	0	0	47	10	43	0	2	55
Wan Chai	3	27	0	6	36	1	31	0	5	37	4	22	0	3	29
Eastern	31	86	2	1	120	24	75	0	5	104	19	115	0	2	136
Southern	9	33	0	2	44	8	24	0	3	35	8	30	0	3	41
<b>Hong Kong Island (Sub-total)</b>	<b>60</b>	<b>201</b>	<b>2</b>	<b>9</b>	<b>272</b>	<b>40</b>	<b>170</b>	<b>0</b>	<b>13</b>	<b>223</b>	<b>41</b>	<b>210</b>	<b>0</b>	<b>10</b>	<b>261</b>
Sham Shui Po	57	203	0	0	260	53	217	1	2	273	55	195	0	5	255
Yau Tsim Mong	50	158	0	0	208	60	128	0	0	188	57	133	0	0	190
Kowloon City	1	126	0	10	137	2	148	1	8	159	7	128	0	8	143
Wong Tai Sin	12	163	0	2	177	11	127	0	5	143	17	111	0	1	129
Kwun Tong	11	227	0	0	238	5	224	0	0	229	9	207	0	0	216
<b>Kowloon (Sub-total)</b>	<b>131</b>	<b>877</b>	<b>0</b>	<b>12</b>	<b>1 020</b>	<b>131</b>	<b>844</b>	<b>2</b>	<b>15</b>	<b>992</b>	<b>145</b>	<b>774</b>	<b>0</b>	<b>14</b>	<b>933</b>
Tsuen Wan	10	171	0	0	181	6	183	0	0	189	1	144	0	0	145
Tuen Mun	3	135	0	0	138	8	174	0	0	182	2	168	0	0	170
Yuen Long	24	274	2	0	300	17	287	0	2	306	16	292	0	2	310
North	28	391	0	0	419	27	250	0	0	277	22	244	0	0	266
Tai Po	11	106	0	0	117	4	142	0	0	146	3	131	0	0	134
Sha Tin	0	206	2	0	208	0	141	1	3	145	1	202	1	1	205
Sai Kung	10	32	2	0	44	10	44	0	0	54	1	47	2	0	50
Islands	0	39	0	0	39	0	24	0	0	24	0	24	0	0	24
Kwai Tsing	0	157	0	0	157	0	149	0	0	149	0	158	0	0	158
<b>New Territories (Sub-total)</b>	<b>86</b>	<b>1 511</b>	<b>6</b>	<b>0</b>	<b>1 603</b>	<b>72</b>	<b>1 394</b>	<b>1</b>	<b>5</b>	<b>1 472</b>	<b>46</b>	<b>1 410</b>	<b>3</b>	<b>3</b>	<b>1 462</b>
<b>Total</b>	<b>277</b>	<b>2 589</b>	<b>8</b>	<b>21</b>	<b>2 895</b>	<b>243</b>	<b>2 408</b>	<b>3</b>	<b>33</b>	<b>2 687</b>	<b>232</b>	<b>2 394</b>	<b>3</b>	<b>27</b>	<b>2 656</b>

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the primary schools as at September of the respective school year. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

(iii) Figures for the 2013/14 school year are provisional and subject to revision.

# Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Secondary Schools by District by School Sector in the 2011/12, 2012/13 and 2013/14 School Years

District	2011/12						2012/13						2013/14					
	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total
Central & Western	0	38	0	3	0	41	0	35	0	5	0	40	0	27	0	0	0	27
Wan Chai	3	34	0	14	0	51	0	21	0	11	0	32	0	18	0	11	0	29
Eastern	1	131	0	44	0	176	0	121	0	78	0	199	2	120	0	89	0	211
Southern	0	65	0	0	0	65	0	51	0	2	0	53	0	51	0	0	2	53
<b>Hong Kong Island (Sub-total)</b>	<b>4</b>	<b>268</b>	<b>0</b>	<b>61</b>	<b>0</b>	<b>333</b>	<b>0</b>	<b>228</b>	<b>0</b>	<b>96</b>	<b>0</b>	<b>324</b>	<b>2</b>	<b>216</b>	<b>0</b>	<b>100</b>	<b>2</b>	<b>320</b>
Sham Shui Po	0	151	5	159	1	316	6	147	1	165	1	320	9	95	3	121	0	228
Yau Tsim Mong	1	123	83	25	0	232	0	80	77	42	0	199	1	83	65	30	0	179
Kowloon City	1	170	0	34	8	213	7	201	0	27	8	243	1	160	0	28	1	190
Wong Tai Sin	29	107	0	3	0	139	37	112	0	1	0	150	47	100	0	4	0	151
Kwun Tong	1	148	12	193	0	354	5	138	14	211	0	368	2	120	16	218	0	356
<b>Kowloon (Sub-total)</b>	<b>32</b>	<b>699</b>	<b>100</b>	<b>414</b>	<b>9</b>	<b>1 254</b>	<b>55</b>	<b>678</b>	<b>92</b>	<b>446</b>	<b>9</b>	<b>1 280</b>	<b>60</b>	<b>558</b>	<b>84</b>	<b>401</b>	<b>1</b>	<b>1 104</b>
Tsuen Wan	0	167	0	0	0	167	0	139	0	0	0	139	0	113	0	0	0	113
Tuen Mun	0	183	0	0	0	183	1	193	0	0	0	194	1	176	0	0	0	177
Yuen Long	1	176	0	36	0	213	1	188	0	28	1	218	1	148	0	24	0	173
North	109	100	0	6	0	215	112	93	0	6	0	211	95	94	0	8	0	197
Tai Po	14	100	0	13	0	127	12	120	0	17	0	149	29	116	0	19	0	164
Sha Tin	2	166	0	11	0	179	0	145	0	14	0	159	1	149	0	9	0	159
Sai Kung	0	56	0	10	3	69	0	67	0	10	0	77	1	85	0	19	0	105
Islands	0	16	0	3	0	19	0	11	0	3	0	14	2	6	0	0	0	8
Kwai Tsing	0	173	0	0	0	173	0	191	0	0	0	191	0	124	0	0	0	124
<b>New Territories (Sub-total)</b>	<b>126</b>	<b>1 137</b>	<b>0</b>	<b>79</b>	<b>3</b>	<b>1 345</b>	<b>126</b>	<b>1 147</b>	<b>0</b>	<b>78</b>	<b>1</b>	<b>1 352</b>	<b>130</b>	<b>1 011</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>1 220</b>
<b>Total</b>	<b>162</b>	<b>2 104</b>	<b>100</b>	<b>554</b>	<b>12</b>	<b>2 932</b>	<b>181</b>	<b>2 053</b>	<b>92</b>	<b>620</b>	<b>10</b>	<b>2 956</b>	<b>192</b>	<b>1 785</b>	<b>84</b>	<b>580</b>	<b>3</b>	<b>2 644</b>

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the secondary schools as at September of the respective school year. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

(iii) Figures for the 2013/14 school year are provisional and subject to revision.

# Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

**CONTROLLING OFFICER'S REPLY****EDB146****(Question Serial No. 3246)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 7):

Please provide the respective amounts of funding allocated to secondary and primary schools under the government, aided, Direct Subsidy Scheme and the English Schools Foundation categories as well as the unit cost of each category of subsidized places from 2011-12 to 2012-13.

Asked by: Hon. LEE Wai-king, Starry

Reply:

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

	Financial provision		Unit cost	
	2011-12	2012-13	2011-12	2012-13
	Actual	Actual	Actual	Actual
	<b>\$ million</b>	<b>\$ million</b>	<b>\$</b>	<b>\$</b>
Government primary schools <sup>Note</sup>	848	897	45,139	50,416
Aided primary schools	10,028	10,973	39,227	44,451
English Schools Foundation Junior Schools	116	117	20,741	20,938
Primary schools under the Direct Subsidy Scheme	530	609	37,196	42,222
Government secondary schools <sup>Note</sup>	1,339	1,396	52,084	57,249
Aided secondary schools	17,275	18,219	44,972	49,246
English Schools Foundation Secondary Schools	169	170	28,775	28,873
Secondary schools under the Direct Subsidy Scheme	2,315	2,317	44,047	45,965

Note

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



**CONTROLLING OFFICER'S REPLY****EDB147****(Question Serial No. 3247)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education  
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 13):

Please provide the number of students with special educational needs (SEN) by SEN types studying in primary and secondary schools in 2011/12, 2012/13 and 2013/14 school years.

Asked by: Hon. LEE Wai-king, StarryReply:

The numbers of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by SEN types from the 2011/12 to 2013/14 school years are as follows:

School Year	School Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2011/12	Primary	8 430	780	2 320	1 950	140	40	310	1 970
	Secondary	7 850	940	1 050	1 790	250	110	490	210
2012/13	Primary	8 390	760	2 840	2 450	130	30	270	1 940
	Secondary	9 050	930	1 310	2 330	250	100	420	190
2013/14	Primary	8 190	750	3 310	2 850	120	30	260	1 880
	Secondary	9 890	930	1 660	3 010	240	100	400	210

**CONTROLLING OFFICER'S REPLY**

**EDB148**

**(Question Serial No. 3248)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 15):

The Government will provide schools operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. Regarding the schools' enhancement of the life planning and career guidance services, what is the specific work plan?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The Education Bureau (EDB) will provide schools operating senior secondary education levels with a recurrent grant with effect from the 2014/15 school year to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. The EDB will expand its Career Guidance Team to strengthen professional support services to schools to take forward a paradigm shift towards life planning education in a more co-ordinated and systematic manner. It will also conduct career guidance visits to schools, organise professional development programmes/sharing sessions for career guidance teachers, promote career-related learning/experiences beyond the classroom and enhance parents' awareness of the multiple pathways for their children. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. We will then issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement.

**CONTROLLING OFFICER'S REPLY****EDB149****(Question Serial No. 3250)**

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 (Member Question No. 17):

Regarding the plan to provide enhanced funding support to schools 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 effective learning of Chinese as a second language, what resources will the Government provide for primary and secondary schools?

Asked by: Hon. LEE Wai-king, Starry

Reply:

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, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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.

**CONTROLLING OFFICER'S REPLY****EDB150****(Question Serial No. 1300)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 13):

(a) Please list, by Yuen Long, Tuen Mun, North District, Tai Po and other districts, the numbers of school places in kindergartens (including child care centres), primary and secondary schools in the past 5 years.

(b) Please list, by Yuen Long, Tuen Mun, North District, Tai Po and other districts, the numbers of cross-boundary students who travel from the Mainland to Hong Kong daily to attend kindergartens (including child care centres), primary and secondary schools in the past 5 years.

(c) Please list the numbers of cross-boundary students who travel from the Mainland to Hong Kong daily to attend schools and school coaches by the land boundary control points used in the past 5 years.

Asked by: Hon. LEUNG Che-cheung

Reply:

(a) The numbers of school places by district and by school level from the 2009/10 to 2013/14 school years<sup>(1)</sup> are as follows:

Level	District	2009/10	2010/11	2011/12	2012/13	2013/14
Kindergarten (including kindergarten-cum- child care centre) (2)	Tuen Mun	12 260	12 165	12 361	12 637	13 070
	Yuen Long	15 775	15 713	16 414	17 045	17 739
	North	9 710	10 001	10 865	11 549	12 228
	Tai Po	6 082	6 253	6 354	6 496	7 016
	Others	142 809	145 596	147 369	149 826	151 109
	<b>Overall</b>	<b>186 636</b>	<b>189 728</b>	<b>193 363</b>	<b>197 553</b>	<b>201 162</b>
Primary <sup>(3), (4)</sup>	Tuen Mun	23 394	21 464	20 744	20 584	20 754
	Yuen Long	32 348	30 225	28 655	27 460	27 407
	North	17 593	17 135	17 153	17 060	17 930
	Tai Po	13 208	12 380	12 260	12 233	12 591
	Others	278 282	269 097	262 392	256 455	254 557
	<b>Overall</b>	<b>364 825</b>	<b>350 301</b>	<b>341 204</b>	<b>333 792</b>	<b>333 239</b>

Level	District	2009/10	2010/11	2011/12	2012/13	2013/14
Secondary <sup>(3), (4)</sup>	Tuen Mun	38 058	36 759	39 600	35 464	33 125
	Yuen Long	42 602	42 524	45 922	41 157	38 635
	North	21 623	20 998	22 701	20 351	19 368
	Tai Po	22 490	20 835	21 755	19 219	18 114
	Others	370 161	364 870	391 669	354 773	339 734
	<b>Overall</b>	<b>494 934</b>	<b>485 986</b>	<b>521 647</b>	<b>470 964</b>	<b>448 976</b>

Notes

- (1) The figures refer to the position as at mid-September of the respective school years.
- (2) The figures include nursery, lower and upper classes in kindergartens and kindergarten-cum-child care centres, but do not include vacant classrooms and vacant child care centre portions.
- (3) The figures include ordinary primary and secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (4) The figures refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

(b) The numbers of cross-boundary students (CBS) by district and by school level from the 2009/10 to 2013/14 school years are as follows:

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Yuen Long:</b>					
Kindergarten (including kindergarten-cum-child care centre)	210	514	1 070	1 653	2 235
Primary	396	513	625	1 012	1 590
Secondary	111	141	196	246	280
<b>Tuen Mun:</b>					
Kindergarten (including kindergarten-cum-child care centre)	225	454	892	1 265	1 679
Primary	82	158	305	578	1 181
Secondary	22	32	43	53	74
<b>North:</b>					
Kindergarten (including kindergarten-cum-child care centre)	2 225	2 787	3 677	4 281	4 908
Primary	3 393	3 619	3 928	4 379	4 996
Secondary	1 002	1 205	1 432	1 569	1 782
<b>Tai Po:</b>					
Kindergarten (including kindergarten-cum-child care centre)	19	29	67	190	340
Primary	199	248	351	669	1 130
Secondary	122	139	182	255	335

	2009/10	2010/11	2011/12	2012/13	2013/14
<b>Other districts</b> (Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung)					
Kindergarten (including kindergarten-cum-child care centre)	2	2	2	65	124
Primary	20	37	67	111	184
Secondary	10	21	28	30	33

Notes

- (1) The figures quoted above are based on the annual surveys on the number of students travelling daily across the boundary to schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.

(c) The numbers of CBS and local / cross-boundary school coaches using various land-based boundary control points in the past five school years<sup>(1)</sup> are as follows:

Control Point (CP)	School Year	No. of Cross-boundary Students <sup>(2)</sup>	No. of Local / Cross-boundary School Coaches <sup>(3)</sup> Carrying Cross-boundary Students
Shenzhen Bay Control Point (SZB CP)	2009/10	512	12
	2010/11	1 046	25
	2011/12	2 127	43
	2012/13	3 360	77
	2013/14	5 202	102
Lok Ma Chau Control Point (LMC CP)	2009/10	416	9
	2010/11	488	10
	2011/12	223	3
	2012/13	712	12
	2013/14	774	17
Man Kam To Control Point (MKT CP)	2009/10	332	9
	2010/11	352	10
	2011/12	376	10
	2012/13	619	13
	2013/14	1 028	13
Sha Tau Kok Control Point (STK CP)	2009/10	1 169	7
	2010/11	1 141	7
	2011/12	1 044	8
	2012/13	1 113	7
	2013/14	1 124	8
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2009/10	2 449	13
	2010/11	3 349	17
	2011/12	4 588	25
	2012/13	6 001	29
	2013/14	7 785	44

Control Point (CP)	School Year	No. of Cross-boundary Students <sup>(2)</sup>	No. of Local / Cross-boundary School Coaches <sup>(3)</sup> Carrying Cross-boundary Students
Lo Wu Control Point (LW CP)	2009/10	3 160	34
	2010/11	3 523	34
	2011/12	4 507	34
	2012/13	4 551	34
	2013/14	4 958	34

Notes

- (1) The figures refer to the position as at September of the respective school years.
- (2) The figures refer to all CBS studying in the New Territories and crossing the respective boundary CPs by various transportation means.
- (3) Local school coaches at LMCSL and LW CPs are local vehicles which do not cross any CP. They are permitted to operate multiple trips to carry CBS from Hong Kong side of the respective CPs to other parts of Hong Kong. The cross-boundary school coaches at SZB, LMC, MKT and STK CPs are cross-boundary vehicles which cross the respective CPs.

**CONTROLLING OFFICER'S REPLY****EDB151****(Question Serial No. 2540)**

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 (Member Question No. 51):

Please provide information for each year on the vacant school premises in Yuen Long District and Islands District that have been returned in the past three years or planned to be returned to the Government for disposal (including such information as the year in which the school ceased operation, school name, address, site area, advice of the District Council or Rural Committee concerned on the site returned and the department being allocated with the site )

Asked by: Hon. LEUNG Che-cheung

Reply:

EDB has an established mechanism for handling vacant school premises. Once a vacant / to-be-vacant school premises is identified, we will consider if the size, location and physical conditions of the premises would render it suitable for re-allocation for school or other educational uses. In addition, we would take into account the demand for public sector school places in the district, reprovisioning needs of schools in the district and the need to provide diversity in the school system, with a view to meeting various educational needs in the territory and supporting relevant policy initiatives. As regards the premises that are not suitable for further school or other educational uses, we would inform the Planning Department and return these school premises to relevant departments (such as Lands Department) for their consideration on alternative uses in accordance with the prevailing established arrangement.

Among the public sector primary schools that had ceased operation under the policy on "Consolidation of High Cost and Under-utilized Primary Schools", in the past three school years (i.e. from the 2010/11 to 2012/13 school years), one primary school premises in Yuen Long was considered not suitable for further school or other educational uses and was returned to relevant departments for consideration on alternative uses. During the same period, one secondary school premises in the Islands District which had ceased operation was also returned for the same reason. Relevant information is set out below :

District	Name of School	Address of School	Site Area (square metres)	Year in which the school ceased operation	Year in which the premises was returned to relevant departments
Yuen Long	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	419	2006/07	2011



Islands	NTHYK Southern District Secondary School	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	6 950	2007/08	2012
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As regards the advice of the District Council or Rural Committee concerned, the Mui Wo Rural Committee has once proposed further school use at the ex-NTHYK Southern District Secondary School premises. Having regard to the projected supply and demand of public sector school places in the area and having assessed the suitability of the premises for further school or other educational use, EDB has informed the Planning Department and returned the premises to the relevant departments (such as Lands Department) for consideration of alternative uses in accordance with the prevailing established arrangement.

There is no planned return of other vacant school premises to the Government for disposal in Yuen Long and Islands Districts in the coming year.

**CONTROLLING OFFICER'S REPLY**

**EDB152**

**(Question Serial No. 2541)**

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 (Member Question No. 52):

Due to the increasing number of cross-boundary students, schools at boundary areas, as compared with schools in other districts, have to use far more resources and staff in dealing with student admission work. Has the Education Bureau provided any additional resources and assistance to the schools at boundary areas to help them deal with such special situation? If yes, what are the details?

Asked by: Hon. LEUNG Che-cheung

Reply:

All eligible students including cross-boundary students (CBS) may participate in the Primary One Admission System for a public sector Primary One place. The Discretionary Places Stage of the Admission System operates on the basis of a criteria-based points system which applies to all public sector primary schools alike. The Central Allocation Stage of the Admission System is centrally operated by the Education Bureau (EDB). Given that the System is administered by the Bureau, schools normally refer parents' enquiries about admission to the EDB. The Regional Education Offices also play a role in responding to the related enquiries and other support matters. As for kindergartens, they are all privately run and it is at their own discretion to deploy available resources to cater for additional need.

**CONTROLLING OFFICER'S REPLY****EDB153****(Question Serial No. 1332)**

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 (Member Question No. 3.04):

Please set out in the table below the numbers of students enrolled in self-financing and University Grants Committee-funded postgraduate programmes in the past five years, with a breakdown by local, Mainland and overseas students:

Year	Self-financing Postgraduate Programmes			University Grants Committee-funded Postgraduate Programmes		
	Local Students	Mainland Students	Overseas Students	Local Students	Mainland Students	Overseas Students
2009-2010						
2010-2011						
2011-2012						
2012-2013						
2013-2014						

Please set out in the table below the scholarships funded by the Government and the amounts of funding in the past five years:

Name of Scholarship	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014

Please set out in the table below the numbers of postgraduate students awarded with the scholarships, the types of programmes they attended and the amounts awarded in the past five years, with a breakdown by local, Mainland and overseas students:

Year	Self-financing Postgraduate Programmes						University Grants Committee-funded Postgraduate Programmes					
	No. of Local Students	Amount	No. of Mainland Students	Amount	No. of Overseas Students	Amount	No. of Local Students	Amount	No. of Mainland Students	Amount	No. of Overseas Students	Amount
2009-2010												
2010-2011												
2011-2012												
2012-2013												
2013-2014												

Asked by: Hon. LEUNG, Kenneth

Reply:

According to figures provided by institutions, the number of students enrolled in self-financing and University Grants Committee (UGC)-funded postgraduate programmes from the 2009/10 to 2013/14 academic years, with a breakdown by place of origin are as follows:

Academic year	Number of students pursuing postgraduate programmes <sup>1</sup>					
	Self-financing			UGC-funded <sup>2</sup>		
	Local	Mainland	Other places	Local	Mainland	Other places
2009/10	N/A <sup>3</sup>			5 797	3 865	271
2010/11	28 231	5 685	1 068	5 569	4 084	387
2011/12	27 439	7 580	1 292	5 404	4 353	500
2012/13	25 601	10 029	1 316	5 279	4 648	612
2013/14 <sup>4</sup>	N/A			4 864	4 853	715

<sup>1</sup> Figures include taught and research postgraduate programmes.

<sup>2</sup> Figures include students within normal study periods.

<sup>3</sup> Breakdown of student enrolment in self-financing postgraduate programmes by place of origin is available since the 2010/11 academic year.

<sup>4</sup> Figures in respect of self-financing postgraduate programmes are not yet available for the 2013/14 academic year. Figures in respect of UGC-funded postgraduate programmes for the 2013/14 academic year are provisional.

Under two publicly-funded scholarship schemes, namely the HKSAR Government Scholarship Fund and the Scholarship for Prospective English Teachers, postgraduate students are eligible alongside students of other study levels. In addition, the PhD Fellowship Scheme launched by the Research Grants Council of the University Grants Committee welcomes applications from those students who are seeking admission as new full-time PhD students in UGC-funded institutions, irrespective of their country of origin. The total amounts disbursed under these three scholarship/fellowship schemes in the past five academic years are as follows:

Name of Scholarships/Fellowships	Disbursement by academic year (\$ million)				
	2009/10	2010/11	2011/12	2012/2013 <sup>1</sup>	2013/2014
HKSAR Government Scholarship Fund	23.6	29.3	32.1	71.7	89.4
Scholarship for Prospective English Teachers (established in 2010/11) <sup>2</sup>	NA	2.52	4.32	7.95	8.47 (up to 28.2.2014)
PhD Fellowship (established in 2010/11)	NA	26.5	55.5	96.8	105.5

<sup>1</sup> Double cohort year.

<sup>2</sup> The Scholarship for Prospective English Teachers is renewable for awardees pursuing study programmes lasting for more than one year (i.e. mainly in respect of the undergraduate students), subject to their satisfactory conduct and academic performance.

As such, the number of award recipients continues to increase every year since inception from the 2010/11 to 2013/14 academic years.

A breakdown of the scholarship recipients pursuing UGC-funded postgraduate programmes under the above three schemes is as follows:

(a) HKSAR Government Scholarship Fund

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the HKSAR Government Scholarship Fund					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2009/10	7	0.28	10	0.8	4	0.32
2010/11	7	0.28	5	0.4	2	0.16
2011/12	5	0.2	3	0.24	1	0.08
2012/13	46	0.61	28	0.28	7	0.14
2013/14 <sup>^</sup>	17	0.68	1	0.08	2	0.16

<sup>^</sup> Information on the Talent Development Scholarship, Reaching Out Award and Endeavour Merit Award under the HKSAR Government Scholarship Fund are not available yet.

(b) Scholarship for Prospective English Teachers

Academic year	Number of recipients pursuing UGC-funded postgraduate programmes under the Scholarship for Prospective English Teachers (since establishment in 2010/11)					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
2010/11	8	0.4	0	0	0	0
2011/12	10	0.5	0	0	0	0
2012/13	11	0.55	0	0	0	0
2013/14 (up to 28.2.2014)	13	0.65	0	0	0	0

(c) PhD Fellowship Scheme

The Scheme provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years for all awardees, irrespective of place of origin.

Academic year	Number of (new) recipients under the Hong Kong PhD Fellowship Scheme (since establishment in 2010/11)				
	Local	Mainland	Other places	Total new recipients	Total recipients
2010/11	10	65	31	106	106
2011/12	10	78	28	116	222 <sup>*</sup>
2012/13	16	92	57	165	387 <sup>*</sup>
2013/14	14	103	68	185	422 <sup>*</sup>

<sup>\*</sup> Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

**CONTROLLING OFFICER'S REPLY**

**EDB154**

**(Question Serial No. 2051)**

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 (Member Question No. 3.06):

The Government injected \$5 billion into the Language Fund in the last financial year. What is the progress of the support items of such injection? In the past year, what major items have been proposed and implemented? What specific plans are coming to make good use of the injection into the Language Fund for enhancing the language proficiency of the Hong Kong society?

Asked by: Hon. LEUNG, Kenneth

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning. There is no intention to change the remit of the Language Fund.

Following the approval of the proposed injection of \$5 billion by the Legislative Council Finance Committee in January 2014, the Standing Committee on Language Education and Research, which comprises experienced principals and teachers, renowned language academics and private sector personalities, will advise the Government on the use of the fund to support worthwhile initiatives and programmes under the following six key areas -

- a. Facilitating effective language education policy formulation and implementation through initiating longitudinal research and comparative studies in local and international settings;
- b. Strengthening support of language learning in Chinese and English in very early years;
- c. Enhancing professional preparation and continuing development of language teachers;
- d. Catering for learner diversity, including the needs of non-Chinese speaking students;
- e. Creating and nurturing a facilitating language learning environment for students in and beyond school settings through partnership with relevant stakeholders, in particular the community; and
- f. Raising language proficiency of Hong Kong's workforce in response to the changing language landscape.

**CONTROLLING OFFICER'S REPLY**

**EDB155**

**(Question Serial No. 0430)**

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 (Member Question No. 15):

Under Programme (6) Vocational Education, the estimated provision for 2014-15 is \$2,084.6 million. How will the Administration deploy the provision to implement the industry attachment programme for students so as to enhance their employability and prepare them for a smooth transition from study to work?

Asked by: Hon. LEUNG Kwan-yuen, Andrew

Reply:

With the Government's funding support, the Vocational Training Council (VTC) has launched a two-year pilot programme to support industrial attachments for student intakes to Government-subsidised higher diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing students for a smooth transition from study to work. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness.

Given the encouraging results, the Chief Executive announced in the 2014 Policy Address that starting from the 2014/15 academic year, recurrent funding will be allocated to VTC to provide industrial attachment opportunities for all students of Higher Diploma programmes and students of some Diploma in Vocational Education programmes. It is estimated that the programme will benefit over 9 000 students in VTC every year.

The estimated expenditure is about \$18 million per annum, covering the staff cost for –

- (a) Pre-attachment preparation, including soliciting attachment places, organising orientation/seminars for students, and coaching of students to develop personalised learning plan;
- (b) Support during the attachment, including visits to workplace and assessment on students with the employers; and
- (c) Post-attachment follow-up, including reviews and experience sharing amongst students.

**CONTROLLING OFFICER'S REPLY**

**EDB156**

**(Question Serial No. 0431)**

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 (Member Question No. 15):

The Government will launch a pilot training and support scheme to attract and retain talents for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. Please advise on how the provision will be spent. What are the details of the scheme?

Asked by: Hon. LEUNG Kwan-yuen, Andrew

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.



Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB157**

**(Question Serial No. 2465)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: Not-specified  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 1):

- 1) Please provide information on the actual civil service staff establishment of the Director of Bureau's Office, and the actual expenditure on salaries, allowances, job-related allowances and contribution to the Civil Service Provident Fund for each post/rank in the office in the 2012-13 financial year.
- 2) Please provide information on the revised civil service staff establishment of the Director of Bureau's Office, and the revised expenditure on salaries, allowances, job-related allowances and contribution to the Civil Service Provident Fund for each post/rank in the office in the 2013-14 financial year.
- 3) Please provide information on the estimated civil service staff establishment of the Director of Bureau's Office, and the estimated expenditure on salaries, allowances, job-related allowances and contribution to the Civil Service Provident Fund for each post/rank in the office in the 2014-15 financial year.
- 4) Please provide information on the actual expenditure on emoluments, contract gratuities, allowances, job-related allowances and contribution to the Mandatory Provident Fund for the Secretary, the Under Secretary and the Political Assistant in the Director of Bureau's Office respectively in the 2012-13 financial year.
- 5) Please provide information on the revised expenditure on emoluments, contract gratuities, allowances, job-related allowances and contribution to the Mandatory Provident Fund for the Secretary, the Under Secretary and the Political Assistant in the Director of Bureau's Office respectively in the 2013-14 financial year.
- 6) Please provide information on the estimated expenditure on emoluments, contract gratuities, allowances, job-related allowances and contribution to the Mandatory Provident Fund for the Secretary, the Under Secretary and the Political Assistant in the Director of Bureau's Office respectively in the 2014-15 financial year.

Asked by: Hon. LEUNG Kwok-hung

Reply:

(1) & (4):

In 2012-13, in addition to the Secretary for Education (SED), the Under Secretary for Education (US(Ed)) and the Political Assistant to Secretary for Education (PA/SED), the establishment of Director of Bureau's Office in Education Bureau under Programme (1) comprised 7 civil service posts (1 Administrative Officer Staff Grade C, 1 Chief Information Officer, 1 Personal Assistant, 1 Senior Personal Secretary, 1 Personal Secretary I, 1 Personal Secretary II and 1 Chauffeur) to provide support to the office.

In 2012-13, the actual expenditure for the salaries and contribution to the Mandatory Provident Fund (MPF) for SED, US(E) and PA/SED was \$3.39 million, \$1.54 million and \$0.87 million respectively (the posts of US(E) and PA/SED were vacant from 1 July 2012 to 4 November 2012). The actual expenditure for the salaries and allowances of the civil service staff in the Secretary for Education's Office in 2012-13 was \$4.57 million.

(2), (3), (5) & (6):

In both 2013-14 and 2014-15, in addition to SED, US(E) and PA/SED, the establishment of Director of Bureau's Office in Education Bureau under Programme (1) comprises 6 civil service posts (1 Administrative Officer Staff Grade C, 1 Chief Information Officer, 1 Personal Assistant, 1 Senior Personal Secretary, 1 Personal Secretary I and 1 Personal Chauffeur) to provide support to the office.

The actual expenditure and estimates on the salaries and contribution to MPF for SED, US(E) and PA/SED in 2013-14 and 2014-15 are both \$3.40 million, \$2.22 million and \$1.20 million respectively. The actual expenditure and estimates on the salaries and allowances of the civil service staff in the Secretary for Education's Office in 2013-14 and 2014-15 are \$4.60 million and \$4.65 million respectively.

**CONTROLLING OFFICER'S REPLY****EDB158****(Question Serial No. 2727)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 607):

Please state clearly the details of the funding provided to the Ma On Shan St. Joseph's Secondary School in the past five years and the coming year.

Asked by: Hon. LEUNG Kwok-hung

Reply:

Subventions to individual aided schools are based on a number of factors including number of students enrolled, number of classes operated, etc. The subventions provided to the Ma On Shan St. Joseph's Secondary School (the School) for the five years from 2009-10 to 2013-14 are set out in the table below. The bulk of the subventions to the School are for Salary Grants (accounting for around 80%) and Operating Expenses Block Grant / Expanded Operating Expenses Block Grant (accounting for around 15%).

Financial year	\$ million
2009-10 Actual	38.3
2010-11 Actual	39.9
2011-12 Actual	43.4
2012-13 Actual	48.3
2013-14 Revised Estimate	49.8

The actual subventions to the School for the 2014-15 financial year would depend on the actual statistics of the above-mentioned factors after the commencement of the 2014/15 school year. And thus, the allocation to the School for 2014-15 is not yet available.

**CONTROLLING OFFICER'S REPLY**

**EDB159**

**(Question Serial No. 2369)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 12):

In view of the high prices of primary and secondary school textbooks in Hong Kong, the Administration implemented 2 phases of the e-Textbook Market Development Scheme in 2012 and 2013 respectively in order to promote e-teaching and learning and alleviate the financial burden of parents in purchasing textbooks. In this connection, will the Administration inform us of:

1. the expenditures of the Administration in promoting e-learning and internet textbooks in primary and secondary schools in the past 3 years, and please list out details of every expenditure item.
2. whether the Administration has assessed the effectiveness of the measure. If yes, what are the assessment results? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

1. The Government is committed to the promotion of e-Learning, and has invested over \$9 billion since the 1998/99 school year for implementation of a wide range of measures through three Information Technology (IT) in Education Strategies and other e-Learning initiatives. In the past three financial years, we have launched the following e-Learning initiatives -
  - (a) the three-year Pilot Scheme on e-Learning in Schools in 2010 with \$68 million out of a non-recurrent commitment of \$128 million for promotion of e-Learning in the school sector to explore how e-Learning could be implemented in different school settings so as to cater for learner diversity and encourage students to conduct self-directed and life-long learning;
  - (b) the e-Textbook Market Development Scheme (EMADS) in 2012 with a commitment of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks;
  - (c) the Education Bureau One-stop Portal for Learning and Teaching Resources in 2012 with non-recurrent funding of \$37 million out of a non-recurrent commitment of \$52 million for the Third IT in Education Strategy plus in-house staff cost which provides a curriculum-based learning and teaching modules resource bank with appropriate digital teaching resources covering eight Key

Learning Areas at all levels from Primary 1 to Secondary 6, General Studies at the Primary level and Liberal Studies at the Senior Secondary level; assessment tasks; curriculum documents; and information on professional development for teachers; and

- (d) the Support Scheme for e-Learning in Schools in 2014 with a commitment of \$50 million under which about 100 public sector and local schools under the Direct Subsidy Scheme will be provided with a one-off grant to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

Apart from non-recurrent expenditures, we have been providing all public sector schools with an annual recurrent Composite IT Grant at amounts ranging from \$177,590 to \$552,367, depending on the school type and the number of classes. School can use the grant to cover expenditures such as Internet service fee, upgrading and replacement of IT facilities including WiFi equipment, purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences and software), etc.

Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in Education. The amounts of Composite IT Grant in the past three financial years were \$300 million for 2011-12, \$335 million for 2012-13 and \$328 million for 2013-14.

- 2. We completed the interim review on the EMADS with partner schools and developers in mid-2013 as scheduled. Positive feedbacks from stakeholders were received regarding the effectiveness of e-textbooks in enhancing learning and teaching, motivating student learning as well as the experience gained in the development of e-textbooks, in particular from the try-out under EMADS. In view of these feedbacks, we launched Phase Two of the EMADS in August 2013 with some of the implementation details fine-tuned and approved 20 applications in December 2013. In addition, we are now reviewing and consolidating experience gained from the implementation of the Third IT in Education Strategy and other e-Learning initiatives. We will base on the outcome to map out proposed measures under the Fourth IT in Education Strategy which would be released for public consultation soon.

**CONTROLLING OFFICER'S REPLY****EDB160****(Question Serial No. 2384)**

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 (Member Question No. 27):

Many ethnic minority students are unable to adapt to the Chinese language curriculum for local students. Their unsatisfactory Chinese language competency has become obstacles to their further studies and employment. In this connection, please inform this Committee of the following:

1. How much resources has the Administration allocated to the integrated education for ethnic minority students in the past 3 years? Will the Administration provide a detailed breakdown of the expenditure?
2. To enhance support for ethnic minority students in learning Chinese language, the Administration plans to provide the "Chinese Language Curriculum Second Language Learning Framework". Will the Administration facilitate schools' implementation of the plan by increasing the resources and manpower? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

- (1) For the planning of education support measures, students whose spoken language at home is not Chinese are broadly categorised as non-Chinese speaking (NCS) students, which include both ethnic minority students and students whose ethnicity is Chinese. The support measures for NCS students in the past three school years (i.e. 2011/12, 2012/13 and 2013/14 school years) and the expenditures are tabulated at the Annex.
- (2) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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 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.



**Educational support measures for non-Chinese speaking (NCS) students  
in the 2011/12, 2012/13 and 2013/14 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>	<b>Estimated expenditure in the 2013/14 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.</p>	16.8  Note	17.5  Note	61.3  Note
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	Note  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools	Note  An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools
Training programmes for Chinese Language teachers teaching NCS students	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.7	2.7	2.9

<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.</p>	12.0	13.0	21.0
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	1.4	2.0	2.5
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	0.28	0.76	1.0
<p>District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	-	0.88	2.51
<p>Support for kindergartens admitting NCS students –</p> <p>(a) University-School Support Programme projects financed by the Education Development Fund in respect of the learning and teaching of Chinese for NCS students implemented for 3 years since the 2012/13 school year</p> <p>(b) School-based professional support services</p>	-	3.3	4.5
	-	-	Note 1

Note:

These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

**CONTROLLING OFFICER'S REPLY****EDB161****(Question Serial No. 2394)**

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 (Member Question No. 38):

The Government strives to enhance local students' understanding about our nation, offers opportunities for them to join Mainland exchange programmes and arranges professional exchange programmes for teachers. In this regard, would the Administration inform this Committee of:

1. the numbers of Mainland exchange programmes arranged by the Administration for students and teachers respectively in the past 3 years. What are the respective numbers of participants? What is the total amount of resources allocated?
2. whether the Administration will make available additional resources in the next 3 years to arrange more Mainland exchange programmes for local students and teachers to enhance their understanding about the development of our nation. If yes, what are the details? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

1. The number of Mainland exchange tours for students, including those commissioned by the EDB and those organised by individual schools with government subsidies, varies annually as schools make decision on whether and when to join having regard to their other learning activities planned for the year. In the past three years, the Mainland exchange places for students were mainly provided through the "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" (「同根同心」——香港初中及高小學生內地交流計劃), "Senior Secondary School Students Mainland Exchange Programme Subvention Scheme" (高中學生內地交流活動資助計劃), "Understanding Our Motherland Subsidy Scheme" (「赤子情中國心」資助計劃), "Mainland Exchange Programme for Senior Secondary School Students" (「同行萬里」高中學生內地交流計劃) and "Mainland Exchange Programme for Student Leaders" (領袖生內地交流計劃). Notwithstanding a substantial number of teachers who participated in the above student exchange programmes as learning facilitators according to the "1 teacher : 10 students ratio", professional exchange programmes for teachers were also provided through the "National Day Delegation from the Educational Sector of Hong Kong" (香港教育界國慶訪京暨專業交流團), "Hong Kong Teachers Mainland Exchange Programme" (根脈相連—香港教師內地交流計劃), and the professional exchange programmes organised by the then National Education Services Centre which ceased to operate in June 2012.

In the past three years (2011-12, 2012-13, and 2013-14), the number of participants and expenditures involved in the exchange programmes are shown below-

Financial Year	Number of participants		Expenditure (\$million)	
	Students *	Teachers **	Students	Teachers
2011-12	39 600	470	46.7	1.0
2012-13 <sup>#</sup>	20 200	380	32.3	2.2
2013-14 <sup>+</sup>	43 600	250	49.6	1.7

<sup>#</sup> Actual figures revised from last year's estimates

<sup>+</sup> Provisional figures

\* rounded down to the nearest hundred

\*\* rounded down to the nearest ten

2. The Education Bureau will continue to work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year by providing some 4 500 additional places a year for five years from the 2011/12 school year onwards.

**CONTROLLING OFFICER'S REPLY****EDB162****(Question Serial No. 2397)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 41):

Liberal Studies (LS) is a core subject of the New Academic Structure for Senior Secondary Education. Its design is to enable students to see things from different perspectives and to think critically. However, some problems have appeared during its implementation in the past few years, including the curriculum's coverage being too extensive, teachers and students' difficulties in adapting to the curriculum and the phenomenon of standard answer recitation. Will the Bureau inform this Committee:

1. In the past three years, how much resources has been injected into supporting schools in implementing the LS curriculum? Please list out the details of the expenditures.
2. How is the progress of the review on the LS curriculum? How much resources has been injected into conducting the review?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

1. In terms of financial resources, the EDB provided a one-off Liberal Studies Curriculum Support Grant (LSCSG) of \$320,000 to each public-funded secondary school in the 2010/11 school year for tenure of two years, amounting to a total of \$164.5 million (i.e. \$320,000 x 514 schools). After considering the utilisation of the grant in schools, the EDB extended the provision of the LSCSG for one more year, and schools were invited to apply for additional LSCSG of no more than \$160,000 each for use in the 2012/13 school year. The provision of the additional LSCSG amounts to \$55.1 million.

In tandem, schools have been provided with the Senior Secondary Curriculum Support Grant (SSCSG) on a recurrent basis since the 2008/09 school year. Schools can make flexible deployment of the grant to facilitate smooth implementation of the New Senior Secondary (NSS) curriculum, including Liberal Studies. The SSCSG was enhanced from the 2008/09 to the 2011/12 school years to an amount equivalent to the mid-point salary of 0.15 Graduate Master / Mistress (GM) teacher per NSS class. From the 2012/13 school year onwards, the SSCSG is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In the spirit of school-based management, schools have deployed the SSCSG flexibly together with other funding sources. Although we do not have information on the amount of the SSCSG spent on specific subjects, the details of the provision of the SSCSG in the past 3 years are as follows:

	2011-12 (\$ million)	2012-13 (\$ million)	2013-14 (\$ million)
Senior Secondary Curriculum Support Grant	371.8	281.8	261.9

The Education Bureau (EDB) continues to provide a wide array of measures to support the implementation of Liberal Studies, including organising professional development programmes and networking activities for teachers, developing learning and teaching materials in support of the curriculum, maintaining a web-based resource platform, and providing school-based support services. Expenditures for the above on-going support measures in the past three years are as follows:

	2011-12 (\$ million)	2012-13 (\$ million)	2013-14 (\$ million)
Expenditures on Liberal Studies Support Measures	11.6	8.0	12.2

Please note that some costs, e.g. staffing cost, are not reflected in the above figures, as a significant part of the above support measures, which was carried out by professional staff of the EDB, is absorbed from within the recurrent expenditures of the EDB. Separate breakdown of the staffing and financial implication is thus not available.

2. In mid-2012, after the completion of the first HKDSE Examination, the EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA) have jointly reviewed the New Academic Structure (NAS), including the implementation of Liberal Studies, with an aim of improving its implementation. Since some of the issues identified would take a longer time-frame to resolve while some other issues could be more readily tackled, a multi-stage approach is adopted in the curriculum and assessment review process, including the short-term, medium-term and long-term stages.

The short-term review started in mid-2012 and a progress report was released on 19 April 2013. As a new core subject with an interdisciplinary nature, Liberal Studies was fine-tuned based on feedback received, with clearer guidelines provided on the Independent Enquiry Study (IES), i.e. the School-based Assessment component of the subject, and adjustments made to the length and complexity of the public examination. The EDB and the HKEAA have also co-issued a curriculum and assessment resource package to clarify the curriculum breadth and depth as well as the assessment requirements.

The medium-term review was launched in October 2013 to address the unresolved issues in the senior secondary curriculum and assessment that require a longer time and a more holistic approach of review. For Liberal Studies, the medium-term review aims to further streamline the IES and the curriculum and assessment framework with a view to maintaining a broad and balanced knowledge base for a subject which by nature is interdisciplinary. The medium-term review is expected to be completed in summer 2015. One of the issues to be examined in the review is whether and if so how the IES should be refined. A survey was conducted from January to March 2014 to solicit views from the schools. Feedback from this survey as well as all relevant stakeholders gathered through focus group interviews, briefing sessions, liaison meetings, written submissions etc. will be consolidated to inform the deliberations. As a first-batch measure of the medium-term review, the recommendations on the IES are expected to be announced by July 2014.

Apart from the IES, the collection of feedback and professional discussions on other curriculum and assessment issues regarding LS are on-going measures. The relevant committees will continue to explore effective approaches to fine-tune the curriculum framework of the subject while upholding its overall aims and objectives. Further consultation will also be conducted on these issues at a later stage within the medium-term review time-frame. Feedback collected at different stages from all stakeholders will be consolidated to inform deliberations in a holistic manner. The final medium-term recommendations on LS will be announced by July 2015.

Expenses relevant to the review of Liberal Studies have been absorbed from within the recurrent expenditures of the EDB.

**CONTROLLING OFFICER'S REPLY****EDB163****(Question Serial No. 0598)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 25):

What are the reasons for the creation of 90 posts? What are the ranks and salaries of these posts? What are the duties of these posts? What is the total provision involved?

Asked by: Hon. LIAO Cheung-kong, Martin

Reply:

The increase of 90 posts in 2014-15 is the net result of the planned creation of 147 posts and planned deletion of 57 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress I	2	73,525
Senior Primary School Master/Mistress	2	58,775
Primary School Master/Mistress	2	54,265
Assistant Primary School Master/Mistress	9	35,930
Assistant Master/Mistress	16	43,120
Certificated Master/Mistress	10	29,720
Senior Education Officer (Administration)	2	96,150
Education Officer (Administration)	3	70,490
Assistant Education Officer (Administration)	2	45,155
Principal Inspector	1	96,150
Senior Inspector	1	80,000
Inspector (Graduate)	5	64,410

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Assistant Inspector (Graduate)	6	47,290
Senior Specialist (Education Services)	1	96,150
Specialist (Education Services) I	5	70,490
Senior Maintenance Surveyor	2	96,150
Maintenance Surveyor	2	67,370
Senior Architect	1	96,150
Architect	1	70,490
Building Services Engineer	2	70,490
Senior Quantity Surveyor	1	96,150
Quantity Surveyor	2	70,490
Structural Engineer	1	70,490
Senior Technical Officer	1	41,195
Building Services Inspector	2	47,290
Assistant Building Services Inspector	1	29,720
Senior Survey Officer	1	41,195
Clerk of Works	2	47,290
Assistant Clerk of Works	1	29,720
Works Supervisor II	1	19,675
Treasury Accountant	1	67,370
Executive Officer I	1	51,825
Executive Officer II	4	34,315
Analyst/Programmer II	1	34,315
Accounting Officer II	1	32,760
Supplies Supervisor II	1	18,535
Clerical Officer	2	29,720
Assistant Clerical Officer	5	18,535
Clerical Assistant	17	14,460



<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Workman II	26	11,495
<b>Sub-total (A):</b>	<b>147</b>	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Senior Education Officer	-1	73,525
Education Officer	-7	64,410
Assistant Education Officer	-11	41,195
Certificated Master/Mistress	-17	29,720
Headmaster/Headmistress II	-2	64,410
Senior Maintenance Surveyor	-1	96,150
Maintenance Surveyor	-1	67,370
Senior Architect	-1	96,150
Architect	-1	70,490
Building Services Engineer	-1	70,490
Quantity Surveyor	-1	70,490
Structural Engineer	-1	70,490
Senior Technical Officer	-1	41,195
Building Services Inspector	-1	47,290
Senior Survey Officer	-1	41,195
Clerk of Works	-1	47,290
Senior Executive Officer	-1	70,490
Executive Officer II	-3	34,315
Clerical Assistant	-1	14,460
Workshop Attendant	-3	12,445
<b>Sub-total (B):</b>	<b>-57</b>	
<b>Net Total [(A)+(B)]:</b>	<b>90</b>	

The 90 net additional posts are mainly for enhancing the provision of services in various areas, including strengthening career guidance services for secondary students; enhancing support for improvement works projects and maintenance projects of schools; strengthening services provided to students with special educational needs and non-Chinese speaking students; planning for the provision of free kindergarten education, as well as for replacing long-term non-civil service contract positions and for meeting the net adjustment of teaching staff requirements in government schools.

The estimated salary expenditure involved for the net creation of 90 posts is around \$38.2 million in 2014-15 in terms of notional annual mid-point salary value.

**CONTROLLING OFFICER'S REPLY****EDB164****(Question Serial No. 3085)**

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 (Member Question No. 19):

Will the Education Bureau advise on:

- a. the number, names and locations of the existing vacant school premises in the territory as well as the years in which these schools ceased operation (with a breakdown by the 18 District Council districts);
- b. among the above vacant school premises, those premises which are managed by the Government (please provide the names and locations) and the government department(s) responsible for managing them;
- c. the breakdown of the expenditure involved in managing these vacant premises in 2014-15;
- d. given that 14 vacant school premises have been earmarked for further school use or other educational uses as at June 2012 according to the Education Bureau, the progress in this respect; if the premises have yet to commence operation, the reasons for that ;
- e. the progress of the plan to identify suitable vacant school premises to provide more space for artists as mentioned in the 2013-14 Policy Address;
- f. whether the Bureau will consider identify suitable vacant school premises to provide more space for sports organisations; if it will, the details; if not, the reasons for that?

Asked by: Hon. MA Fung-kwok

Reply:

(a) and (b) A total of 88 public sector primary schools ceased operation in the school years from 2003/04 to 2013/14 for not meeting the minimum threshold number of Primary One students under the policy on "Consolidation of Under-utilized Primary Schools". During the same period, 17 secondary schools ceased operation due to various reasons and two secondary schools merged with other schools. A breakdown of these 107 vacant school premises by districts is at **Table (1)**. As at March 2014, among these 107 school premises that have become vacant, 45 of them have already been redeployed or re-allocated for further educational uses. As for the other 62 premises, 11 of them have been earmarked for further educational uses and action is underway to put these premises into operation in accordance with the earmarked uses. The remaining 51 premises have been found not suitable for educational purpose mainly due to their limited size and remote locations. The Education Bureau ("EDB") has informed the Planning Department and returned these 51 premises to the relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement.

Table (1) A Breakdown of the 107 Vacant School Premises by Districts

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
1	Eastern	2007/08	The Building Contractors' Association School	62 Tin Hau Temple Road, Causeway Bay, Hong Kong	Redeployed / reallocated for educational use	Premises user
2	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	Returned to the Government for disposal	Housing Department
3	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	Earmarked for educational use	Housing Department
4	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	Redeployed / reallocated for educational use	Premises user
5	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	Returned to the Government for disposal	Lands Department
6	Islands	2006/07	Cheung Chau Public School	School Road, Cheung Chau, New Territories	Redeployed / reallocated for educational use	Premises user
7	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
8	Islands	2007/08	Caritas St Paul Secondary School *	CC Lot No 1139, Lung Tsai Tsuen and Peak Road, Cheung Chau, New Territories	Redeployed / reallocated for educational use	Premises user
9	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department.
10	Islands	2008/09	Shun Tak Public School Cheung Chau	2 School Road, Cheung Chau, New Territories	Redeployed / reallocated for educational use	Premises user

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
11	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	Returned to the Government for disposal	Private land owner
12	Kowloon City	2004/05	The Church of Christ in China Nim Tsi School *	170 Kau Pui Lung Road, Ma Tau Wai, Kowloon	Redeployed / reallocated for educational use	Premises user
13	Kowloon City	2006/07	Kowloon City District Kai Fong Welfare Association School	4 Ying Choi Path, Kowloon	Redeployed / reallocated for educational use	Premises user
14	Kowloon City	2007/08	Hung Hom Kaifong Association Primary School	16 Station Lane, Kowloon	Redeployed / reallocated for educational use	Premises user
15	Kowloon City	2008/09	The Society of Natives of Chaolian Cheung Chuk Shan Memorial School	22 Sheung Heung Road, Tokwawan, Kowloon	Redeployed / reallocated for educational use	Premises user
16	Kowloon City	2008/09	Poo Ai Catholic Primary School	5 Dyer Avenue, Hunghom, Kowloon	Redeployed / reallocated for educational use	Premises user
17	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	Redeployed / reallocated for educational use	Premises user
18	Kowloon City	2012/13	New Method College *	25 Man Fuk Road, Kowloon	Redeployed / reallocated for educational use	Premises user
19	Kwai Tsing	2004/05	Po Leung Kuk Tsing Yi Secondary School (Skills Opportunity) *	8 Tsing Chin Street, Tsing Yi, New Territories	Redeployed / reallocated for educational use	Premises user
20	Kwai Tsing	2005/06	Lok Sin Tong Lau Sai Yan Primary School	Estate School No.1, Lai King Estate, Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
21	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun Memorial School	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department (Demolished)
22	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department (let to the Association of Hong Kong)

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
			Cheung Chi Cheong Memorial Primary School			Flag-guards Limited)
23	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	Returned to the Government for disposal	Housing Department (The premises has already been leased to Occupational Safety and Health Council)
24	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
25	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	Redeployed / reallocated for educational use	Premises user
26	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	Earmarked for educational use	Housing Department
27	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	Earmarked for educational use	Housing Department
28	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	Returned to the Government for disposal	Lands Department (allocated to the Home Affairs Department for community uses)
29	North	2004/05	Yan Chai Hospital No.5 Secondary School (Skill Opportunity) *	2 Wo Muk Road, Luen Wo Hui, Fanling, New Territories	Redeployed / reallocated for educational use	Premises user
30	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department
31	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department.

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
32	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)
33	North	2006/07	Sha Tau Kok Government Secondary School *	Sha Tau Kok Road, Sha Tau Kok, New Territories	Redeployed / reallocated for educational use	Premises user
34	North	2006/07	Fung Kai No. 2 Secondary School *	15 Jockey Club Road, Sheung Shui, New Territories	Redeployed / reallocated for educational use	Premises user
35	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	Returned to the Government for disposal	Private land owner (land surrender being processed for redeployment for educational use)
36	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	Returned to the Government for disposal	Lands Department
37	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department
38	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department
39	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	Returned to the Government for disposal	Lands Department
40	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	Returned to the Government for disposal	Private land owner
41	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	Returned to the Government for disposal	Lands Department
42	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	Returned to the Government for disposal	Lands Department

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
43	Sai Kung	2007/08	Hong Kong Taoist Association Tong Tang Sook Fong Memorial School	Estate Primary School No. 2, Phase II, Tsui Lam Estate, Area 5, Tseung Kwan O, New Territories	Redeployed / reallocated for educational use	Premises user
44	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	Returned to the Government for disposal	Government Property Agency (The building is fully occupied by various departments for temporary uses, and a government department is applying to take over the site for its long term proposal.)
45	Sai Kung	2008/09	Grantham College of Education Past Students' Association Tseung Kwan O Primary School	Estate Primary School 1, Tsui Lam Estate, Phase II, Tseung Kwan O, Area 5, New Territories	Redeployed / reallocated for educational use	Premises user
46	Sai Kung	2008/09	Hang Hou Central Shing Hang Fong Memorial Primary School	1 King Yin Lane, Tseung Kwan O, New Territories	Redeployed / reallocated for educational use	Premises user
47	Sai Kung	2008/09	Sam Yuk Middle School *	1111 Clear Water Bay Road, Sai Kung, New Territories	Redeployed / reallocated for educational use	Premises user
48	Sha Tin	2006/07	Hong Kong Municipal Service General Staff Association Sha Kok Primary School	Sha Kok Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
49	Sha Tin	2007/08	Ho Fai Primary School (Sponsored by Sik Sik Yuen)	Yiu On Estate, Ma On Shan, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
50	Sha Tin	2008/09	Tung Wah Group of Hospitals Tam Shiu Primary School	Mei Lam Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
51	Sha Tin	2008/09	Po Leung Kuk Wong Clan Association Primary School	Estate School No.3, Wo Che Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user



No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
52	Sha Tin	2008/09	Caritas Shatin Marden Foundation Secondary School *	18-24 Man Lai Road, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
53	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
54	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
55	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
56	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
57	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	Returned to the Government for disposal	Housing Department (The premises has already been leased to Vocational Training Council)
58	Sha Tin	2012/13	Sung Lan Middle School *	Mei Lam Estate, Shatin, New Territories	Redeployed / reallocated for educational use	Premises user
59	Sham Shui Po	2006/07	Po On Commercial Association School	13 Tong Yam Street, Tai Hang Tung, Kowloon	Redeployed / reallocated for educational use	Premises user
60	Sham Shui Po	2007/08	Kow Kong Commercial Association School	7 Pui Tak Street, Shamshuipo, Kowloon	Redeployed / reallocated for educational use	Premises user
61	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	Earmarked for educational use	Education Bureau
62	Southern	2007/08	Shue Yan Secondary School *	2 Police School Road, Wong Chuk Hang, Hong Kong	Redeployed / reallocated for educational use	Premises user
63	Southern	2008/09	Kwong Yuet Tong Excel Foundation Primary School	3 Wah Lam Path, Wah Fu Estate, Pokfulam, Hong Kong	Redeployed / reallocated for educational use	Premises user

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
64	Southern	2008/09	Hong Kong Cheng's Clansmen General Association Cheng Jack Yiu School	Ma Hang Village Phase III, Stanley, Hong Kong	Redeployed / reallocated for educational use	Premises user
65	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	Earmarked for educational use	Private land owner
66	Southern	2013/14	Apleichau St. Peter's Catholic Primary School	Estate Primary School Ap Lei Chau (Site A) Phase I, Hong Kong	Earmarked for educational use	Housing Department
67	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
68	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	Returned to the Government for disposal	Private land owner
69	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
70	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	Returned to the Government for disposal	Housing Department
71	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	Returned to the Government for disposal	Lands Department (allocated to Housing Department for temporary reprovisioning of a Rural Committee Office)
72	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	Returned to the Government for disposal	Housing Department
73	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	Earmarked for educational use	Private land owner
74	Tai Po	2012/13	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *	6 Ma Chung Road, Tai Po, New Territories	Earmarked for educational use	Education Bureau

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
75	Tsuen Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	Earmarked for educational use	Housing Department
76	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	Returned to the Government for disposal	Lands Department
77	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	Returned to the Government for disposal	Lands Department
78	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
79	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
80	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	Returned to the Government for disposal	Lands Department
81	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	Redeployed / reallocated for educational use	Premises user
82	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	Earmarked for educational use	Housing Department
83	Wan Chai	2006/07	Wanchai School	30 Oi Kwan Road, Wanchai, Hong Kong	Redeployed / reallocated for educational use	Premises user
84	Wan Chai	2007/08	St. Margaret's College *	1E Shiu Fai Terrace, Stubbs Road, Wanchai, Hong Kong	Redeployed / reallocated for educational use	Premises user
85	Wan Chai	2008/09	Hong Kong Sam Yuk Secondary School *	17A Ventris Road, Happy Valley, Hong Kong	Redeployed / reallocated for educational use	Premises user
86	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	Returned to the Government for disposal	Private land owner
87	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	Returned to the Government for disposal	Housing Department

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
88	Yau Tsim Mong	2006/07	Hong Kong Vernacular Normal Schools Alumni Association School	KIL 6719, Sai Yee Street, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user
89	Yau Tsim Mong	2008/09	Hong Kong Weaving Mills Association Primary School	189 Prince Edward Road, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user
90	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	Redeployed / reallocated for educational use	Premises user
91	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department (let out for community and recreation centre use)
92	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	Returned to the Government for disposal	Lands Department
93	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	Returned to the Government for disposal	Lands Department (let out for temporary club and office use)
94	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department
95	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	Returned to the Government for disposal	Private land owner
96	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department
97	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
98	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	Returned to the Government for disposal	Private land owner
99	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department

No.	District	Year in which the school ceased operation	School name	School address	Present status of the premises	Government departments / parties managing the premises
100	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department
101	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	Returned to the Government for disposal	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department.
102	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	Returned to the Government for disposal	Private land owner
103	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	Returned to the Government for disposal	Partly private land owner, partly Lands Department
104	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department
105	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department (let out for use as an activity centre)
106	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	Returned to the Government for disposal	Lands Department (let out for use as temporary training centre for construction industry and ancillary offices)
107	Yuen Long	2012/13	The Church of Christ in China Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, New Territories	Earmarked for educational use	Housing Department

(c) In the 2014-15 financial year, expenses to be incurred for management of the relevant school premises mentioned in Table (1) which are currently vacant and under this Bureau's management purview are estimated to be about \$213,000. The school premises include the ex-premises of Yuen Long Small Traders New Village Public School, Lo Wu Public School, NTHYK Southern District Secondary School, Buddhist Hui Yuan College and Sam Shui Natives Association Tong Yun Kai School.

(d) As in June 2012, 14 school premises were earmarked for further school use or other educational uses. The present status of these premises is set out in **Table (2)** below. Among these 14 premises, six have been redeployed or reallocated for further school use or other educational uses while one has been returned to the relevant government department for consideration of alternative use in accordance with the prevailing

established arrangement. For the remaining seven premises, action is underway to put them into operation in accordance with the earmarked uses.

Table (2) The Present Status of the 14 Vacant School Premises Earmarked for Further School Use or Other Educational Uses in June 2012

(Secondary schools are denoted with \*)

No.	District	School Name	Present status of the premises
1	Eastern	Chai Wan Star of the Sea Catholic Primary School	Earmarked for decanting use
2	Eastern	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Returned to the Government for disposal
3	Kowloon City	Hung Hom Kaifong Association Primary School	Redeployed / reallocated for school use
4	Kowloon City	Poo Ai Catholic Primary School	Redeployed / reallocated for other educational use
5	Kwun Tong	Grantham College of Education Past Students' Association Kwun Tong Primary School	Earmarked for school use
6	North	Fung Kai No. 2 Secondary School *	Redeployed / reallocated for school use
7	Sha Tin	FDBWA Mrs Fung Ping Shan Primary School	Redeployed / reallocated for other educational use
8	Sham Shui Po	Sam Shui Natives Association Tong Yun Kai School	Earmarked for other educational use
9	Southern	HKCCGA Cheng Jack Yiu School	Redeployed / reallocated for school use
10	Southern	St. Teresa's School	Earmarked for other educational use
11	Tai Po	Buddhist Tai Kwong Middle School *	Earmarked for other educational use
12	Tsuen Wan	Tsuen Wan Lutheran School	Earmarked for school use
13	Tuen Mun	Buddhist Lau Tin Sang Primary School	Redeployed / reallocated for other educational use
14	Tuen Mun	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Earmarked for school use

(e) As advised by the Home Affairs Bureau, the Hong Kong Arts Development Council has been working in collaboration with the Tai Po District Council to plan for the conversion of a school in Tai Po, which will be closed in 2014, into an arts development centre to provide arts space and facilities for arts groups and artists and to promote culture and the arts in the community.

(f) In view of the precious land resources involved and the various requests made by members of the community for early identification and disposal of vacant school premises to meet educational and other community needs, we have strengthened our existing mechanism by enhancing our liaison with various policy bureaux and departments concerned so as to facilitate early planning on the long term use of the vacant/ to-be-vacated school premises, thus enabling early deployment of the premises upon cessation of operation of the schools concerned. Regarding the vacant school premises which have been earmarked for long-term use but would be available for interim short-term use, for the purpose of proper use of resources, EDB will follow the existing practice to regularly inform relevant government departments and invite them to consider the premises for short-term uses.

**CONTROLLING OFFICER'S REPLY**

**EDB165**

**(Question Serial No. 3090)**

Head: (156) Government Secretariat: Education Bureau

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

Programme:

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

Director of Bureau: Secretary for Education

Question (Member Question No. 32):

Will the University Grants Committee advise this Committee of:

- a. the numbers of places and students as well as the amount of tuition fees of funded associate degree programmes in the 2010/11, 2011/12 and 2012/13 school years (please provide a breakdown by institution and department);
- b. the numbers of places and students as well as the amount of tuition fees of self-financing associate degree programmes in the 3 school years aforementioned (please provide a breakdown by institution and department);
- c. the expenditure and surplus of self-financing post-secondary institutions in the 3 school years aforementioned (please provide a breakdown by institution);
- d. the average salary of graduates from funded undergraduate programmes and self-financing undergraduate programmes of all tertiary institutions in the 3 school years aforementioned (please provide a breakdown by institution).

Asked by: Hon. MA Fung-kwok

Reply:

- (a) The approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree programmes by institution and broad academic programme category from the 2010/11 to 2012/13 academic years are set out at **Annex A**. From the 2010/11 to 2012/13 academic years, the tuition fee for local students of the UGC-funded sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is set at \$31,575 per year, while that of Hong Kong Institute of Education is \$15,040 per year.
- (b) The numbers of intake places, enrolment and average annual tuition fees of full-time locally-accredited self-financing sub-degree programmes from the 2010/11 to 2012/2013 academic years by institution are set out at **Annex B**. We do not have the breakdown of the statistics by department.
- (c) We do not have readily available information on the expenses and surpluses of self-financing post-secondary institutions.
- (d) The average annual salary of graduates of the full-time UGC-funded undergraduate programmes by institution from the 2010/11 and 2011/12 academic years are set out at **Annex C**. Figures for the 2012/13 academic year are not yet available. We do not have readily available information on the

average salary of graduates from the self-financing undergraduate programmes.



**Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes  
by Institution and Broad Academic Programme Category  
from the 2010/11 to 2012/13 Academic Years (full-time equivalent)**

<b>Academic Year</b>	<b>Institution</b>	<b>Broad Academic Programme Category</b>	<b>Approved Student Number Targets</b>	<b>Student Enrolment</b>	
2010/11	CityU	Sciences	-	1	
		Engineering and Technology	841	729	
		Social Sciences	98	88	
		Arts and Humanities	80	82	
		<b>Sub-total</b>	<b>1 019</b>	<b>900</b>	
	HKIEd	Sciences	31	73	
		Social Sciences	9	11	
		Arts and Humanities	105	150	
		Education	1 178 <sup>^</sup>	750	
		<b>Sub-total</b>	<b>1 323</b>	<b>983</b>	
	PolyU	Medicine, Dentistry and Health	342	344	
		Sciences	255	276	
		Engineering and Technology	1 573	1 677	
		Business and management	741	817	
		Social Sciences	115	127	
		Arts and Humanities	316	312	
		<b>Sub-total</b>	<b>3 342</b>	<b>3 553</b>	
	<b>Total</b>		<b>5 683</b>	<b>5 437</b>	
	2011/12	CityU	Engineering and Technology	841	922
			Social Sciences	86	96
			Arts and Humanities	80	84
<b>Sub-total</b>			<b>1 007</b>	<b>1 102</b>	
HKIEd		Sciences	28	70	
		Social Sciences	8	10	
		Arts and Humanities	90	136	
		Education	1 104 <sup>^</sup>	760	
		<b>Sub-total</b>	<b>1 230</b>	<b>977</b>	
PolyU		Medicine, Dentistry and Health	480	484	
		Sciences	255	269	
		Engineering and Technology	1 573	1 655	
		Business and management	633	690	
		Social Sciences	98	116	
		Arts and Humanities	316	314	
		<b>Sub-total</b>	<b>3 354</b>	<b>3 527</b>	
<b>Total</b>			<b>5 591</b>	<b>5 606</b>	
2012/13	CityU	Engineering and Technology	841	968	
		Social Sciences	40	48	
		Arts and Humanities	40	36	

Academic Year	Institution	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		<b>Sub-total</b>	<b>921</b>	<b>1 052</b>
	HKIEd	Sciences	31	60
		Social Sciences	7	6
		Arts and Humanities	77	111
		Education	971	747
		<b>Sub-total</b>	<b>1 086</b>	<b>924</b>
	PolyU	Medicine, Dentistry and Health	480	489
		Sciences	255	287
		Engineering and Technology	1 573	1 620
		Business and management	639	671
		Social Sciences	80	100
		Arts and Humanities	311	313
		<b>Sub-total</b>	<b>3 338</b>	<b>3 481</b>
	<b>Total</b>		<b>5 345</b>	<b>5 457</b>

Notes:

1. '-' denotes nil.
2. # Provisional figures.
3. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
4. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (216 in both 2010/11 and 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
5. Abbreviations:  
CityU City University of Hong Kong  
HKIEd The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University

**Intake Places, Total Enrolment and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Sub-degree Programmes  
by Institution from the 2010/11 to 2012/13 Academic Years**

Institution	2010/11 Academic Year			2011/12 Academic Year			2012/13 Academic Year <sup>[1]</sup>		
	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)
Caritas Bianchi College of Careers	320	725	44,503 - 46,697	440	515	45,473 - 50,790	340	493	49,045 - 53,840
Caritas Institute of Higher Education	346	781	44,723 - 47,960	313	606	45,160 - 49,495	360	588	49,045 - 52,750
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	4 415	7 145	36,000 - 53,100	3 830	6 742	36,000 - 53,100	3 525	6 682	47,250 - 56,250
Hang Seng Management College	400	495	35,000 - 40,000	150	276	40,000	200	432	45,000
HKU SPACE Po Leung Kuk Community College	850	2 427	42,800 - 48,800	1 465	2 641	42,800 - 49,800	1 591	4 382	51,150
Hong Kong Adventist College	-	-	-	-	-	-	40	1	39,600
Hong Kong Art School <sup>[2]</sup>	70	112	40,500	55	102	40,500	55	133	43,000
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 880	3 464	36,000 - 50,000	1 985	3 872	36,000 - 50,000	3 090	5 051	48,750 - 58,720
Hong Kong Buddhist College	-	-	-	-	-	-	300	12	38,000
Hong Kong College of Technology	625	1 113	36,225 - 41,200	580	962	36,895 - 40,800	945	829	41,000 - 49,480
Hong Kong Institute of Technology	280	615	32,400 - 42,120	280	669	32,400 - 42,120	460	977	35,800
Kaplan Business and Accountancy School	-	-	-	-	-	-	160	14	48,000
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 882	2 321	35,000 - 50,000	1 800	3 100	35,000 - 50,000	2 880	5 152	43,800 - 50,000
Pui Ching Academy	-	-	-	-	-	-	120	-	39,000
Sacred Heart Canossian College of Commerce	-	-	-	160	110	41,400	160	223	43,700

Institution	2010/11 Academic Year			2011/12 Academic Year			2012/13 Academic Year <sup>[1]</sup>		
	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)	Intake Places	Total Enrolment	Average Annual Tuition Fee (\$)
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 332	3 176	40,333 - 47,750	1 093	3 341	40,333 - 49,150	1 420	3 666	42,000 - 49,150
The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	1 059	1 618	38,000 - 50,000	619	1 266	47,000 - 50,000	-	793	-
The Hong Kong Institute of Education	350	563	31,800 - 46,800	870	696	31,800 - 46,800	285	635	41,800 - 46,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 050	6 904	39,600 - 49,875	3 742	7 887	39,600 - 52,470	4 500	8 371	49,200 - 54,120
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	900	676	30,000 - 54,338	1 045	1 039	34,500 - 54,337	420	981	43,000 - 55,800
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 957	6 458	42,800 - 59,000	2 068	5 774	42,800 - 59,000	3 901	8 392	52,500 - 62,000
Tung Wah College	-	-	-	200	274	80,300	250	522	52,500 - 79,200
Vocational Training Council	4 945	13 427	37,100 - 43,300	3 450	11 872	42,000 - 44,800	5 060	10 242	46,500 - 47,750
Yew Chung Community College	31	14	40,000 - 51,000	20	17	40,000 - 51,000	220	70	53,550
YMCA College of Careers	-	-	-	-	-	-	105	48	43,000

**Notes:**

[1] Excluding the three-year sub-degree programmes provided under the old academic structure.

[2] The intake places for full-time and part-time sub-degree programmes under the Hong Kong Art School in the 2012/13 academic year was 85. In view of the demand for full-time sub-degree places, there are no student intakes for part-time programmes.

“-” Denotes no related programme was offered.

**Average Annual Salary of Graduates of Full-time UGC-funded Undergraduate Programmes  
by Institution from the 2010/11 to 2011/12 Academic Years**

\$'000

Academic Year	Institution								
	CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	Total
2010/11	149	153	142	223	232	178	181	221	185
2011/12	148	154	143	227	234	185	186	236	190

Notes:

- The employment information of graduates from full-time UGC-funded programmes in a given year is collected through the Graduate Employment Survey which is conducted annually by the UGC-funded institutions with a time frame up to December of the same year. The Survey on graduates in the 2012/13 academic year is in progress and therefore figures for the year are not available.
- Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.
- Annual salaries include commission and other cash allowances.
- Abbreviations:  
CityU     City University of Hong Kong  
HKBU     Hong Kong Baptist University  
LU        Lingnan University  
CUHK     The Chinese University of Hong Kong  
HKIED    The Hong Kong Institute of Education  
PolyU    The Hong Kong Polytechnic University  
HKUST    The Hong Kong University of Science and Technology  
HKU       The University of Hong Kong

**CONTROLLING OFFICER'S REPLY**

**EDB166**

**(Question Serial No. 3165)**

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 (Member Question No. 115):

As stated under the Matters Requiring Special Attention in 2014-15, the Bureau will plan to launch the Fourth Strategy on Information Technology in Education. In this regard, please inform this Committee:

(a) of the details of the strategy. What are the expenditures involved?

(b) of the amounts of grants received by different organisations in the second round of application in respect of the E-Textbook Market Development Scheme (EMADS). After 2 rounds of application, will the Administration consider conducting a comprehensive review of the EMADS so as to assess its effectiveness and make adjustments to it?

(c) whether the Administration will consider formulating a long-term policy to promote e-learning and setting a clear time frame and objective for improving the hardware and software ancillary facilities in schools, enhancing teachers' training on e-teaching, adjusting teaching concepts and learning models, and developing electronic teaching materials, etc. so that various stakeholders, including schools, teachers, students, parents, publishers, etc. can understand more clearly the direction the development of e-learning is taking.

Asked by: Hon. MA Fung-kwok

Reply:

(a) and (c)

We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities in all public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training for school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

(b)

The Steering Committee on Selection, Quality Assurance and Review of e-Textbook Market Development Scheme (EMADS) has approved a total of 20 applications for the development of e-textbooks under Phase Two of EMADS. The 20 successful applications were submitted by eight applicants. Amongst them, four are non-profit making (NPM) organisations. A total of \$20.60 million seeding grant was approved for the

ten successful applications from four NPM organisations. Since the development cost (and hence the amount of seeding grant) is commercial sensitive data of the e-textbook developers concerned, we will not disclose the amount of seeding grant for individual applications.

We will conduct a review in the 2014/15 school year to examine the effectiveness of the EMADS, the quality assurance mechanism, the benefits e-textbooks generated and experiences gained especially through the Partner Schools Scheme. The result of the review will help refine our overall strategy in e-textbook development.

**CONTROLLING OFFICER'S REPLY**

**EDB167**

**(Question Serial No. 3170)**

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 (Member Question No. 20):

Regarding the statement “continue to take measures to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland” under Matters Requiring Special Attention in 2014-15, will the Administration advise on:

- a. the numbers of Hong Kong students attending higher education institutions in the Mainland and those who returned to Hong Kong to work or pursue further study (postgraduate programmes) upon graduation in the past year;
- b. the numbers of applications for assessment of academic qualifications obtained in the Mainland received by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications in 2012-2013 and 2013-2014, and among such applications, the percentages of cases in which the relevant qualifications were formally recognised and those which were not;
- c. the latest progress in mutual recognition and articulation of professional qualifications such as medical practitioners, Chinese medicine practitioners, dentists, pharmacists, rehabilitation therapists, nurses, specialists, architects, accountants and social workers;
- d. given that on the work relating to internationalisation and non-local students, the University Grants Committee said, “various other initiatives are also introduced in the triennium to incentivise institutions to further enhance its efforts in internationalisation and engagement with the Mainland, the details of these initiatives and the Administration’s plan to support Hong Kong students to pursue study in the Mainland.

Asked by: Hon. MA Fung-kwok

Reply:

- (a) The Administration does not maintain records of the number of Hong Kong students pursuing studies in the Mainland and those who have returned to Hong Kong to work or pursue further study upon graduation. Nevertheless, according to the 2006 Population By-census and the 2011 Population Census conducted by the Census and Statistics Department, the estimated numbers of Hong Kong residents studying full-time tertiary education programmes in the Mainland were about 7 356 in 2006 and 5 515 in 2011. Moreover, according to the information provided by the Ministry of Education of the People’s Republic of China, the number of Hong Kong students studying in Mainland higher education institutions and research institutes was 11 155 in the 2011/12 academic year.



- (b) The qualifications assessments made by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications in response to applications submitted by holders of Mainland qualifications in 2012-13 and 2013-14 are set out in the following table -

Year	2012-13	2013-14 (as at 11 March 2014)
Total number of applications	638	904
Number of cases in which the qualifications concerned were assessed as comparable to the level of their counterparts in Hong Kong (%)	95.6%	96.8%

- (c) Hong Kong and the Mainland are committed to enhancing mutual recognition of professional qualifications and the access of Hong Kong professional services to the Mainland market under the framework of the Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA). The Government also encourages professional bodies of both sides to pursue mutual recognition of professional qualifications and to foster exchanges among professional and technical talents. In respect of the professions mentioned, the latest development is summarized below –

#### Medical and Health Sector

At present, there is no mutual recognition for Medical and Health Sector. Specialist doctors (including medical practitioners, Chinese medicine practitioners and dentists) of Hong Kong permanent residents with Chinese citizenship are allowed to apply for and obtain the Mainland's "medical practitioner's qualification certificates" through accreditation. On the other hand, eligible registered medical practitioners, Chinese medicine practitioners, dentists and pharmacists may sit the Mainland's qualification examination. Furthermore, twelve types of statutory healthcare professionals (namely medical practitioners, Chinese medicine practitioners, dentists, pharmacists, nurses, midwives, medical laboratory technologies, occupational therapists, optometrists, radiographers, physiotherapists and chiropractors) who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland.

#### Architects/Construction Sector

For Construction Sector, Estate Surveyors, Architects, Structural Engineers, Planners, Quantity Surveyors and Building Surveyors have reached mutual recognition agreements under CEPA.

#### Accountant

Under CEPA, qualified members of the Hong Kong Institute of Certified Public Accountants enjoy exemptions from certain papers of Mainland China's unified certified public accountant examinations.

#### Social Worker

The Social Workers Registration Board, being the registration authority of social workers in Hong Kong, does not have any plan nor has received any request for developing mutual recognition of professional qualifications.

- (d) In order to motivate University Grants Committee (UGC)-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme (involving funding from the Education Bureau, UGC and the eight institutions) of \$30 million (with \$20 million from the Administration and \$10 million from institutions) to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives originated from a strategic dialogue with institutions on enhancing internationalisation within the UGC-funded sector.

Firstly, the UGC will fund student-initiated projects or initiatives that encourage multi-cultural integration. Secondly, to create synergy in promoting Hong Kong's higher education sector in other places, the UGC is taking the lead with institutions joining hands in setting up a Hong Kong Pavilion in international education conferences. Thirdly, funding will be allocated to UGC-funded institutions to

establish a sector-wide search engine to provide easier access to information on programmes offered by those institutions for prospective students. Fourthly, a total of \$18 million (out of the \$30 million) will be allocated to subsidise financially-needy students to travel abroad for exchange activities. Each eligible student will be provided with a subsidy up to \$15,000 to go on exchanges. At least 1 200 students will benefit from the scheme.

As regards support for Hong Kong students to pursue study in the Mainland, the 2014 Policy Address proposed the establishment of the Mainland University Study Subsidy Scheme (MUSSS) to support needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). The Admission Scheme was introduced in 2012 as a government-to-government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education examination results, and are thus exempted from taking the Mainland's Joint Entrance Examination.

The proposed MUSSS will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness. We estimate that the total expenditure will be \$114 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB168**

**(Question Serial No. 3174)**

Head: (156) Government Secretariat: Education Bureau

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

Programme:

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

Director of Bureau: Secretary for Education

Question (Member Question No. 112):

According to the Policy Address released early this year, the government will introduce a new subsidy scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. Will the Education Bureau/ University Grants Committee inform this Committee:

- a. What are the details of the scheme? How to define that certain programmes are able to meet Hong Kong's manpower needs?
- b. Why is the scheme only applicable to self-financing undergraduate programmes? What is the rationale behind it?
- c. Has the Bureau assessed whether the scheme will turn out encouraging education institutions to increase their tuition fees?
- d. What is the expected amount of subsidy received by each student?

Asked by: Hon. MA Fung-kwok

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, and one additional civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY****EDB169****(Question Serial No. 1878)**

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 (Member Question No. 17):

Please list out the schools (by categories of public sector secondary schools, Direct Subsidy Scheme secondary schools and special schools) receiving grants under the English Enhancement Scheme and Refined English Enhancement Scheme each year during 2011-14, the annual amount allocated to each school and their uses. Has the Bureau regularly reviewed the effectiveness of the grant items? If yes, what is the result? For those schools which have never joined the scheme, how will the Bureau encourage them to join in an effort to enhance the English proficiency of the students?

Asked by: Hon. MO, Claudia

Reply:

In principle, each public sector, special and Direct Subsidy Scheme (DSS) secondary school adopting Chinese as the medium of instruction (MOI) is provided with not more than \$3 million for a period of 6 years while schools using English as the MOI, not more than \$0.5 million under the English Enhancement Scheme with a view to building up teacher capacity for enhancing students' English proficiency. Participating schools have implemented school-based measures under the Scheme by batches starting from 2006 till 2014. In the 2010/11 school year, the Education Bureau implemented the MOI fine-tuning policy that enabled schools to adopt diversified MOI arrangements including extended learning activities in English in non-language subjects to increase students' opportunities to be exposed to and use English. To prepare schools for the implementation of MOI fine-tuning, we introduced the Refined English Enhancement Scheme in 2010. Under the refined scheme, each public sector, special and DSS school is provided with not more than \$1.0 million to pool together the funding under the original scheme and/or redeploy other resources to develop holistic plans and strategies to further enhance the teaching and learning of English for students. Both schemes would lapse by the end of the 2013/14 school year the latest.

As schools participated in the two schemes and implemented measures under the schemes by batches spanning over a lengthy period from 2006 to 2014, we are not able to provide the number of schools receiving the funding under the two schemes during the period concerned. Among all public sector, DSS and special schools, 5 public sector schools and 4 DSS schools have not applied for any funding under the two schemes due to their own considerations including financial conditions. The total amount of funding for each school under the two schemes ranges from \$1.4 million to \$4 million with the average at \$2.4 million. The two schemes are funded under the Language Fund.

Monitoring and evaluation is done at three levels. Academics and language education experts have been engaged to conduct professional dialogue with each participating school to draw up a performance contract between the school and the Government setting out the outcome targets to be achieved with a specified timeframe. Driven by teaching considerations and in line with the School Development and Accountability

Framework, participating schools are held accountable for the funding provided. They are required to include the relevant implementation plan in their school development plan, report the progress and evaluation in the annual school reports with submission of progress reports at regular intervals and final audited account upon completion of the schemes. In parallel, schools' performances are verified by supervisory visits conducted by the Education Bureau to each participating school.

**CONTROLLING OFFICER'S REPLY****EDB170****(Question Serial No. 1879)**

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 (Member Question No. 18):

Regarding the scheme to assist local secondary and primary schools in using Putonghua to teach the Chinese Language subject, please provide the respective information of the secondary and primary schools assisted by the scheme, the fund allocations to each of these schools and the projects funded in the past three years. What is the effectiveness of the scheme as assessed by the Bureau? If there is no assessment, why? Did the Bureau consider in future mandating using Putonghua to teach the Chinese Language subject and what are the reasons?

Asked by: Hon. MO, Claudia

Reply:

The "Scheme to Support Schools in using Putonghua (PTH) to teach Chinese Language Subject" (the Support Scheme) was launched in 2008/09 school year. The Support Scheme is carried out in four phases to provide support to 40 schools, including both primary and secondary schools, in each phase. Applications from schools are invited once every year from 2008/09 to 2011/12 school years. Each school will receive support for three consecutive school years. Details are tabulated below:

School Year	Phase 1	Phase 2	Phase 3	Phase 4
2008/09	40 schools (10 secondary & 30 primary)			
2009/10	ditto	40 schools (6 secondary & 34 primary)		
2010/11	ditto	ditto	40 schools (6 secondary & 34 primary)	
2011/12		ditto	ditto	40 schools (6 secondary & 34 primary)
2012/13			ditto	ditto
2013/14				ditto

The support measures given to schools include: (a) professional support rendered by Mainland teaching experts and local teaching consultants to help schools implement their plans on using PTH to teach the Chinese Language subject; (b) seminars/workshops for teachers on theories of and pedagogy in using PTH to teach the Chinese Language subject; and (c) local or Mainland exchange activities to increase teachers' exposure to different teaching practices. A total of \$18.9 million from the Language Fund has been used to finance the above support measures from 2011/12 to 2013/14 (up to January 2014) school years. Details are tabulated below:

School Year	Expenditure (\$ million)
2011/12	12.3
2012/13	5.3
2013/14 (up to January 2014)	1.3

In addition, supply teacher grant from the Language Fund is also provided to participating schools to create room for teachers to implement their school plans and attend professional development programmes. Details of the supply teacher grant for each participating school in the last three school years are as follows:

School Year	Grant to each primary school <sup>Note</sup> (\$)	Grant to each secondary school <sup>Note</sup> (\$)
2011/12	336,360	422,640
2012/13	358,200	449,460
2013/14 (up to January 2014)	154,850	194,375

Note: The grant quoted is the maximum amount received by each school. Actual amount of grant received by schools depends on the qualifications of the supply teachers employed.

Questionnaire surveys were conducted in each participating school every school year to evaluate the effectiveness of the support measures under the Support Scheme. Reports showed that most of the participating schools were satisfied with the support measures provided. The Support Scheme is still in progress. We will review the Support Scheme after its completion in 2013/14 school year.

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or PTH having regard to their own circumstances.

**CONTROLLING OFFICER'S REPLY**

**EDB171**

**(Question Serial No. 1897)**

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 (Member Question No. 39):

(a) Please provide a breakdown of the respective numbers of local and non-local student places of publicly-funded undergraduate, research postgraduate and taught postgraduate programmes at the 8 universities, as well as the actual numbers of local, mainland and overseas students each year since 2011-12.

(b) Please provide a breakdown of the respective numbers of local and non-local student places of self-financing sub-degree, undergraduate and taught postgraduate programmes at each self-financing post-secondary institution, as well as the actual numbers of local, mainland and overseas students each year since 2011-12.

Asked by: Hon. MO, Claudia

Reply:

- (a) Under the existing policy, institutions may enroll non-local students up to 20% of the approved student number of UGC-funded sub-degree, undergraduate and taught postgraduate programmes (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number). The numbers of local and non-local students of publicly-funded programmes by institution, level of study and place of origin in the 2011/12, 2012/13 and 2013/14 academic years are at **Annex 1**. Figures for the 2013/14 academic year are provisional.
- (b) The statistics on student enrolment of full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes by institution, level of study and place of origin in the 2011/12, 2012/13 and 2013/14 academic years are set out at **Annex 2**. Figures for the 2013/14 academic year are provisional.



**Student Enrolment (Headcount) of Publicly-funded Programmes  
by Institution, Level of Study and Place of Origin for the 2011/12 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Ug	7 891	590	113	8 594
	TPg	43	6	4	53
	RPg^	110	524	44	678
	<b>Sub-total</b>	<b>8 044</b>	<b>1 120</b>	<b>161</b>	<b>9 325</b>
Hong Kong Baptist University	Ug	4 334	450	9	4 793
	TPg	529	3	-	532
	RPg^	56	148	18	222
	<b>Sub-total</b>	<b>4 919</b>	<b>601</b>	<b>27</b>	<b>5 547</b>
Lingnan University	Ug	1 962	169	21	2 152
	RPg^	26	26	10	62
	<b>Sub-total</b>	<b>1 988</b>	<b>195</b>	<b>31</b>	<b>2 214</b>
The Chinese University of Hong Kong	Ug	10 383	911	210	11 504
	TPg	1 127	9	4	1 140
	RPg^	568	1 109	57	1 734
	<b>Sub-total</b>	<b>12 078</b>	<b>2 029</b>	<b>271</b>	<b>14 378</b>
The Hong Kong Institute of Education	Ug	4 200	211	5	4 416
	TPg	858	10	2	870
	RPg^	8	18	3	29
	<b>Sub-total</b>	<b>5 066</b>	<b>239</b>	<b>10</b>	<b>5 315</b>
The Hong Kong Polytechnic University	Ug	8 993	801	151	9 945
	TPg	26	-	-	26
	RPg^	166	390	54	610
	<b>Sub-total</b>	<b>9 185</b>	<b>1 191</b>	<b>205</b>	<b>10 581</b>
The Hong Kong University of Science and Technology	Ug	5 573	474	342	6 389
	RPg^	167	902	97	1 166
	<b>Sub-total</b>	<b>5 740</b>	<b>1 376</b>	<b>439</b>	<b>7 555</b>
The University of Hong Kong	Ug	9 162	977	480	10 619
	TPg	1 016	27	22	1 065
	RPg^	704	1 181	185	2 071
	<b>Sub-total</b>	<b>10 882</b>	<b>2 185</b>	<b>687</b>	<b>13 755</b>
The Hong Kong Academy for Performing Arts	Ug	420	23	26	469
	<b>Sub-total</b>	<b>420</b>	<b>23</b>	<b>26</b>	<b>469</b>
<b>All institutions</b>	<b>Ug</b>	<b>52 918</b>	<b>4 606</b>	<b>1 357</b>	<b>58 881</b>
	<b>TPg</b>	<b>3 599</b>	<b>55</b>	<b>32</b>	<b>3 686</b>
	<b>RPg^</b>	<b>1 805</b>	<b>4 298</b>	<b>468</b>	<b>6 572</b>
	<b>Total</b>	<b>58 322</b>	<b>8 959</b>	<b>1 857</b>	<b>69 139</b>

Notes :

1. "Ug" denotes "Undergraduate", "TPg" denotes "Taught postgraduate" and "RPg" denotes "Research postgraduate".
2. RPg figures include only students funded by UGC within normal study periods.
3. The place of origin for non-local students refers to their nationality.
4. "-" denotes "nil".
5. ^ Figures may not add up to the corresponding totals due to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**Student Enrolment (Headcount) of Publicly-funded Programmes  
by Institution, Level of Study and Place of Origin for the 2012/13 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Ug	10 001	794	213	11 008
	TPg	45	3	5	53
	RPg^	97	521	65	683
	<b>Sub-total</b>	<b>10 143</b>	<b>1 318</b>	<b>283</b>	<b>11 744</b>
Hong Kong Baptist University	Ug	5 596	648	11	6 255
	TPg	493	1	-	494
	RPg^	57	150	30	237
	<b>Sub-total</b>	<b>6 146</b>	<b>799</b>	<b>41</b>	<b>6 986</b>
Lingnan University	Ug	2 436	158	28	2 622
	RPg^	21	29	15	65
	<b>Sub-total</b>	<b>2 457</b>	<b>187</b>	<b>43</b>	<b>2 687</b>
The Chinese University of Hong Kong	Ug	13 650	1 317	318	15 285
	TPg	1 202	13	5	1 220
	RPg^	513	1 208	69	1 790
	<b>Sub-total</b>	<b>15 365</b>	<b>2 538</b>	<b>392</b>	<b>18 295</b>
The Hong Kong Institute of Education	Ug	5 059	218	7	5 284
	TPg	861	6	1	868
	RPg^	9	22	5	36
	<b>Sub-total</b>	<b>5 929</b>	<b>246</b>	<b>13</b>	<b>6 188</b>
The Hong Kong Polytechnic University	Ug	11 675	1 059	221	12 955
	TPg	16	-	-	16
	RPg^	154	407	68	629
	<b>Sub-total</b>	<b>11 845</b>	<b>1 466</b>	<b>289</b>	<b>13 600</b>
The Hong Kong University of Science and Technology	Ug	7 443	668	515	8 626
	RPg^	151	960	114	1 225
	<b>Sub-total</b>	<b>7 594</b>	<b>1 628</b>	<b>629</b>	<b>9 851</b>
The University of Hong Kong	Ug	12 092	1 453	771	14 316
	TPg	1 010	39	21	1 070
	RPg^	650	1 289	214	2 154
	<b>Sub-total</b>	<b>13 752</b>	<b>2 781</b>	<b>1 006</b>	<b>17 540</b>
The Hong Kong Academy for Performing Arts	Ug	549	47	30	626
	<b>Sub-total</b>	<b>549</b>	<b>47</b>	<b>30</b>	<b>626</b>
<b>All institutions</b>	<b>Ug</b>	<b>68 501</b>	<b>6 362</b>	<b>2 114</b>	<b>76 977</b>
	<b>TPg</b>	<b>3 627</b>	<b>62</b>	<b>32</b>	<b>3 721</b>
	<b>RPg^</b>	<b>1 652</b>	<b>4 586</b>	<b>580</b>	<b>6 819</b>
	<b>Total</b>	<b>73 780</b>	<b>11 010</b>	<b>2 726</b>	<b>87 517</b>

Notes :

1. "Ug" denotes "Undergraduate", "TPg" denotes "Taught postgraduate" and "RPg" denotes "Research postgraduate".
2. RPg figures include only students funded by UGC within normal study periods.
3. The place of origin for non-local students refers to their nationality.
4. "-" denotes "nil".
5. ^ Figures may not add up to the corresponding totals due to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
6. To tie in with the implementation of the new academic structure, publicly-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.

**Student Enrolment (Headcount) of Publicly-funded Programmes  
by Institution, Level of Study and Place of Origin for the 2013/14 Academic Year (Provisional)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Ug	10 246	810	313	11 369
	TPg	48	4	1	53
	RPg^	79	480	107	666
	<b>Sub-total</b>	<b>10 373</b>	<b>1 294</b>	<b>421</b>	<b>12 088</b>
Hong Kong Baptist University	Ug	5 661	692	12	6 365
	TPg	435	-	-	435
	RPg^	60	160	31	251
	<b>Sub-total</b>	<b>6 156</b>	<b>852</b>	<b>43</b>	<b>7 051</b>
Lingnan University	Ug	2 399	147	24	2 570
	RPg^	25	33	17	75
	<b>Sub-total</b>	<b>2 424</b>	<b>180</b>	<b>41</b>	<b>2 645</b>
The Chinese University of Hong Kong	Ug	14 109	1 374	406	15 889
	TPg	1 045	15	2	1 062
	RPg^	462	1 247	74	1 783
	<b>Sub-total</b>	<b>15 616</b>	<b>2 636</b>	<b>482</b>	<b>18 734</b>
The Hong Kong Institute of Education	Ug	5 016	235	11	5 262
	TPg	854	4	1	859
	RPg^	11	20	5	36
	<b>Sub-total</b>	<b>5 881</b>	<b>259</b>	<b>17</b>	<b>6 157</b>
The Hong Kong Polytechnic University	Ug	11 884	1 104	261	13 249
	TPg	15	-	-	15
	RPg^	152	448	78	678
	<b>Sub-total</b>	<b>12 051</b>	<b>1 552</b>	<b>339</b>	<b>13 942</b>
The Hong Kong University of Science and Technology	Ug	7 529	694	571	8 794
	RPg^	159	1 044	149	1 352
	<b>Sub-total</b>	<b>7 688</b>	<b>1 738</b>	<b>720</b>	<b>10 146</b>
The University of Hong Kong	Ug	12 433	1 465	823	14 721
	TPg	916	65	21	1 002
	RPg^	603	1 333	229	2 165
	<b>Sub-total</b>	<b>13 952</b>	<b>2 863</b>	<b>1 073</b>	<b>17 888</b>
The Hong Kong Academy for Performing Arts	Ug	550	54	25	629
	<b>Sub-total</b>	<b>550</b>	<b>54</b>	<b>25</b>	<b>629</b>
<b>All institutions</b>	<b>Ug</b>	<b>69 827</b>	<b>6 575</b>	<b>2 446</b>	<b>78 848</b>
	<b>TPg</b>	<b>3 313</b>	<b>88</b>	<b>25</b>	<b>3 426</b>
	<b>RPg^</b>	<b>1 551</b>	<b>4 765</b>	<b>690</b>	<b>7 006</b>
	<b>Total</b>	<b>74 691</b>	<b>11 428</b>	<b>3 161</b>	<b>89 280</b>

Notes :

1. "Ug" denotes "Undergraduate", "TPg" denotes "Taught postgraduate" and "RPg" denotes "Research postgraduate".
2. RPg figures include only students funded by UGC within normal study periods.
3. The place of origin for non-local students refers to their nationality.
4. "-" denotes "nil".
5. ^ Figures may not add up to the corresponding totals due to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes  
by Institution, Level of Study and Place of Origin for the 2011/12 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	SD	510	3	2	515
Caritas Institute of Higher Education	SD	606	-	-	606
	Ug	48	-	-	48
Chu Hai College of Higher Education	SD	35	-	-	35
	Ug	1 201	47	-	1 248
City University of Hong Kong	SD	6 720	21	1	6 742
	Ug	728	4	-	732
	TPg^	3 721	1 248	80	5 049
Hang Seng Management College	SD	274	2	-	276
	Ug	1 242	6	-	1 248
HKU SPACE Po Leung Kuk Community College	SD	2 639	1	1	2 641
Hong Kong Art School	SD	102	-	-	102
Hong Kong Baptist University	SD	3 664	193	15	3 872
	Ug	962	50	-	1 012
	TPg^	1 597	902	33	2 532
Hong Kong College of Technology	SD	960	2	-	962
Hong Kong Institute of Technology	SD	649	20	-	669
	Ug	374	-	1	375
Hong Kong Shue Yan University	Ug	4 586	216	-	4 802
	TPg^	43	-	-	43
Lingnan University	SD	3 036	64	-	3 100
	Ug	34	11	-	45
	TPg^	313	132	3	448
Sacred Heart Canossian College of Commerce	SD	110	-	-	110
SCAD Foundation (Kong Kong) Limited / Savannah College of Art and Design, Inc*	Ug	144	-	119	263
The Chinese University of Hong Kong	SD	3 324	15	2	3 341
	TPg^	6 868	1 725	213	8 806
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	SD	1 193	71	2	1 266
The Hong Kong Academy for Performing Arts	TPg^	76	37	10	123
The Hong Kong Institute of Education	SD	685	11	-	696
	Ug	417	21	1	439
	TPg^	859	264	9	1 132
The Hong Kong Polytechnic University	SD	7 860	25	2	7 887
	Ug	2 923	90	4	3 017
	TPg^	6 202	1 469	109	7 780
The Hong Kong University of Science and Technology	TPg^	1 068	840	463	2 371

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
The Open University of Hong Kong	SD	1 034	-	5	1 039
	Ug	5 521	83	7	5 611
	TPg^	184	24	-	208
The University of Hong Kong	SD	5 683	84	7	5 774
	TPg^	6 474	889	349	7 712
Tung Wah College	SD	274	-	-	274
	Ug	51	7	1	59
Vocational Training Council	SD	11 868	3	1	11 872
	Ug	281	-	-	281
Yew Chung Community College	SD	13	1	3	17
<b>All institutions</b>	<b>SD</b>	<b>51 239</b>	<b>516</b>	<b>41</b>	<b>51 796</b>
	<b>Ug</b>	<b>18 512</b>	<b>535</b>	<b>133</b>	<b>19 180</b>
	<b>TPg^</b>	<b>27 405</b>	<b>7 530</b>	<b>1 269</b>	<b>36 204</b>
	<b>Total^</b>	<b>97 156</b>	<b>8 581</b>	<b>1 443</b>	<b>107 180</b>

#### Notes

1. “SD” denotes “Sub-degree”, “Ug” denotes “Undergraduate”, “TPg” denotes “Taught postgraduate” and “RPg” denotes “Research postgraduate”.
2. ^ : Figures of TPg programmes include both full-time and part-time students. Data broken down by mode of study are not available.
3. “-” denotes “nil”.
4. \* : non-local programmes offered by Savannah College of Art and Design, Inc. were successfully granted local accreditation status in 2011/12 academic year.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes  
by Institution, Level of Study and Place of Origin for the 2012/13 Academic Year**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	SD	488	4	1	493
Caritas Institute of Higher Education	SD	588	-	-	588
	Ug	135	7	-	142
Centennial College	Ug	285	-	-	285
Chu Hai College of Higher Education	SD	5	-	-	5
	Ug	1 729	41	-	1 770
City University of Hong Kong	SD	6 668	12	2	6 682
	Ug	1 530	-	-	1 530
	TPg^	3 250	1 720	93	2 063
Hang Seng Management College	SD	429	3	-	432
	Ug	2 845	10	-	2 855
HKU SPACE Po Leung Kuk Community College	SD	4 378	1	3	4 382
Hong Kong Adventist College	SD	1	-	-	1
Hong Kong Art School	SD	133	-	-	133
	Ug	66	-	2	68
Hong Kong Baptist University	SD	4 837	206	8	5 051
	Ug	1 144	60	-	1 204
	TPg^	1 507	1 308	34	2 849
Hong Kong Buddhist College	SD	12	-	-	12
Hong Kong College of Technology	SD	824	5	-	829
Hong Kong Institute of Technology	SD	955	19	3	977
	Ug	454	7	-	461
Hong Kong Shue Yan University	Ug	4 667	201	-	4 868
	TPg^	61	-	-	61
Kaplan Business and Accountancy School	SD	14	-	-	14
Lingnan University	SD	5 002	150	-	5 152
	Ug	4	-	-	4
	TPg^	303	161	5	469
Sacred Heart Canossian College of Commerce	SD	223	-	-	223
SCAD Foundation (Kong Kong) Limited / Savannah College of Art and Design, Inc	Ug	195	-	102	297
The Chinese University of Hong Kong	SD	3 654	11	1	3 666
	Ug	163	-	-	163
	TPg^	6 585	2 304	191	9 080
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	SD	764	28	1	793
The Hong Kong Academy for Performing Arts	TPg^	83	46	14	143
The Hong Kong Institute of Education	SD	631	4	-	635
	Ug	721	23	1	745

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
	TPg^	800	329	6	1 135
The Hong Kong Polytechnic University	SD	8 349	21	1	8 371
	Ug	3 212	181	6	3 399
	TPg^	5 629	1 767	114	7 510
The Open University of Hong Kong	SD	979	-	2	981
	Ug	5 717	112	6	5 835
	TPg^	226	36	-	263
The University of Hong Kong	SD	8 255	132	5	8 392
	Ug	38	3	1	42
	TPg^	6 141	1 237	384	7 762
Tung Wah College	SD	517	5	-	522
	Ug	597	33	-	630
Vocational Training Council	SD	10 212	25	5	10 242
	Ug	1 165	-	-	1 165
Yew Chung Community College	SD	57	3	10	70
YMCA College of Careers	SD	48	-	-	48
<b>All institutions</b>	<b>SD</b>	<b>58 023</b>	<b>629</b>	<b>42</b>	<b>58 694</b>
	<b>Ug</b>	<b>24 667</b>	<b>678</b>	<b>118</b>	<b>25 463</b>
	<b>TPg^</b>	<b>25 574</b>	<b>9 930</b>	<b>1 292</b>	<b>36 796</b>
	<b>Total</b>	<b>108 264</b>	<b>11 237</b>	<b>1 452</b>	<b>120 953</b>

**Notes**

1. “SD” denotes “Sub-degree”, “Ug” denotes “Undergraduate”, “TPg” denotes “Taught postgraduate” and “RPg” denotes “Research postgraduate”.
2. ^: Figures of TPg programmes include both full-time and part-time students. Data broken down by mode of study are not available.
3. “-” denotes “nil”.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Programmes  
by Institution, Level of Study and Place of Origin for the 2013/14 Academic Year (Provisional)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	SD	373	26	-	400
Caritas Institute of Higher Education	SD	540	4	-	544
	Ug	288	43	-	231
Centennial College	Ug	458	31	-	479
Chu Hai College of Higher Education	SD	1	-	-	1
	Ug	1 616	46	1	1 663
City University of Hong Kong	SD	6 716	27	2	6 745
	Ug	2 169	-	-	2 169
Hang Seng Management College	SD	412	3	-	415
	Ug	3 458	7	-	3 465
HKU SPACE Po Leung Kuk Community College	SD	3 805	5	4	3 814
Hong Kong Adventist College	SD	1	-	-	1
Hong Kong Art School	SD	126	1	1	128
	Ug	64	-	2	66
Hong Kong Baptist University	SD	4 363	182	3	4 548
	Ug	1 295	75	-	1 370
Hong Kong Buddhist College	SD	28	1	-	29
Hong Kong College of Technology	SD	857	7	-	864
Hong Kong Institute of Technology	SD	1 082	24	2	1 108
	Ug	504	-	-	504
Hong Kong Shue Yan University	Ug	4 960	207	-	5 167
Lingnan University	SD	4 283	96	-	4 379
Pui Ching Academy	SD	6	-	-	6
Sacred Heart Canossian College of Commerce	SD	92	-	-	92
SCAD Foundation (Kong Kong) Limited / Savannah College of Art and Design, Inc	Ug	302	1	189	492
The Chinese University of Hong Kong	SD	2 846	16	3	2 865
	Ug	295	-	-	295
The Hong Kong Institute of Education	SD	448	-	-	448
	Ug	1 024	39	2	1 065
The Hong Kong Polytechnic University	SD	7 673	11	1	7 685
	Ug	3 319	246	5	3 570
The Open University of Hong Kong	SD	1 158	-	4	1 162
	Ug	6 257	130	5	6 392



Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
The University of Hong Kong	SD	7 215	108	5	7 328
	Ug	269	5	5	279
Tung Wah College	SD	487	6	-	493
	Ug	1 068	41	-	1 109
Vocational Training Council	SD	9 078	25	1	9 104
	Ug	1 973	5	9	1 987
Yew Chung Community College	SD	73	9	9	91
YMCA College of Careers	SD	61	-	-	61
<b>All institutions</b>	<b>SD</b>	<b>51 724</b>	<b>551</b>	<b>36</b>	<b>52 311</b>
	<b>Ug</b>	<b>29 219</b>	<b>866</b>	<b>218</b>	<b>30 303</b>
	<b>Total</b>	<b>80 943</b>	<b>1 417</b>	<b>254</b>	<b>82 614</b>

**Notes**

1. “SD” denotes “Sub-degree”, “Ug” denotes “Undergraduate”, “TPg” denotes “Taught postgraduate” and “RPg” denotes “Research postgraduate”.
2. Data on TPg programmes broken down by local and non-local students for 2013/14 academic year are not available.
3. “-” denotes “nil”.

**CONTROLLING OFFICER'S REPLY****EDB172****(Question Serial No. 2037)**

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 (Member Question No. 41):

What are the expenditure and details of the work for providing the Chinese Language Curriculum Second Language Learning Framework in the coming year? What are the implementation plan, timetable, policy objectives and outcome targets regarding support for Chinese language learning to ethnic minorities?

Asked by: Hon. MO, Claudia

Reply:

The Government is committed to supporting non-Chinese speaking (NCS) students' effective learning of the Chinese language and creating an inclusive learning environment in schools so as to facilitate their integration into the local community. As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for NCS students. Specifically, the Education Bureau 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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.

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.

**CONTROLLING OFFICER'S REPLY****EDB173****(Question Serial No. 2038)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 42):

Please provide, on a yearly basis, the expenditures on training local English teachers and details of work in the past 3 years.

Asked by: Hon. MO, Claudia

Reply:

There are at present four University Grants Committee (UGC)-funded and one self-financing higher education institutions with designated faculty/department for teacher training, including English teachers. The Government subsidizes various initiatives to nurture and support English teachers. Details are tabulated below:

	Initiative	Description	Total expenditure (\$ million) (No. of beneficiaries)		
			2011-12	2012-13	2013-14
1*	Professional Development Incentive Grant Scheme for Language Teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.	4.00 (144)	2.38 (82)	0.91 (25)
2*	Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	The programme aims to immerse serving primary school English teachers in an authentic English language and cultural environment to enhance their English language proficiency and to provide them with exposure to innovative pedagogy abroad.	6.54^ (0)##	0.98^ (0)##	N/A
3	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English	2.62 (5312)	3.75 (4599)	1.79 (4836)**

		Language curriculum more effectively.			
4	Resources for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening, creativity and assessment activities).	1.88 (All schools)	1.22 (All schools)	0.27** (All schools)
5	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.	8.42 (55)	3.99 (24)	Completed
6#	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.	4.32 (84)	7.95 (156)	10.57** (197)**

\* Initiatives funded by Language Fund

\*\* Estimated figures

# Initiative funded out of Head 173 – Student Financial Assistance Agency

## The whole project was completed in the 2010/11 school year. The number of beneficiaries in that school year was counted in 2010-11.

^ The whole project was completed in 2010/11 school year. Expenditure, however, was incurred in 2011-12 and 2012-13 as the programme cost was settled by installments.

In addition, the Government has been providing recurrent funding for UGC-funded programmes and financial assistance for needy students of full-time locally accredited programmes (including but not limited to teacher education programmes). Since the funding is subsumed under the block grant for the UGC-funded institutions and provision for the relevant student financial assistance schemes, it is not possible to identify and attribute the actual expenditure to the training of English teachers.

**CONTROLLING OFFICER'S REPLY**

**EDB174**

**(Question Serial No. 2040)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 44):

(a) Please give a breakdown of the respective numbers of government, aided, English Schools Foundation (ESF), Direct Subsidy Scheme (DSS), private, and private international primary and secondary schools for each school type, of the average numbers of classes in each grade and the average numbers of students per class in each of the 18 districts from 2011-12 to 2013-14.

(b) Please give a breakdown of the respective average numbers of teaching staff per class in each grade and the actual average teacher-to-student ratios per class in government, aided, ESF, DSS, private, and private international primary and secondary schools in each of the 18 districts from 2011-12 to 2013-14.

Asked by: Hon. MO, Claudia

Reply:

(a) The number of primary and secondary day schools, the average number of operating classes and average class sizes by grade in these schools under different types of schools broken down by district in the school years from 2011/12 to 2013/14 are detailed at Appendices 1 to 3.

(b) The deployment of teachers to teach classes at different levels is a professional decision normally taken at the school level. The Education Bureau (EDB) does not compute the average numbers of teachers per class and the student-to-teacher ratios at individual levels of different types of secondary and primary schools. EDB does not have further breakdown of the average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools by district as our planning and provision of resources are made with reference to territory-wide parameters. In this respect, the territory-wide average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools are provided at Appendix 4.

**Table 1: Number of Primary Schools by District and by Sector, 2011/12 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	5	6	29
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	8	0	32
Kowloon City	4	27	2	11	9	53
Wong Tai Sin	1	27	0	3	0	31
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	1	1	28
Sha Tin	1	38	2	3	1	45
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	43	2	1	1	50
Tuen Mun	1	33	1	1	0	36
Tsuen Wan	2	19	0	2	0	23
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	1	2	19
All Districts	34	423	21	50	40	568

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2011/12 School Year**

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	25.0	2.9	26.0	3.0	31.3	2.8	26.1	1.4	25.0	2.6	26.1
	P2	2.0	22.8	2.9	25.3	3.0	32.0	2.4	26.7	1.6	23.0	2.5	25.4
	P3	2.0	24.5	2.9	25.7	3.0	32.0	2.4	26.5	2.4	21.7	2.7	25.4
	P4	2.0	27.0	2.7	27.7	3.0	30.3	2.4	27.7	2.4	22.7	2.6	26.9
	P5	2.0	29.3	2.8	29.9	3.0	28.7	2.4	24.9	2.2	23.1	2.6	27.8
	P6	2.0	31.5	2.9	31.1	3.0	28.7	2.4	25.9	2.2	22.5	2.6	28.8
	All Grades	12.0	26.7	17.1	27.6	18.0	30.5	14.8	26.3	12.2	22.8	15.4	26.7
Wan Chai	P1	6.0	25.7	3.2	27.2	-	-	3.0	33.1	5.0	26.0	3.6	28.0
	P2	6.0	25.7	3.2	27.2	-	-	2.8	32.1	5.3	24.8	3.6	27.5
	P3	6.5	25.6	3.1	27.8	-	-	3.0	31.7	5.0	26.9	3.6	28.1
	P4	6.5	30.4	3.0	30.1	-	-	2.5	33.2	5.0	26.6	3.4	30.1
	P5	5.5	32.7	3.2	33.8	-	-	2.7	31.6	2.3	29.0	3.1	32.7
	P6	6.5	32.5	3.2	33.7	-	-	2.7	34.5	2.3	29.3	3.2	33.2
	All Grades	37.0	28.7	18.8	30.0	-	-	16.7	32.7	25.0	26.6	20.6	29.8
Eastern	P1	3.8	24.1	3.5	25.5	3.0	26.8	2.0	34.3	3.8	20.4	3.5	24.5
	P2	3.8	24.3	3.5	25.9	3.0	26.8	2.0	30.0	2.5	23.6	3.2	25.5
	P3	3.8	23.9	3.5	26.4	3.0	25.7	2.5	24.2	2.4	22.4	3.2	25.3
	P4	3.5	28.9	3.4	28.3	3.0	28.2	2.5	22.8	2.3	23.7	3.1	27.4
	P5	3.8	31.7	3.5	29.2	3.5	26.0	2.0	27.8	3.3	23.9	3.4	28.2
	P6	3.8	34.3	3.7	30.8	3.0	29.5	3.0	17.0	3.0	23.8	3.5	29.3
	All Grades	22.3	27.9	21.2	27.7	18.5	27.1	14.0	25.2	17.1	22.9	19.9	26.7

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.8	2.9	25.0	5.0	28.0	6.3	22.8	7.0	20.0	4.5	22.6
	P2	2.5	24.2	2.7	23.9	5.0	29.8	6.3	23.4	5.3	22.7	4.0	23.7
	P3	3.0	23.2	3.0	24.5	5.0	30.2	5.7	21.9	4.5	24.3	3.9	24.2
	P4	3.0	26.8	2.9	26.7	5.0	29.2	6.0	22.9	4.5	24.6	3.9	25.4
	P5	2.5	28.0	2.9	28.8	4.0	30.5	4.7	24.6	4.5	24.4	3.6	26.6
	P6	2.5	31.2	3.1	31.0	4.0	27.5	2.7	21.6	4.5	24.4	3.4	27.5
	All Grades	16.0	26.3	17.5	26.7	28.0	29.2	31.7	23.0	30.3	23.1	23.3	24.8
Yau Tsim Mong	P1	2.7	19.5	3.6	28.4	4.5	28.7	4.0	35.0	-	-	3.6	27.9
	P2	2.3	19.9	3.4	29.4	4.5	28.1	3.0	36.7	-	-	3.3	28.7
	P3	2.3	22.7	3.4	29.7	4.5	29.3	3.0	36.7	-	-	3.3	29.3
	P4	2.3	22.1	3.5	30.6	2.5	33.4	3.0	36.7	-	-	3.3	30.2
	P5	2.0	26.3	3.5	32.3	2.5	33.8	3.0	37.0	-	-	3.2	32.1
	P6	3.7	28.9	3.9	32.6	2.5	32.4	3.0	36.0	-	-	3.7	32.2
	All Grades	15.3	23.6	21.4	30.5	21.0	30.3	19.0	36.3	-	-	20.5	30.1
Sham Shui Po	P1	3.3	21.0	3.6	28.3	3.3	26.0	3.4	30.4	0.0	-	3.4	28.0
	P2	3.7	25.1	3.6	28.7	3.3	28.2	3.5	28.4	0.0	-	3.5	28.2
	P3	3.7	24.4	3.6	28.7	3.0	32.2	3.3	27.4	0.0	-	3.3	28.3
	P4	4.0	29.3	3.7	30.5	3.0	31.1	3.5	28.8	5.0	30.0	3.7	30.0
	P5	4.0	32.0	3.8	32.9	3.0	31.6	3.3	29.4	5.0	30.0	3.6	31.8
	P6	4.7	31.7	4.2	33.4	3.0	31.8	2.6	31.7	5.0	29.8	3.8	32.7
	All Grades	23.3	27.6	22.4	30.5	18.7	30.0	19.5	29.3	15.0	29.9	21.2	29.9



District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.1	3.2	26.3	3.0	30.3	3.7	29.2	2.9	22.0	3.3	26.3
	P2	4.5	26.6	3.1	26.8	3.0	30.6	3.4	28.6	2.2	24.2	3.0	27.0
	P3	4.5	26.1	3.1	27.4	2.7	28.0	3.2	29.2	2.0	23.9	3.0	27.1
	P4	4.5	31.1	3.1	29.6	2.7	28.9	3.4	28.1	1.7	23.5	2.9	28.7
	P5	4.5	32.4	3.1	30.7	2.3	29.9	3.3	28.5	1.7	22.7	2.9	29.4
	P6	4.5	33.1	3.2	32.2	1.7	30.2	3.5	30.1	1.5	24.6	2.9	31.0
	All Grades	27.0	29.2	18.7	28.8	15.3	29.6	20.4	29.0	12.0	23.2	18.0	28.2
Wong Tai Sin	P1	3.0	21.0	3.4	24.2	-	-	4.3	32.2	-	-	3.5	25.1
	P2	3.0	22.0	3.3	24.5	-	-	4.0	31.8	-	-	3.4	25.2
	P3	2.0	24.5	3.4	25.4	-	-	4.3	29.1	-	-	3.4	25.8
	P4	2.0	30.0	3.3	28.0	-	-	4.0	34.5	-	-	3.3	28.8
	P5	3.0	28.0	3.3	29.9	-	-	4.0	30.6	-	-	3.4	30.0
	P6	4.0	23.8	3.5	31.3	-	-	4.0	34.8	-	-	3.6	31.5
	All Grades	17.0	24.5	20.1	27.3	-	-	24.7	32.1	-	-	20.5	27.7
Kwun Tong	P1	4.5	25.3	4.4	25.5	4.0	25.3	3.0	37.3	-	-	4.3	25.7
	P2	4.5	25.0	4.3	26.1	4.0	16.8	3.0	35.3	-	-	4.3	25.9
	P3	4.5	25.2	4.4	26.7	3.0	17.3	3.0	29.0	-	-	4.3	26.5
	P4	4.5	29.6	4.0	29.6	3.0	24.7	3.0	32.0	-	-	4.0	29.6
	P5	4.5	31.9	3.9	32.1	4.0	25.8	3.0	27.0	-	-	3.9	31.8
	P6	4.5	31.9	4.4	32.4	4.0	27.8	3.0	30.3	-	-	4.4	32.2
	All Grades	27.0	28.1	25.4	28.7	22.0	23.1	18.0	31.8	-	-	25.2	28.5

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	4.0	22.5	3.4	23.3	3.8	30.7	1.0	10.0	4.0	30.0	3.4	24.5
	P2	3.0	20.0	3.5	22.3	3.8	29.5	1.0	1.0	4.0	30.0	3.4	23.4
	P3	4.0	24.8	3.6	22.9	3.8	30.8	0.0	-	4.0	30.0	3.5	24.5
	P4	3.0	24.7	3.5	26.5	4.8	30.3	1.0	2.0	4.0	30.0	3.6	27.1
	P5	3.0	28.3	3.5	28.5	4.8	29.5	1.0	1.0	4.0	30.0	3.6	28.5
	P6	4.0	29.0	3.8	30.1	3.3	27.4	1.0	4.0	4.0	29.8	3.6	29.4
	All Grades	21.0	25.0	21.2	25.7	24.0	29.8	5.0	3.6	24.0	30.0	21.1	26.3
Sha Tin	P1	5.0	25.0	3.6	25.5	4.5	30.3	5.0	23.4	5.0	30.0	3.8	25.7
	P2	4.0	26.0	3.4	26.4	4.5	31.0	4.5	26.3	5.0	29.8	3.6	26.7
	P3	5.0	25.4	3.4	26.6	4.5	30.6	4.0	26.8	5.0	30.0	3.6	26.9
	P4	5.0	30.6	3.2	29.3	4.5	31.3	4.0	27.4	5.0	30.0	3.4	29.4
	P5	5.0	31.8	3.3	30.3	4.5	30.2	5.0	25.4	5.0	30.0	3.5	30.0
	P6	5.0	32.0	3.5	31.0	5.0	30.6	5.0	26.0	5.0	30.0	3.7	30.6
	All Grades	29.0	28.6	20.4	28.1	27.5	30.7	27.5	25.8	30.0	30.0	21.5	28.2
Tai Po	P1	3.0	23.0	3.8	24.8	-	-	-	-	3.3	22.0	3.7	24.4
	P2	2.0	19.0	3.7	24.2	-	-	-	-	2.3	25.4	3.4	24.2
	P3	2.0	22.0	3.7	24.3	-	-	-	-	2.3	23.9	3.4	24.2
	P4	2.0	30.0	3.3	29.3	-	-	-	-	2.3	24.6	3.1	28.8
	P5	2.0	29.5	3.4	29.5	-	-	-	-	2.3	23.6	3.2	28.9
	P6	3.0	31.0	3.6	31.2	-	-	-	-	2.0	19.0	3.3	30.2
	All Grades	14.0	25.9	21.5	27.1	-	-	-	-	14.7	23.1	20.2	26.7

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	7.0	23.1	3.6	28.9	-	-	-	-	-	-	3.8	28.5
	P2	5.0	23.0	3.6	28.5	-	-	-	-	-	-	3.6	28.3
	P3	4.0	26.0	3.6	28.0	-	-	-	-	-	-	3.6	27.9
	P4	3.0	29.3	3.4	30.8	-	-	-	-	-	-	3.4	30.8
	P5	2.0	32.0	3.3	32.9	-	-	-	-	-	-	3.3	32.9
	P6	5.0	32.6	3.3	33.7	-	-	-	-	-	-	3.4	33.6
	All Grades	26.0	26.8	20.7	30.4	-	-	-	-	-	-	20.9	30.2
Yuen Long	P1	5.3	25.4	3.4	24.5	4.0	30.6	2.0	13.0	1.0	5.0	3.4	24.6
	P2	5.0	25.5	3.3	24.7	4.0	27.4	2.0	15.5	1.0	12.0	3.3	24.7
	P3	5.0	27.4	3.4	25.6	3.0	27.3	2.0	18.5	1.0	11.0	3.4	25.7
	P4	5.0	29.6	3.5	27.5	2.5	29.0	2.0	17.0	1.0	22.0	3.4	27.6
	P5	4.7	31.4	3.3	30.8	2.5	26.4	2.0	19.0	1.0	13.0	3.3	30.5
	P6	5.0	31.5	3.7	30.7	2.5	30.4	2.0	19.5	1.0	13.0	3.6	30.6
	All Grades	30.0	28.4	20.5	27.4	18.5	28.6	12.0	17.1	6.0	12.7	20.6	27.3
Tuen Mun	P1	4.0	25.3	3.5	25.0	4.0	30.8	1.0	8.0	-	-	3.4	25.1
	P2	4.0	25.5	3.2	24.9	4.0	30.0	1.0	7.0	-	-	3.2	24.9
	P3	4.0	24.0	3.3	25.4	4.0	29.5	1.0	7.0	-	-	3.3	25.3
	P4	4.0	28.0	3.3	27.5	4.0	31.0	1.0	9.0	-	-	3.3	27.5
	P5	4.0	30.8	3.4	29.5	4.0	30.8	2.0	6.0	-	-	3.4	29.2
	P6	4.0	32.3	3.7	30.0	4.0	29.0	2.0	7.5	-	-	3.7	29.7
	All Grades	24.0	27.6	20.4	27.1	24.0	30.2	8.0	7.3	-	-	20.2	27.0

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.8	3.3	27.8	-	-	1.0	5.0	-	-	3.3	27.4
	P2	5.0	27.6	3.3	27.1	-	-	1.0	7.5	-	-	3.2	26.7
	P3	5.0	28.2	3.3	28.0	-	-	0.5	7.0	-	-	3.2	27.7
	P4	5.0	29.8	3.4	28.9	-	-	0.5	6.0	-	-	3.3	28.7
	P5	5.0	31.8	3.3	32.3	-	-	0.5	9.0	-	-	3.2	31.9
	P6	5.0	31.7	3.5	32.8	-	-	1.0	11.0	-	-	3.4	32.1
	All Grades	30.0	29.8	20.1	29.5	-	-	4.5	7.7	-	-	19.6	29.1
Kwai Tsing	P1	-	-	3.6	25.6	3.0	31.3	-	-	-	-	3.6	25.8
	P2	-	-	3.6	26.2	3.0	30.0	-	-	-	-	3.6	26.3
	P3	-	-	3.7	26.2	3.0	30.7	-	-	-	-	3.6	26.3
	P4	-	-	3.6	28.8	3.0	33.7	-	-	-	-	3.6	29.0
	P5	-	-	3.5	30.9	3.0	28.0	-	-	-	-	3.5	30.8
	P6	-	-	3.9	32.0	3.0	33.0	-	-	-	-	3.8	32.0
	All Grades	-	-	21.9	28.3	18.0	31.1	-	-	-	-	21.7	28.4
Islands	P1	-	-	2.4	21.2	-	-	3.0	30.0	2.3	20.8	2.4	21.7
	P2	-	-	2.5	21.4	-	-	3.0	30.0	1.5	23.0	2.3	22.1
	P3	-	-	2.5	23.8	-	-	3.0	29.7	1.5	23.8	2.3	24.2
	P4	-	-	2.4	27.1	-	-	3.0	29.0	1.5	23.5	2.2	26.8
	P5	-	-	2.3	30.0	-	-	3.0	30.0	1.5	23.2	2.2	29.1
	P6	-	-	2.6	29.5	-	-	3.0	29.3	1.3	23.4	2.3	28.9
	All Grades	-	-	14.7	25.5	-	-	18.0	29.7	9.5	22.8	13.9	25.4

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	P1	4.0	24.6	3.5	25.7	3.7	29.2	3.4	28.4	3.5	21.9	3.5	25.7
	P2	3.8	24.8	3.4	25.9	3.7	28.6	3.2	27.8	2.8	24.0	3.4	25.9
	P3	3.9	25.3	3.4	26.3	3.5	29.3	3.1	27.5	2.7	24.3	3.4	26.3
	P4	3.8	29.0	3.3	28.8	3.4	30.2	3.1	28.1	2.7	24.7	3.3	28.5
	P5	3.7	31.2	3.3	30.8	3.4	29.4	3.0	27.7	2.6	24.6	3.3	30.1
	P6	4.2	31.7	3.6	31.6	3.1	29.7	2.9	28.7	2.5	24.7	3.5	30.9
	All Grades	23.6	27.8	20.6	28.2	20.8	29.4	18.6	28.0	16.8	23.9	20.3	27.9

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2011.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.

**Table 1: Number of Secondary Day Schools by District and by Sector, 2011/12 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	5	18
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
Sham Shui Po	1	15	1	9	4	1	31
Kowloon City	3	28	0	5	2	5	43
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	7	1	0	36
Sai Kung	1	18	0	8	1	0	28
Sha Tin	2	38	0	7	2	1	50
Tai Po	2	18	0	2	0	0	22
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	10	0	49
Tuen Mun	2	36	0	0	0	0	38
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	0	13
All Districts	32	365	3	63	34	27	524

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2011/12**  
**School Year**

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.5	4.4	34.7	-	-	3.8	33.8	0.0	-	4.0	26.3	3.9	33.1
	S2	5.0	34.4	4.5	34.9	-	-	3.8	33.5	0.0	-	4.0	27.6	4.0	33.3
	S3	5.0	37.4	4.6	36.4	-	-	3.8	32.1	0.0	-	4.3	23.5	4.1	33.1
	S4	5.0	35.6	4.8	35.5	-	-	3.8	30.0	0.0	-	4.3	23.8	4.2	32.2
	S5	5.0	38.0	4.8	34.3	-	-	3.8	28.0	0.0	-	4.3	22.4	4.2	31.1
	S6	5.0	32.0	4.9	29.8	-	-	3.5	23.4	0.0	-	3.7	23.2	4.1	27.6
	S7	4.0	26.8	2.6	26.9	-	-	2.0	23.3	1.0	34.0	3.3	22.1	2.6	25.3
	All Grades	33.0	34.5	30.5	33.6	-	-	24.3	29.6	1.0	34.0	28.0	24.2	27.0	31.1
Wan Chai	S1	4.0	35.8	4.2	32.6	-	-	2.7	33.4	0.0	-	7.0	24.4	3.8	32.4
	S2	4.3	35.5	4.3	32.9	-	-	2.7	31.9	0.0	-	7.0	23.1	3.9	32.3
	S3	4.3	37.5	4.6	33.2	-	-	2.7	33.0	0.0	-	6.0	23.3	4.0	33.1
	S4	4.3	37.8	4.7	32.7	-	-	3.7	30.5	0.0	-	6.0	23.5	4.2	32.5
	S5	4.3	37.1	4.7	32.3	-	-	4.7	29.4	0.0	-	6.0	22.2	4.4	31.8
	S6	4.3	33.7	4.7	29.1	-	-	5.3	22.8	1.0	3.0	5.0	16.0	4.5	27.4
	S7	3.0	26.4	2.7	27.2	-	-	2.0	20.7	2.0	23.0	5.0	17.0	2.7	24.9
	All Grades	28.7	35.2	29.8	31.7	-	-	23.7	28.5	3.0	16.3	42.0	21.7	27.6	30.8
Eastern	S1	4.0	35.6	3.9	31.1	-	-	4.3	30.8	-	-	3.1	23.1	3.8	30.4
	S2	4.5	35.8	4.1	31.2	-	-	4.0	30.9	-	-	3.0	21.0	3.9	30.3
	S3	4.5	37.1	4.4	33.3	-	-	4.0	35.5	-	-	3.0	18.3	4.1	32.0
	S4	4.5	37.4	4.5	33.9	-	-	4.0	35.8	-	-	2.6	17.9	4.1	32.7
	S5	4.5	36.8	4.5	33.2	-	-	4.3	32.8	-	-	2.1	18.7	4.1	32.2
	S6	4.5	35.3	4.6	30.5	-	-	4.3	28.9	-	-	2.1	17.3	4.1	29.6
	S7	2.5	29.4	1.9	30.2	-	-	2.3	30.7	-	-	0.9	20.0	1.8	29.3
	All Grades	29.0	35.7	27.9	32.1	-	-	27.0	32.3	-	-	16.9	19.6	25.9	31.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.9	29.4	-	-	5.5	31.5	5.0	20.6	6.4	25.3	4.7	27.6
	S2	-	-	4.0	29.2	-	-	5.5	31.1	5.0	16.8	6.6	25.0	4.8	27.0
	S3	-	-	4.1	31.9	-	-	5.5	31.1	5.0	17.1	6.4	24.4	4.8	28.3
	S4	-	-	4.4	31.9	-	-	5.5	28.9	4.5	16.3	6.2	25.5	4.9	28.6
	S5	-	-	4.4	29.4	-	-	5.5	29.7	4.5	14.7	6.0	24.0	4.9	26.8
	S6	-	-	4.5	28.7	-	-	5.0	22.3	4.0	15.5	6.0	21.4	4.8	25.2
	S7	-	-	1.8	29.0	-	-	1.5	27.7	2.5	18.8	5.6	21.8	2.7	24.8
	All Grades	-	-	27.0	30.0	-	-	34.0	29.1	30.5	17.1	43.2	24.0	31.4	27.0
Yau Tsim Mong	S1	4.5	32.6	4.0	34.0	4.0	22.8	3.3	38.7	0.0	-	-	-	3.4	34.1
	S2	5.0	30.2	4.4	33.5	4.0	24.8	3.3	39.5	0.0	-	-	-	3.6	33.6
	S3	4.5	34.3	4.4	35.2	4.0	30.8	3.3	38.2	0.0	-	-	-	3.6	35.4
	S4	4.5	34.7	4.9	34.9	4.0	36.8	3.3	36.0	0.3	6.0	-	-	3.9	34.8
	S5	4.5	32.7	4.9	35.1	4.0	34.5	3.3	33.4	0.3	10.0	-	-	3.9	34.3
	S6	4.5	32.4	4.8	32.5	4.0	35.8	3.3	30.8	1.0	20.3	-	-	3.9	31.9
	S7	1.5	30.0	2.9	30.3	2.0	35.0	1.5	26.3	1.3	16.8	-	-	2.3	28.9
	All Grades	29.0	32.6	30.3	33.8	26.0	31.2	21.0	35.4	3.0	16.0	-	-	24.6	33.5
Sham Shui Po	S1	5.0	28.2	4.2	34.5	4.0	35.5	3.9	33.3	1.5	24.3	1.0	4.0	3.7	33.2
	S2	6.0	27.2	4.7	34.0	5.0	35.8	3.7	33.6	1.5	21.7	1.0	8.0	3.9	32.8
	S3	6.0	29.2	4.6	35.7	4.0	36.8	3.8	37.8	1.5	20.7	1.0	11.0	3.9	35.1
	S4	5.0	31.2	4.3	36.6	5.0	39.6	4.2	33.6	1.5	22.3	1.0	22.0	3.9	34.7
	S5	6.0	23.7	4.3	35.6	5.0	38.6	3.9	34.9	1.5	21.8	1.0	22.0	3.8	34.1
	S6	6.0	20.7	4.3	33.7	5.0	33.6	3.8	32.1	2.0	21.9	1.0	16.0	3.8	31.7
	S7	2.0	29.0	1.9	30.6	2.0	30.0	1.7	30.6	2.5	26.0	0.0	-	1.9	29.8
	All Grades	36.0	26.6	28.3	34.7	30.0	36.2	24.9	34.0	12.0	22.9	6.0	13.8	24.9	33.3



District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	34.3	4.4	33.4	-	-	3.0	32.9	3.0	22.0	3.6	27.4	4.1	32.4
	S2	4.0	33.9	4.9	32.6	-	-	2.8	36.1	3.0	20.3	3.6	25.6	4.4	31.9
	S3	4.0	36.3	5.0	35.0	-	-	3.0	33.5	3.5	21.6	3.4	26.3	4.4	33.6
	S4	4.0	36.4	5.1	35.4	-	-	4.6	29.2	3.0	22.8	3.6	25.4	4.7	33.4
	S5	4.0	34.0	5.1	34.7	-	-	5.0	26.7	3.0	20.7	3.6	23.4	4.8	32.2
	S6	4.0	33.9	5.0	32.4	-	-	6.2	24.9	4.0	22.0	3.6	22.4	4.9	30.0
	S7	2.0	29.8	2.3	29.0	-	-	3.8	30.7	6.0	23.6	1.8	23.4	2.6	28.3
	All Grades	26.0	34.4	31.8	33.6	-	-	28.4	29.6	25.5	22.1	23.2	24.9	29.8	31.9
Wong Tai Sin	S1	3.0	26.3	4.0	33.5	-	-	6.0	40.8	2.0	25.3	-	-	3.9	33.4
	S2	3.0	26.3	4.3	33.7	-	-	6.0	37.3	2.0	29.5	-	-	4.2	33.6
	S3	3.0	33.7	4.6	35.0	-	-	6.0	35.7	1.5	34.3	-	-	4.3	35.0
	S4	3.0	31.7	4.9	34.9	-	-	6.0	32.8	1.5	28.3	-	-	4.6	34.6
	S5	4.0	33.3	4.8	36.6	-	-	6.0	35.2	1.5	23.7	-	-	4.5	36.1
	S6	4.0	23.8	4.7	32.5	-	-	6.0	26.7	2.0	16.3	-	-	4.5	31.4
	S7	2.0	28.5	2.1	29.5	-	-	3.0	26.7	1.5	30.0	-	-	2.1	29.3
	All Grades	22.0	29.0	29.4	34.1	-	-	39.0	34.1	12.0	26.4	-	-	28.2	33.7
Kwun Tong	S1	4.0	35.5	4.2	34.0	5.0	37.6	3.7	28.5	0.0	-	-	-	4.0	33.2
	S2	4.5	34.9	4.7	34.5	6.0	34.7	3.7	33.2	0.0	-	-	-	4.4	34.3
	S3	4.5	37.1	4.8	36.3	6.0	37.0	4.0	33.8	0.0	-	-	-	4.5	35.9
	S4	4.5	36.1	5.1	35.5	6.0	40.0	4.3	32.6	0.0	-	-	-	4.8	35.2
	S5	4.5	36.0	5.0	35.1	6.0	39.2	4.4	31.3	0.0	-	-	-	4.8	34.6
	S6	4.5	35.7	5.0	32.8	6.0	37.7	4.6	32.3	2.0	28.0	-	-	4.8	33.0
	S7	2.5	30.0	2.0	30.7	2.0	34.0	1.7	32.2	2.0	11.5	-	-	2.0	30.5
	All Grades	29.0	35.4	30.8	34.5	37.0	37.5	26.4	32.0	4.0	19.8	-	-	29.3	34.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.6	4.0	33.5	-	-	4.0	30.3	0.0	-	-	-	3.9	32.3
	S2	6.0	27.2	4.5	33.4	-	-	4.0	27.5	1.0	6.0	-	-	4.3	31.3
	S3	5.0	39.0	4.8	35.5	-	-	4.1	28.7	0.0	-	-	-	4.4	33.8
	S4	5.0	36.0	4.9	34.0	-	-	4.9	26.9	1.0	10.0	-	-	4.8	31.9
	S5	5.0	40.8	5.2	33.5	-	-	4.9	29.1	0.0	-	-	-	4.9	32.5
	S6	5.0	38.0	5.2	31.6	-	-	4.8	23.6	0.0	-	-	-	4.9	29.6
	S7	2.0	30.0	2.0	30.7	-	-	1.4	26.4	0.0	-	-	-	1.8	29.7
	All Grades	33.0	34.4	30.6	33.4	-	-	28.0	27.5	2.0	8.0	-	-	28.9	31.7
Sha Tin	S1	4.0	35.6	3.9	32.0	-	-	3.4	32.5	6.0	21.2	6.0	29.2	3.9	31.5
	S2	4.5	35.3	4.2	31.1	-	-	3.3	33.1	6.0	20.6	6.0	29.3	4.2	30.9
	S3	4.5	36.8	4.4	34.1	-	-	3.3	32.6	6.0	20.0	6.0	29.3	4.3	33.1
	S4	4.5	38.9	4.5	34.0	-	-	3.4	29.8	6.0	18.6	6.0	29.7	4.4	32.8
	S5	5.0	34.4	4.7	34.0	-	-	3.4	29.1	6.0	19.2	6.0	29.5	4.6	32.6
	S6	5.0	30.7	4.7	30.7	-	-	4.3	24.0	5.5	18.8	9.0	19.1	4.8	28.8
	S7	2.0	32.0	2.1	29.6	-	-	3.4	29.3	5.0	15.5	9.0	15.9	2.5	27.5
	All Grades	29.5	35.0	28.4	32.4	-	-	24.6	29.8	40.5	19.2	48.0	24.9	28.8	31.2
Tai Po	S1	1.5	25.7	3.7	32.3	-	-	4.5	31.6	-	-	-	-	3.5	31.9
	S2	1.0	23.0	4.1	31.7	-	-	4.5	22.7	-	-	-	-	3.9	30.6
	S3	1.5	24.3	4.2	33.9	-	-	4.5	29.4	-	-	-	-	4.0	33.1
	S4	3.0	25.0	4.6	33.3	-	-	4.5	35.3	-	-	-	-	4.4	33.0
	S5	3.5	26.3	4.5	34.7	-	-	5.0	35.0	-	-	-	-	4.5	34.1
	S6	4.0	29.3	4.6	33.1	-	-	5.0	30.4	-	-	-	-	4.5	32.6
	S7	2.0	31.3	2.2	31.5	-	-	2.0	33.0	-	-	-	-	2.2	31.6
	All Grades	16.5	26.9	27.8	33.1	-	-	30.0	31.0	-	-	-	-	27.0	32.5

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	33.2	4.2	33.7	-	-	5.0	39.8	0.0	-	3.0	19.0	3.9	33.5
	S2	3.0	25.3	4.9	33.4	-	-	5.0	41.6	0.0	-	3.0	17.3	4.5	32.9
	S3	3.0	31.0	4.8	36.3	-	-	5.0	39.4	0.0	-	2.0	12.0	4.3	35.6
	S4	3.0	27.7	5.2	35.2	-	-	5.0	38.6	0.0	-	1.0	14.0	4.5	34.7
	S5	4.0	27.6	5.2	34.2	-	-	5.0	37.2	0.0	-	1.0	21.0	4.6	33.7
	S6	5.0	28.5	5.1	32.6	-	-	5.0	33.4	3.0	21.7	0.0	-	4.8	32.0
	S7	2.0	28.5	2.0	30.8	-	-	2.0	31.5	3.0	29.3	0.0	-	2.0	30.5
	All Grades	23.0	28.8	31.4	34.0	-	-	32.0	37.9	6.0	25.5	10.0	16.8	28.5	33.5
Yuen Long	S1	4.0	35.1	4.2	33.5	-	-	4.4	33.0	0.0	-	-	-	3.5	33.6
	S2	5.0	34.6	4.9	32.6	-	-	4.6	27.1	0.0	-	-	-	4.0	32.2
	S3	5.0	37.2	5.0	34.9	-	-	3.8	33.1	0.0	-	-	-	4.0	34.9
	S4	5.3	37.8	5.1	34.7	-	-	4.4	26.6	0.4	19.3	-	-	4.3	33.9
	S5	5.3	35.8	5.2	33.7	-	-	4.0	31.8	0.6	28.8	-	-	4.3	33.6
	S6	5.3	36.2	5.4	31.8	-	-	4.2	27.3	1.8	23.2	-	-	4.6	31.3
	S7	2.3	30.6	1.9	30.7	-	-	1.4	31.4	2.0	29.6	-	-	1.9	30.5
	All Grades	32.0	35.8	31.7	33.3	-	-	26.8	29.8	4.8	26.3	-	-	26.6	33.0
Tuen Mun	S1	4.0	35.0	3.7	31.0	-	-	-	-	-	-	-	-	3.7	31.2
	S2	5.0	33.4	4.1	30.8	-	-	-	-	-	-	-	-	4.2	31.0
	S3	5.0	37.2	4.2	33.4	-	-	-	-	-	-	-	-	4.2	33.6
	S4	5.0	38.2	4.6	34.0	-	-	-	-	-	-	-	-	4.6	34.3
	S5	5.0	37.7	4.8	33.8	-	-	-	-	-	-	-	-	4.8	34.0
	S6	5.0	40.2	4.8	32.1	-	-	-	-	-	-	-	-	4.8	32.6
	S7	2.5	33.4	1.9	30.9	-	-	-	-	-	-	-	-	1.9	31.1
	All Grades	31.5	36.7	28.1	32.5	-	-	-	-	-	-	-	-	28.3	32.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.5	4.0	35.3	-	-	-	-	-	-	-	-	4.0	35.4
	S2	5.0	36.4	4.7	35.3	-	-	-	-	-	-	-	-	4.7	35.3
	S3	5.0	39.2	4.8	37.3	-	-	-	-	-	-	-	-	4.8	37.5
	S4	5.0	38.8	5.1	36.1	-	-	-	-	-	-	-	-	5.1	36.3
	S5	5.0	38.6	5.1	35.7	-	-	-	-	-	-	-	-	5.1	35.9
	S6	5.0	36.8	5.1	32.3	-	-	-	-	-	-	-	-	5.1	32.7
	S7	3.0	30.3	1.9	30.1	-	-	-	-	-	-	-	-	2.0	30.1
	All Grades	32.0	37.1	30.7	35.0	-	-	-	-	-	-	-	-	-	30.8
Kwai Tsing	S1	-	-	4.0	34.6	-	-	-	-	-	-	-	-	4.0	34.6
	S2	-	-	4.5	34.2	-	-	-	-	-	-	-	-	4.5	34.2
	S3	-	-	4.6	36.3	-	-	-	-	-	-	-	-	4.6	36.3
	S4	-	-	4.9	34.7	-	-	-	-	-	-	-	-	4.9	34.7
	S5	-	-	5.1	34.2	-	-	-	-	-	-	-	-	5.1	34.2
	S6	-	-	5.1	32.2	-	-	-	-	-	-	-	-	5.1	32.2
	S7	-	-	2.0	30.5	-	-	-	-	-	-	-	-	2.0	30.5
	All Grades	-	-	30.2	34.1	-	-	-	-	-	-	-	-	-	30.2
Islands	S1	3.0	32.0	3.8	33.6	-	-	2.7	25.6	2.0	27.0	3.0	17.3	3.2	30.1
	S2	3.0	33.0	4.7	33.4	-	-	3.0	25.7	2.0	25.3	2.0	19.0	3.5	30.5
	S3	3.0	35.3	4.7	33.5	-	-	2.7	25.6	3.5	20.3	1.0	21.0	3.6	30.0
	S4	3.0	39.3	5.0	33.3	-	-	3.0	27.4	2.5	15.0	1.0	19.0	3.7	30.4
	S5	3.0	36.0	5.0	31.0	-	-	4.0	23.9	2.5	17.8	0.0	-	3.8	28.3
	S6	4.0	31.5	4.7	32.3	-	-	4.3	23.5	0.5	20.0	0.0	-	3.5	29.4
	S7	1.0	14.0	2.0	30.4	-	-	1.3	26.0	0.0	-	0.0	-	1.3	28.4
	All Grades	20.0	33.4	29.8	32.6	-	-	21.0	25.1	13.0	20.6	7.0	18.6	22.7	29.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	33.9	4.0	33.0	4.3	32.4	3.8	32.3	1.4	22.5	4.2	24.9	3.8	32.3
	S2	4.3	33.0	4.5	32.7	5.0	32.4	3.7	31.8	1.4	20.7	4.1	24.2	4.2	32.0
	S3	4.3	36.0	4.6	34.9	4.7	35.1	3.7	33.3	1.5	20.7	4.0	23.1	4.2	33.9
	S4	4.4	36.0	4.8	34.5	5.0	39.0	4.2	30.9	1.5	19.0	3.8	23.7	4.5	33.5
	S5	4.5	34.6	4.9	34.1	5.0	37.7	4.3	30.7	1.6	19.8	3.6	22.9	4.5	33.1
	S6	4.7	33.3	4.9	31.8	5.0	35.8	4.5	27.0	2.1	20.3	3.6	20.6	4.6	30.6
	S7	2.3	29.4	2.1	30.1	2.0	33.0	2.0	28.9	2.3	23.7	2.7	20.7	2.1	28.9
	All Grades	28.2	34.1	29.7	33.3	31.0	35.3	26.2	30.7	11.8	21.1	25.9	23.0	27.9	32.3

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2011.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.

**Table 1: Number of Primary Schools by District and by Sector, 2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	6	6	30
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	8	0	32
Kowloon City	4	27	2	11	9	53
Wong Tai Sin	1	27	0	3	0	31
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	1	1	28
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
All Districts	34	421	21	52	41	569

Notes: (1) Figures do not include special schools.  
 (2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2012/13 School Year**

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	24.3	2.9	27.3	3.0	33.0	3.2	25.8	1.6	24.8	2.6	26.7
	P2	2.0	25.8	2.9	26.1	3.0	33.0	2.5	26.1	1.4	25.4	2.5	26.3
	P3	2.0	23.8	2.9	25.2	3.0	32.7	2.0	25.8	2.4	23.0	2.5	25.1
	P4	2.0	25.5	2.9	25.8	3.0	31.3	2.0	26.2	2.4	20.6	2.6	25.2
	P5	2.0	28.8	2.7	28.0	3.0	30.0	2.2	25.6	2.4	21.8	2.5	26.6
	P6	2.0	28.5	2.8	29.7	3.0	27.3	1.8	24.9	2.0	24.6	2.4	28.0
	All Grades	12.0	26.1	17.1	27.0	18.0	31.2	13.7	25.8	12.2	23.1	15.1	26.3
Wan Chai	P1	6.0	25.3	3.2	27.7	-	-	3.0	32.0	6.0	26.8	3.6	28.2
	P2	6.0	26.6	3.2	27.4	-	-	2.8	33.1	7.0	25.1	3.7	28.1
	P3	6.0	25.3	3.2	27.1	-	-	2.8	31.7	6.5	25.2	3.6	27.5
	P4	6.5	25.7	3.1	27.5	-	-	3.0	31.4	6.5	26.0	3.7	27.9
	P5	6.5	30.4	3.0	29.9	-	-	2.5	32.3	2.0	29.0	3.1	30.5
	P6	5.5	32.8	3.2	33.2	-	-	2.7	30.7	2.0	29.8	3.1	32.4
	All Grades	36.5	27.6	18.8	28.8	-	-	16.8	31.9	30.0	26.3	20.9	29.0
Eastern	P1	4.0	22.8	3.6	26.3	3.5	29.6	2.5	30.0	4.3	19.4	3.7	24.6
	P2	3.8	24.0	3.4	26.5	3.0	27.8	2.0	31.8	2.7	22.7	3.2	25.7
	P3	3.8	24.7	3.5	25.7	3.0	28.0	2.0	28.0	2.6	21.9	3.3	25.1
	P4	3.8	24.3	3.5	26.5	3.0	26.7	2.5	22.4	2.3	22.9	3.2	25.5
	P5	3.5	29.2	3.5	27.9	3.0	27.7	2.5	22.8	3.4	22.7	3.4	26.7
	P6	3.8	32.2	3.5	29.0	3.5	26.0	2.5	21.4	3.3	23.9	3.4	27.9
	All Grades	22.5	26.1	21.0	27.0	19.0	27.6	14.0	25.8	18.5	22.1	20.2	25.9

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.6	2.8	24.3	5.0	28.0	6.7	22.2	7.0	20.2	4.5	22.4
	P2	2.5	24.6	2.9	24.7	5.0	28.0	6.3	23.8	5.3	22.9	4.1	24.1
	P3	2.5	24.2	2.7	23.6	5.0	29.8	6.3	23.2	4.7	23.1	3.8	23.8
	P4	3.0	23.3	3.0	24.5	5.0	29.8	5.7	21.9	4.5	24.6	3.9	24.2
	P5	3.0	27.3	2.9	26.4	5.0	28.8	5.7	23.9	4.5	24.2	3.8	25.4
	P6	2.5	28.0	2.9	28.7	4.0	29.3	3.0	21.4	4.3	24.7	3.3	26.4
	All Grades	16.0	25.3	17.2	25.4	29.0	28.9	33.7	22.9	30.3	23.0	23.5	24.3
Yau Tsim Mong	P1	3.0	19.0	3.8	27.5	5.0	28.6	4.0	35.5	-	-	3.8	27.1
	P2	2.7	19.8	3.5	29.3	4.5	28.2	4.0	35.5	-	-	3.5	28.5
	P3	2.3	21.9	3.4	29.8	4.0	31.1	3.0	36.7	-	-	3.3	29.5
	P4	2.7	24.0	3.4	30.3	2.5	33.8	3.0	36.7	-	-	3.2	30.1
	P5	2.3	24.6	3.5	30.7	2.5	32.6	3.0	36.0	-	-	3.3	30.4
	P6	2.0	26.5	3.5	32.4	2.5	32.8	3.0	37.0	-	-	3.2	32.1
	All Grades	15.0	22.3	21.2	29.9	21.0	30.6	20.0	36.2	-	-	20.3	29.5
Sham Shui Po	P1	3.7	22.9	3.7	29.0	3.3	27.4	3.4	29.6	0.0	-	3.5	28.4
	P2	3.0	25.9	3.6	29.1	3.3	27.0	3.2	28.7	0.0	-	3.3	28.5
	P3	3.7	27.0	3.6	29.0	3.0	31.1	3.2	28.0	0.0	-	3.4	28.7
	P4	4.0	25.5	3.6	29.5	3.0	32.2	3.0	27.7	5.0	30.0	3.4	28.9
	P5	4.0	30.0	3.7	31.1	3.0	31.4	3.2	29.4	5.0	30.0	3.6	30.6
	P6	4.0	31.5	3.8	32.9	3.0	30.9	2.3	29.0	5.0	30.0	3.4	31.7
	All Grades	22.3	27.3	21.9	30.1	18.7	29.9	18.4	28.8	15.0	30.0	20.6	29.5



District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.8	3.3	27.7	3.0	31.7	4.3	31.5	3.4	21.7	3.6	27.3
	P2	4.5	26.6	3.2	26.5	3.0	31.9	4.2	30.9	2.3	23.7	3.3	27.3
	P3	4.5	26.7	3.1	27.2	3.0	30.0	3.7	31.4	2.2	24.5	3.1	27.7
	P4	4.5	26.2	3.1	28.0	2.7	27.9	3.6	31.2	1.7	21.8	3.0	27.7
	P5	4.5	31.0	3.1	29.8	2.7	29.0	3.7	29.1	1.7	22.6	3.0	28.9
	P6	4.5	32.4	3.1	30.4	2.3	29.1	3.7	29.2	1.7	22.5	2.9	29.3
	All Grades	27.0	28.3	18.8	28.2	16.7	30.0	23.1	30.6	13.0	22.8	18.7	28.0
Wong Tai Sin	P1	4.0	21.8	3.5	24.5	-	-	3.8	30.6	-	-	3.5	25.2
	P2	3.0	21.0	3.4	24.6	-	-	3.5	29.1	-	-	3.4	25.1
	P3	3.0	24.0	3.3	25.1	-	-	3.3	29.2	-	-	3.3	25.6
	P4	2.0	24.0	3.4	26.1	-	-	3.0	32.6	-	-	3.3	26.8
	P5	2.0	29.5	3.3	28.2	-	-	3.3	32.7	-	-	3.2	28.8
	P6	4.0	21.0	3.3	29.9	-	-	3.3	28.6	-	-	3.3	29.4
	All Grades	18.0	22.9	20.1	26.4	-	-	20.0	30.4	-	-	20.0	26.8
Kwun Tong	P1	4.5	25.6	4.5	26.5	5.0	23.8	3.0	40.7	3.0	22.0	4.4	26.5
	P2	4.5	25.1	4.4	26.3	4.0	26.0	3.0	35.3	3.0	23.0	4.3	26.3
	P3	4.5	24.7	4.4	26.4	4.0	17.5	3.0	34.0	2.0	29.0	4.3	26.2
	P4	4.5	25.7	4.5	26.8	3.0	16.7	3.0	29.0	2.0	27.5	4.3	26.6
	P5	4.5	29.9	4.0	30.4	3.0	25.3	3.0	31.7	3.0	23.7	3.9	30.1
	P6	4.5	31.9	3.9	32.1	4.0	24.3	3.0	26.7	3.0	21.7	3.9	31.5
	All Grades	27.0	27.1	25.7	28.0	23.0	22.4	18.0	32.9	16.0	24.0	25.2	27.8

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	5.0	19.8	3.5	23.3	3.8	27.5	2.0	9.5	4.0	30.0	3.6	23.8
	P2	4.0	23.3	3.4	22.9	3.8	31.3	1.0	8.0	4.0	29.5	3.4	24.3
	P3	3.0	21.7	3.5	22.4	3.8	28.9	1.0	1.0	4.0	30.0	3.4	23.5
	P4	4.0	26.5	3.6	23.1	4.8	29.5	0.0	-	4.0	30.0	3.6	24.7
	P5	3.0	26.0	3.5	26.5	4.8	29.4	1.0	2.0	4.0	29.8	3.6	26.9
	P6	3.0	30.0	3.5	28.5	3.3	27.3	1.0	1.0	4.0	30.0	3.4	28.1
	All Grades	22.0	24.1	21.0	24.5	24.0	29.1	6.0	5.2	24.0	29.9	21.0	25.2
Sha Tin	P1	5.0	26.8	3.7	26.2	4.5	30.1	4.3	21.7	5.0	29.8	3.8	26.2
	P2	5.0	26.6	3.6	25.5	4.5	30.8	3.3	25.5	5.0	29.6	3.7	26.0
	P3	4.0	26.5	3.4	26.7	4.5	30.8	3.3	25.2	5.0	30.0	3.5	26.9
	P4	5.0	25.2	3.4	27.2	4.5	30.7	2.7	27.3	5.0	30.0	3.5	27.5
	P5	5.0	30.2	3.3	28.8	4.5	30.9	3.0	24.9	5.0	30.0	3.4	28.8
	P6	5.0	31.6	3.3	30.3	4.5	29.7	3.3	26.0	5.0	30.0	3.5	30.0
	All Grades	29.0	27.9	20.8	27.4	27.0	30.5	20.0	24.9	30.0	29.9	21.4	27.5
Tai Po	P1	6.0	23.0	4.4	25.7	-	-	-	-	3.0	25.7	4.2	25.5
	P2	3.0	22.3	3.8	25.0	-	-	-	-	2.7	24.1	3.6	24.8
	P3	2.0	21.5	3.7	24.5	-	-	-	-	2.3	26.0	3.4	24.6
	P4	2.0	26.0	3.7	25.0	-	-	-	-	2.3	26.3	3.4	25.2
	P5	2.0	28.5	3.3	29.2	-	-	-	-	2.3	24.3	3.1	28.7
	P6	2.0	31.5	3.4	29.5	-	-	-	-	2.3	22.0	3.2	28.7
	All Grades	17.0	24.7	22.3	26.4	-	-	-	-	15.0	24.8	21.0	26.1

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	8.0	25.8	3.8	29.7	-	-	-	-	-	-	3.9	29.4
	P2	7.0	23.7	3.6	28.7	-	-	-	-	-	-	3.8	28.4
	P3	5.0	24.0	3.6	28.4	-	-	-	-	-	-	3.6	28.2
	P4	4.0	25.3	3.6	27.7	-	-	-	-	-	-	3.6	27.6
	P5	3.0	29.3	3.4	30.8	-	-	-	-	-	-	3.4	30.8
	P6	2.0	32.0	3.3	32.9	-	-	-	-	-	-	3.3	32.9
	All Grades	29.0	25.7	21.2	29.6	-	-	-	-	-	-	21.5	29.5
Yuen Long	P1	5.0	26.4	3.8	24.8	4.0	30.9	2.0	15.0	1.0	2.0	3.8	24.9
	P2	5.3	25.6	3.4	25.6	4.0	30.8	2.0	15.5	1.0	8.0	3.4	25.6
	P3	5.0	25.6	3.4	24.9	4.0	26.9	2.0	15.5	1.0	10.0	3.4	24.8
	P4	5.0	27.4	3.5	25.5	3.0	26.8	2.0	18.0	1.0	13.0	3.5	25.6
	P5	5.0	30.2	3.5	27.8	2.5	28.6	2.0	17.5	1.0	19.0	3.5	27.9
	P6	4.7	31.4	3.5	30.7	2.5	25.2	2.0	15.5	1.0	13.0	3.4	30.3
	All Grades	30.0	27.7	21.0	26.5	20.0	28.5	12.0	16.2	6.0	10.8	21.1	26.5
Tuen Mun	P1	4.0	26.0	3.8	25.4	4.0	32.0	1.0	12.0	4.0	20.8	3.8	25.4
	P2	4.0	25.3	3.4	25.6	4.0	31.5	1.0	12.0	3.0	21.0	3.4	25.6
	P3	4.0	25.5	3.3	24.8	4.0	29.3	1.0	10.0	3.0	18.7	3.2	24.7
	P4	4.0	24.5	3.3	25.6	4.0	30.5	1.0	7.0	3.0	22.7	3.2	25.5
	P5	4.0	29.8	3.3	27.4	4.0	29.8	1.0	10.0	3.0	22.3	3.3	27.3
	P6	4.0	32.0	3.4	29.3	4.0	30.5	1.0	13.0	3.0	23.0	3.3	29.2
	All Grades	24.0	27.2	20.5	26.3	24.0	30.6	6.0	10.7	19.0	21.4	20.2	26.3

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.3	3.4	27.5	-	-	0.7	14.3	-	-	3.3	27.5
	P2	5.0	29.5	3.3	28.0	-	-	0.7	9.0	-	-	3.2	27.9
	P3	5.0	27.7	3.3	27.5	-	-	0.7	15.0	-	-	3.2	27.3
	P4	5.0	27.8	3.3	28.5	-	-	0.8	9.3	-	-	3.2	28.0
	P5	5.0	29.7	3.3	30.2	-	-	0.8	7.3	-	-	3.2	29.7
	P6	5.0	31.4	3.3	32.3	-	-	1.0	8.0	-	-	3.3	31.5
	All Grades	30.0	29.2	19.8	29.0	-	-	4.5	10.2	-	-	19.4	28.6
Kwai Tsing	P1	-	-	3.7	25.8	3.0	29.7	-	-	-	-	3.7	25.9
	P2	-	-	3.6	25.9	3.0	32.0	-	-	-	-	3.6	26.0
	P3	-	-	3.6	26.5	3.0	28.0	-	-	-	-	3.5	26.5
	P4	-	-	3.7	26.4	3.0	31.0	-	-	-	-	3.6	26.5
	P5	-	-	3.6	28.9	3.0	33.0	-	-	-	-	3.6	29.0
	P6	-	-	3.5	31.0	3.0	26.3	-	-	-	-	3.5	30.9
	All Grades	-	-	21.7	27.4	18.0	30.0	-	-	-	-	21.6	27.5
Islands	P1	-	-	2.3	21.5	-	-	2.3	23.4	2.0	20.9	2.3	21.7
	P2	-	-	2.4	21.8	-	-	2.0	24.5	1.8	20.4	2.2	21.9
	P3	-	-	2.5	21.0	-	-	1.3	25.3	1.5	22.8	2.2	21.6
	P4	-	-	2.5	24.0	-	-	1.0	30.0	1.5	21.2	2.1	24.0
	P5	-	-	2.4	26.9	-	-	1.0	29.7	1.5	22.0	2.0	26.5
	P6	-	-	2.3	29.9	-	-	1.0	29.7	1.5	19.2	2.0	28.5
	All Grades	-	-	14.4	24.1	-	-	8.7	26.2	9.8	21.1	12.8	23.9

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
		All Districts	P1	4.3	24.7	3.6	26.2	3.8	29.1	3.5	28.0	3.7	21.9
	P2	4.0	25.2	3.5	26.1	3.7	29.8	3.2	28.4	2.9	23.6	3.4	26.2
	P3	3.8	25.3	3.4	26.0	3.6	29.0	2.9	28.0	2.8	23.9	3.3	26.1
	P4	4.0	25.6	3.5	26.6	3.5	29.3	2.8	28.1	2.7	24.1	3.4	26.6
	P5	3.8	29.5	3.4	28.9	3.4	29.8	2.9	28.0	2.7	24.0	3.3	28.6
	P6	3.8	31.0	3.4	30.7	3.2	28.4	2.6	27.1	2.6	24.3	3.2	30.0
	All Grades	23.7	26.8	20.6	27.4	21.2	29.3	17.8	27.9	17.4	23.5	20.3	27.2

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2012.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.

**Table 1: Number of Secondary Day Schools by District and by Sector, 2012/13 School Year**

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

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2012/13**  
**School Year**

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.0	4.3	34.7	-	-	3.8	34.5	-	-	4.3	25.8	4.1	32.9
	S2	4.0	35.8	4.3	34.3	-	-	3.8	33.5	-	-	4.0	26.7	4.1	32.7
	S3	5.0	34.2	4.4	34.3	-	-	3.8	32.1	-	-	4.0	25.6	4.2	32.1
	S4	5.0	36.0	4.7	34.4	-	-	3.8	29.9	-	-	3.7	26.6	4.3	32.1
	S5	5.0	34.2	4.7	33.6	-	-	3.8	28.7	-	-	3.7	25.9	4.3	31.2
	S6	5.0	36.0	4.7	29.8	-	-	3.8	23.9	-	-	3.7	24.6	4.3	28.0
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	3.3	23.4	0.7	23.4
	All Grades	28.0	35.3	27.1	33.5	-	-	22.5	30.4	-	-	26.7	25.6	25.9	31.3
Wan Chai	S1	4.0	35.8	4.2	33.6	-	-	2.7	31.8	-	-	7.0	23.4	4.1	32.6
	S2	4.0	35.4	4.2	32.2	-	-	2.7	33.3	-	-	7.0	22.3	4.1	31.8
	S3	4.3	34.5	4.3	31.8	-	-	2.7	29.9	-	-	7.0	21.3	4.2	31.0
	S4	4.3	35.9	4.7	30.9	-	-	4.0	31.3	-	-	6.0	22.8	4.6	31.2
	S5	4.3	35.8	4.6	31.2	-	-	3.7	32.0	-	-	6.0	22.8	4.4	31.4
	S6	4.3	36.3	4.7	28.8	-	-	4.7	24.9	-	-	6.0	18.8	4.7	28.6
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	5.0	15.8	0.3	15.8
	All Grades	25.3	35.6	26.7	31.3	-	-	20.3	30.1	-	-	44.0	21.3	26.3	30.9
Eastern	S1	4.0	35.6	4.1	29.7	-	-	4.0	33.8	-	-	3.0	23.3	3.9	29.8
	S2	4.0	35.4	3.9	30.3	-	-	4.0	32.1	-	-	3.3	22.0	3.8	29.7
	S3	4.5	35.5	4.1	30.9	-	-	4.0	32.8	-	-	3.0	19.4	3.9	30.1
	S4	4.5	37.1	4.4	32.0	-	-	4.0	36.3	-	-	2.6	17.9	4.1	31.4
	S5	4.5	36.1	4.5	31.5	-	-	4.0	32.3	-	-	2.7	17.8	4.1	30.5
	S6	4.5	35.1	4.5	31.0	-	-	4.3	30.2	-	-	2.1	15.9	4.1	29.9
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	1.0	18.9	0.2	18.9
	All Grades	26.0	35.8	25.5	30.9	-	-	24.3	32.9	-	-	17.7	19.6	24.0	30.2

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.7	28.7	-	-	5.5	32.2	5.0	21.8	6.6	25.1	4.6	27.3
	S2	-	-	3.8	28.7	-	-	5.5	31.5	5.0	21.3	6.4	25.9	4.6	27.4
	S3	-	-	3.9	29.5	-	-	5.5	29.2	5.0	15.9	6.6	25.2	4.7	27.0
	S4	-	-	4.4	29.2	-	-	5.5	27.8	4.5	16.6	6.2	24.1	4.9	26.6
	S5	-	-	4.3	29.5	-	-	5.5	25.8	4.5	15.4	6.4	23.5	4.9	26.3
	S6	-	-	4.4	26.9	-	-	5.5	25.3	4.0	14.5	6.0	23.0	4.8	24.8
	S7	-	-	0.0	-	-	-	0.0	-	4.0	13.5	6.0	20.4	1.7	18.9
	All Grades	-	-	24.5	28.7	-	-	33.0	28.6	32.0	17.2	44.2	23.9	30.2	26.1
Yau Tsim Mong	S1	4.5	29.6	4.1	33.4	4.0	19.0	3.5	36.8	0.0	-	-	-	3.6	32.8
	S2	4.5	32.2	4.0	33.5	4.0	25.0	3.3	37.5	0.0	-	-	-	3.5	33.6
	S3	4.5	31.2	4.4	32.9	4.0	29.8	3.3	37.4	0.0	-	-	-	3.8	33.3
	S4	4.5	34.0	5.1	33.2	4.0	35.5	3.3	34.7	1.0	3.5	-	-	4.2	33.0
	S5	4.5	32.8	4.9	33.2	4.0	35.0	3.3	33.6	1.0	5.0	-	-	4.1	32.6
	S6	4.5	31.6	4.9	32.7	4.0	31.0	3.3	31.1	1.5	22.0	-	-	4.2	31.9
	S7	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	27.0	31.9	27.4	33.1	24.0	29.2	19.8	35.2	3.5	11.9	-	-	23.5	32.8
Sham Shui Po	S1	5.0	28.0	4.4	34.8	4.0	34.8	4.1	33.8	3.0	28.7	1.0	6.0	4.1	33.7
	S2	5.0	27.2	4.4	35.0	4.0	36.0	3.8	34.0	3.0	22.8	1.0	10.0	4.0	33.6
	S3	6.0	25.7	4.9	34.8	5.0	35.6	3.8	34.4	3.0	20.3	1.0	6.0	4.3	33.4
	S4	6.0	27.3	4.5	35.1	4.0	37.5	4.1	33.5	3.5	23.0	1.0	22.0	4.2	33.6
	S5	5.0	25.8	4.6	35.0	5.0	38.4	4.0	32.3	3.0	23.7	1.0	22.0	4.2	33.4
	S6	6.0	18.8	4.6	33.5	5.0	37.4	3.9	32.3	3.0	22.3	1.0	13.0	4.2	32.0
	S7	0.0	-	0.0	-	0.0	-	0.0	-	0.5	15.0	0.0	-	0.0	15.0
	All Grades	33.0	25.3	27.5	34.7	27.0	36.7	23.7	33.4	19.0	23.2	6.0	13.2	25.2	33.2



District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	33.4	4.4	33.9	-	-	4.0	36.2	2.5	24.4	4.8	20.5	4.3	32.1
	S2	4.0	35.5	4.4	33.0	-	-	3.8	35.5	3.5	23.6	4.8	19.5	4.3	31.2
	S3	4.0	33.0	4.9	32.5	-	-	4.0	34.0	3.0	20.8	4.4	20.3	4.6	30.9
	S4	4.0	35.1	5.1	32.7	-	-	5.0	31.7	3.0	24.8	4.2	20.8	4.9	31.2
	S5	4.0	33.6	5.1	32.8	-	-	6.0	26.8	3.5	22.0	3.4	26.2	4.9	31.0
	S6	4.0	33.4	5.1	32.2	-	-	6.0	24.8	2.5	20.6	3.4	23.5	4.8	30.0
	S7	0.0	-	0.0	-	-	-	0.0	-	2.5	18.6	1.8	25.8	0.3	23.2
	All Grades	24.0	34.0	29.0	32.8	-	-	28.8	30.7	20.5	22.2	26.8	21.8	28.0	30.9
Wong Tai Sin	S1	3.0	28.3	4.1	33.7	-	-	6.0	40.8	2.0	27.5	-	-	4.0	33.7
	S2	3.0	24.7	4.0	33.3	-	-	6.0	40.7	2.0	24.8	-	-	3.9	33.1
	S3	3.0	29.7	4.4	32.8	-	-	6.0	35.8	2.0	28.5	-	-	4.2	32.7
	S4	3.0	33.3	4.9	31.9	-	-	6.0	32.2	1.5	28.3	-	-	4.6	31.8
	S5	3.0	28.7	4.9	33.0	-	-	6.0	29.8	1.5	23.0	-	-	4.6	32.5
	S6	4.0	29.8	4.8	34.6	-	-	6.0	31.0	2.0	18.0	-	-	4.6	33.7
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	19.0	29.1	27.2	33.2	-	-	36.0	35.1	11.0	25.0	-	-	26.0	32.9
Kwun Tong	S1	4.0	35.9	4.2	33.9	5.0	35.0	4.2	30.0	-	-	-	-	4.2	33.4
	S2	4.0	34.0	4.2	34.4	5.0	36.4	4.3	31.2	-	-	-	-	4.2	33.9
	S3	4.5	34.3	4.7	34.4	6.0	35.0	4.5	32.3	-	-	-	-	4.7	34.1
	S4	4.5	36.3	5.0	34.2	6.0	36.0	4.8	33.5	-	-	-	-	4.9	34.3
	S5	4.5	35.4	5.1	33.9	6.0	36.0	5.0	30.4	-	-	-	-	5.1	33.5
	S6	4.5	33.9	5.0	33.4	6.0	37.3	5.3	29.0	-	-	-	-	5.1	32.8
	S7	0.0	-	0.0	-	0.0	-	0.0	-	-	-	-	-	0.0	-
	All Grades	26.0	35.0	28.2	34.0	34.0	36.0	28.2	31.1	-	-	-	-	28.2	33.6

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.0	4.1	32.5	-	-	4.3	30.4	1.0	8.0	-	-	4.0	31.5
	S2	5.0	27.8	4.0	33.4	-	-	4.0	29.7	0.0	-	-	-	3.9	32.1
	S3	5.0	32.6	4.6	32.6	-	-	3.9	28.3	1.0	6.0	-	-	4.3	31.2
	S4	5.0	38.8	5.0	33.0	-	-	4.3	28.9	1.0	2.0	-	-	4.6	31.9
	S5	5.0	35.6	4.9	32.0	-	-	4.9	25.4	1.0	6.0	-	-	4.8	30.0
	S6	5.0	40.0	5.2	31.8	-	-	5.0	24.7	0.0	-	-	-	4.9	30.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	30.0	33.8	27.7	32.5	-	-	26.3	27.7	4.0	5.5	-	-	26.5	31.1
Sha Tin	S1	4.0	35.9	4.0	31.7	-	-	4.0	34.8	6.5	19.3	6.0	29.3	4.1	31.3
	S2	4.0	35.0	4.0	31.7	-	-	4.0	32.3	6.0	21.3	6.0	29.3	4.1	31.2
	S3	4.5	34.8	4.3	31.5	-	-	3.8	31.6	6.0	20.9	6.0	29.3	4.4	31.0
	S4	4.5	35.8	4.6	32.9	-	-	4.0	29.1	6.0	20.9	6.0	30.0	4.6	31.9
	S5	4.5	37.7	4.6	32.0	-	-	4.8	26.2	6.0	18.9	6.0	28.8	4.7	30.7
	S6	5.0	32.4	4.8	31.5	-	-	5.0	24.8	6.0	17.3	9.0	18.9	5.0	29.5
	S7	0.0	-	0.0	-	-	-	0.0	-	5.5	17.6	9.0	17.9	0.4	17.8
	All Grades	26.5	35.2	26.3	31.9	-	-	25.7	29.5	42.0	19.5	48.0	25.3	27.4	30.7
Tai Po	S1	1.5	31.7	3.9	31.8	-	-	4.5	30.2	-	-	-	-	3.8	31.6
	S2	1.5	26.7	3.8	33.3	-	-	4.5	30.9	-	-	-	-	3.6	32.7
	S3	1.0	23.0	4.4	32.0	-	-	4.5	22.8	-	-	-	-	4.0	30.8
	S4	1.5	22.7	4.8	31.2	-	-	4.5	30.8	-	-	-	-	4.5	30.9
	S5	3.0	24.0	4.7	32.3	-	-	4.5	32.3	-	-	-	-	4.5	31.8
	S6	3.5	24.7	4.8	32.5	-	-	4.5	30.8	-	-	-	-	4.6	31.8
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	-	-	0.0	-
	All Grades	12.0	25.3	26.4	32.2	-	-	27.0	29.6	-	-	-	-	25.0	31.6

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	34.2	4.2	33.5	-	-	5.0	40.4	0.0	-	3.0	16.7	3.9	33.4
	S2	3.0	34.5	4.1	34.5	-	-	5.0	40.4	0.0	-	3.0	16.7	3.8	34.2
	S3	3.0	32.0	4.9	33.8	-	-	5.0	42.2	0.0	-	3.0	18.0	4.4	33.7
	S4	3.0	30.0	5.3	32.3	-	-	5.0	40.0	0.0	-	1.0	22.0	4.6	32.5
	S5	3.0	24.8	5.1	33.7	-	-	5.0	38.6	0.0	-	1.0	13.0	4.5	33.2
	S6	4.0	26.6	5.2	32.5	-	-	5.0	39.2	3.0	26.7	1.0	18.0	4.8	32.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	0.0	-	0.0	-
	All Grades	19.0	30.2	28.8	33.3	-	-	30.0	40.1	3.0	26.7	12.0	17.3	26.0	33.1
Yuen Long	S1	4.0	35.2	4.2	32.8	-	-	4.8	29.8	0.0	-	-	-	3.6	32.6
	S2	4.0	35.4	4.3	32.7	-	-	4.6	30.7	0.0	-	-	-	3.6	32.7
	S3	5.0	34.7	4.9	32.3	-	-	4.4	29.3	0.0	-	-	-	4.1	32.2
	S4	5.3	34.0	5.1	33.0	-	-	4.2	31.0	0.4	8.7	-	-	4.3	32.6
	S5	5.3	37.0	5.1	32.7	-	-	4.0	28.0	1.0	19.7	-	-	4.3	32.2
	S6	5.3	35.9	5.2	32.0	-	-	4.2	30.0	1.9	28.2	-	-	4.6	32.0
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	28.8	35.4	28.8	32.6	-	-	26.2	29.8	3.3	23.1	-	-	24.6	32.4
Tuen Mun	S1	4.0	35.5	3.7	31.8	-	-	-	-	-	-	4.0	19.5	3.7	31.6
	S2	4.0	35.6	3.7	30.7	-	-	-	-	-	-	3.0	21.0	3.7	30.8
	S3	5.0	32.1	4.1	31.1	-	-	-	-	-	-	2.0	21.0	4.1	31.1
	S4	5.0	35.9	4.4	31.6	-	-	-	-	-	-	2.0	22.0	4.4	31.7
	S5	5.0	38.1	4.6	32.4	-	-	-	-	-	-	0.0	-	4.5	32.7
	S6	5.0	37.1	4.9	31.6	-	-	-	-	-	-	1.0	24.0	4.8	31.9
	S7	0.0	-	0.0	-	-	-	-	-	-	-	0.0	-	0.0	-
	All Grades	28.0	35.7	25.3	31.6	-	-	-	-	-	-	12.0	20.9	25.1	31.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.8	4.0	36.3	-	-	-	-	-	-	-	-	4.0	36.3
	S2	4.0	36.8	4.0	35.5	-	-	-	-	-	-	-	-	4.0	35.6
	S3	5.0	36.0	4.7	35.3	-	-	-	-	-	-	-	-	4.7	35.4
	S4	5.0	39.0	5.2	34.1	-	-	-	-	-	-	-	-	5.2	34.5
	S5	5.0	39.0	5.2	33.3	-	-	-	-	-	-	-	-	5.2	33.7
	S6	5.0	37.6	5.1	34.5	-	-	-	-	-	-	-	-	5.1	34.7
	S7	0.0	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	28.0	37.6	28.1	34.7	-	-	-	-	-	-	-	-	28.1	34.9
Kwai Tsing	S1	-	-	3.9	35.6	-	-	-	-	-	-	-	-	3.9	35.6
	S2	-	-	4.0	35.1	-	-	-	-	-	-	-	-	4.0	35.1
	S3	-	-	4.5	33.9	-	-	-	-	-	-	-	-	4.5	33.9
	S4	-	-	5.0	32.6	-	-	-	-	-	-	-	-	5.0	32.6
	S5	-	-	4.9	32.7	-	-	-	-	-	-	-	-	4.9	32.7
	S6	-	-	5.1	32.2	-	-	-	-	-	-	-	-	5.1	32.2
	S7	-	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	-	-	27.5	33.5	-	-	-	-	-	-	-	-	27.5	33.5
Islands	S1	3.0	22.3	4.0	31.9	-	-	3.0	24.0	2.0	27.3	3.0	17.7	3.3	28.1
	S2	3.0	31.7	4.0	31.5	-	-	3.0	25.9	2.0	28.8	2.0	20.5	3.2	29.5
	S3	3.0	32.3	4.7	32.6	-	-	3.0	26.6	3.5	19.0	2.0	17.0	3.8	28.9
	S4	3.0	35.0	5.0	29.3	-	-	3.0	28.2	2.5	22.2	1.0	12.0	3.7	28.4
	S5	3.0	37.3	5.0	31.0	-	-	4.0	20.5	2.5	14.6	1.0	13.0	3.9	26.9
	S6	3.0	35.0	5.0	30.6	-	-	4.3	19.5	3.0	13.5	0.0	-	4.0	26.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	0.0	-	0.0	-
	All Grades	18.0	32.3	27.7	31.1	-	-	20.3	23.6	15.5	20.1	9.0	17.0	21.9	27.9

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	33.7	4.1	33.0	4.3	30.0	4.1	32.8	1.9	23.0	4.4	23.2	4.0	32.2
	S2	3.8	33.8	4.0	32.9	4.3	32.8	4.0	32.6	1.9	22.9	4.3	23.2	3.9	32.1
	S3	4.2	33.3	4.5	32.6	5.0	33.8	4.0	31.7	2.0	19.8	4.2	22.5	4.3	31.8
	S4	4.3	34.8	4.8	32.5	4.7	36.3	4.2	31.7	2.1	19.6	3.8	22.6	4.5	31.9
	S5	4.4	34.5	4.8	32.6	5.0	36.5	4.5	28.8	2.3	18.4	3.6	23.2	4.6	31.6
	S6	4.5	33.3	4.9	32.0	5.0	35.7	4.6	27.4	2.6	20.5	3.5	21.3	4.7	30.9
	S7	0.0	-	0.0	-	0.0	-	0.0	-	1.1	16.4	2.7	20.7	0.2	19.6
	All Grades	25.0	33.9	27.2	32.6	28.3	34.3	25.3	30.7	13.8	20.3	26.5	22.5	26.2	31.6

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2012.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.
  - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**Table 1: Number of Primary Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	0	5	6	28
Wan Chai	3	12	0	5	4	24
Eastern	4	22	2	2	7	37
Southern	2	9	2	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	9	0	33
Kowloon City	4	27	2	12	9	54
Wong Tai Sin	1	27	0	4	0	32
Kwun Tong	2	30	1	1	1	35
Sai Kung	1	21	4	1	2	29
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	42	2	1	1	49
Tuen Mun	1	33	1	1	1	37
Tsuen Wan	2	19	0	1	0	22
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	3	2	21
<b>All Districts</b>	<b>34</b>	<b>419</b>	<b>21</b>	<b>52</b>	<b>43</b>	<b>569</b>

Notes: (1) Figures do not include special schools.  
 (2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2013/14 School Year**

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	28.8	3.4	27.3	-	-	3.2	31.6	1.6	20.0	2.9	27.5
	P2	2.0	25.8	2.9	27.4	-	-	3.2	28.4	1.6	22.0	2.6	26.9
	P3	2.0	26.0	2.9	26.2	-	-	2.4	29.2	2.2	22.4	2.6	26.1
	P4	2.0	23.8	2.9	25.8	-	-	2.2	26.7	2.4	20.5	2.6	24.9
	P5	2.0	25.8	2.9	26.1	-	-	2.0	27.9	2.2	20.5	2.5	25.5
	P6	2.0	28.5	2.7	27.9	-	-	2.2	27.1	2.0	23.5	2.4	27.1
	All Grades	12.0	26.4	17.6	26.8	-	-	15.2	28.7	12.0	21.5	15.7	26.3
Wan Chai	P1	6.5	25.3	3.3	28.0	-	-	3.8	33.1	4.7	27.4	3.9	28.6
	P2	6.0	25.0	3.1	28.3	-	-	3.0	35.7	5.3	26.1	3.6	28.7
	P3	6.0	26.2	3.2	27.5	-	-	3.2	33.8	5.3	25.8	3.7	28.2
	P4	6.0	25.6	3.2	26.8	-	-	3.0	34.8	5.0	26.1	3.6	28.0
	P5	6.5	25.5	3.1	27.4	-	-	3.2	34.3	2.0	28.0	3.3	28.6
	P6	6.5	29.8	3.0	29.4	-	-	2.8	32.7	2.3	26.0	3.2	29.8
	All Grades	37.5	26.3	18.8	27.9	-	-	19.0	34.0	24.7	26.4	21.4	28.6
Eastern	P1	4.5	24.6	4.0	26.1	3.5	29.1	3.5	31.9	4.4	20.5	4.1	25.1
	P2	4.0	22.1	3.6	26.7	3.5	29.1	2.0	31.5	2.9	23.7	3.4	25.8
	P3	3.8	23.7	3.4	26.6	3.0	28.0	2.5	25.4	2.5	23.4	3.2	25.8
	P4	3.8	25.3	3.5	26.0	3.0	28.3	2.0	26.8	2.6	21.2	3.3	25.2
	P5	3.8	24.1	3.5	26.7	3.0	26.2	2.0	25.8	3.5	23.1	3.4	25.5
	P6	3.5	29.5	3.5	27.4	3.0	27.3	3.0	18.3	3.4	22.6	3.4	26.2
	All Grades	23.3	24.8	21.5	26.6	19.0	28.1	15.0	26.5	19.3	22.3	20.8	25.6

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.4	3.4	25.0	4.0	29.9	6.7	22.2	6.8	20.9	4.8	23.2
	P2	2.5	24.2	3.1	24.6	4.0	29.4	6.7	24.3	5.2	23.5	4.2	24.5
	P3	2.5	25.2	3.2	25.0	4.0	29.9	6.3	23.5	4.5	23.8	4.0	24.8
	P4	2.5	24.2	3.0	24.0	4.0	30.5	6.0	24.3	4.5	23.2	3.9	24.4
	P5	3.0	23.7	3.3	24.5	4.0	30.3	5.3	22.9	4.5	23.9	4.0	24.5
	P6	3.0	27.2	3.1	27.3	4.0	28.9	3.3	21.7	4.2	24.8	3.5	25.9
	All Grades	16.0	24.8	19.2	25.1	24.0	29.8	34.3	23.3	29.7	23.1	24.3	24.5
Yau Tsim Mong	P1	3.7	21.4	3.9	28.1	4.5	29.1	4.0	35.0	-	-	4.0	27.7
	P2	3.0	20.8	3.7	28.6	5.0	27.9	4.0	35.3	-	-	3.7	28.0
	P3	2.7	22.0	3.5	29.8	4.5	26.8	4.0	35.5	-	-	3.5	29.0
	P4	2.7	22.5	3.4	30.1	2.5	32.2	3.0	36.7	-	-	3.2	29.7
	P5	2.7	26.1	3.4	30.9	2.5	32.8	3.0	37.0	-	-	3.2	30.7
	P6	2.3	25.6	3.5	30.5	2.5	31.6	3.0	35.0	-	-	3.3	30.3
	All Grades	17.0	22.9	21.5	29.6	21.5	29.4	21.0	35.7	-	-	20.9	29.1
Sham Shui Po	P1	4.3	23.7	3.9	29.4	3.3	27.5	3.6	32.3	-	-	3.8	29.4
	P2	3.7	24.5	3.7	29.3	3.3	27.6	3.0	30.7	-	-	3.5	29.0
	P3	3.0	26.8	3.6	29.4	3.0	30.2	2.8	31.0	-	-	3.3	29.6
	P4	3.7	29.0	3.6	29.3	3.0	31.2	3.0	28.6	-	-	3.4	29.3
	P5	4.0	28.7	3.6	30.1	3.0	32.6	2.9	27.2	-	-	3.4	29.5
	P6	4.0	30.8	3.7	31.2	3.0	31.2	2.2	30.8	-	-	3.3	31.1
	All Grades	22.7	27.2	22.1	29.8	18.7	30.0	17.4	30.1	-	-	20.6	29.6



District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.9	3.5	27.5	3.0	31.2	4.0	32.6	2.8	22.9	3.5	28.0
	P2	4.5	26.8	3.3	27.8	3.0	32.1	3.9	30.1	1.9	25.3	3.2	28.1
	P3	4.5	26.2	3.2	27.0	3.0	31.3	3.7	29.3	2.2	22.6	3.2	27.0
	P4	4.5	26.4	3.1	27.5	3.0	29.6	3.4	29.7	2.3	23.4	3.1	27.3
	P5	4.5	26.1	3.2	27.9	2.7	27.0	3.1	30.2	2.1	23.6	3.0	27.5
	P6	4.5	30.8	3.1	29.2	2.7	27.9	3.2	27.9	2.0	24.7	3.0	28.4
	All Grades	27.0	27.2	19.3	27.8	17.3	29.9	21.3	30.1	13.2	23.7	18.8	27.7
Wong Tai Sin	P1	4.0	20.3	3.6	25.2	-	-	5.3	31.4	-	-	3.8	25.8
	P2	4.0	21.3	3.5	24.9	-	-	4.3	34.0	-	-	3.6	25.9
	P3	3.0	21.7	3.4	25.0	-	-	4.0	33.1	-	-	3.4	25.8
	P4	3.0	25.3	3.3	25.5	-	-	3.7	33.2	-	-	3.3	26.3
	P5	2.0	25.5	3.4	26.7	-	-	3.7	34.4	-	-	3.4	27.5
	P6	2.0	30.0	3.3	28.1	-	-	4.0	34.3	-	-	3.3	28.9
	All Grades	18.0	23.2	20.4	25.9	-	-	25.0	33.3	-	-	20.8	26.7
Kwun Tong	P1	4.5	25.9	4.6	26.6	5.0	26.4	3.0	41.3	2.0	22.5	4.5	26.8
	P2	4.5	25.6	4.5	26.8	5.0	24.6	3.0	40.0	2.0	21.0	4.4	26.8
	P3	4.5	25.2	4.4	26.5	4.0	27.8	3.0	34.3	2.0	22.5	4.3	26.5
	P4	4.5	25.0	4.4	26.7	4.0	18.3	3.0	34.0	2.0	22.5	4.3	26.4
	P5	4.5	25.4	4.5	27.0	3.0	16.7	3.0	28.3	2.0	22.5	4.4	26.7
	P6	4.5	30.0	4.1	30.0	3.0	25.3	3.0	31.7	2.0	23.0	4.0	29.9
	All Grades	27.0	26.2	26.6	27.2	24.0	23.5	18.0	34.9	12.0	22.3	25.9	27.1

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	4.0	25.0	3.9	23.4	3.8	30.3	1.0	7.0	3.0	27.3	3.7	24.5
	P2	4.0	24.5	3.5	23.5	3.8	27.8	1.0	14.0	3.0	27.3	3.4	24.3
	P3	4.0	23.8	3.4	23.1	3.8	31.1	1.0	7.0	3.0	27.3	3.4	24.4
	P4	3.0	22.3	3.4	22.9	4.8	27.1	1.0	2.0	3.0	27.0	3.5	23.7
	P5	4.0	26.3	3.6	23.1	4.8	28.4	1.0	2.0	3.0	27.2	3.6	24.2
	P6	3.0	26.0	3.5	26.5	3.3	26.0	1.0	3.0	3.0	26.0	3.3	26.1
	All Grades	22.0	24.7	21.3	23.7	24.0	28.4	6.0	5.8	18.0	27.0	20.9	24.5
Sha Tin	P1	5.0	26.8	4.1	26.7	5.0	33.2	4.3	23.8	5.0	30.0	4.2	26.9
	P2	5.0	26.8	3.7	26.6	4.5	30.7	4.0	24.3	5.0	30.0	3.8	26.7
	P3	5.0	26.6	3.6	26.4	4.5	31.0	3.3	25.0	5.0	29.6	3.7	26.7
	P4	4.0	27.3	3.4	26.9	4.5	30.9	3.3	25.8	5.0	30.0	3.5	27.2
	P5	5.0	25.8	3.4	27.5	4.5	30.3	3.3	25.1	5.0	30.0	3.5	27.5
	P6	5.0	30.0	3.3	28.8	4.5	31.1	3.3	25.8	5.0	30.0	3.4	28.8
	All Grades	29.0	27.2	21.5	27.1	27.5	31.2	21.7	24.9	30.0	29.9	22.1	27.3
Tai Po	P1	8.0	25.8	4.6	26.6	-	-	-	-	3.0	26.4	4.5	26.5
	P2	6.0	24.2	4.4	25.8	-	-	-	-	2.3	28.7	4.1	26.0
	P3	3.0	23.0	3.8	25.2	-	-	-	-	2.7	24.3	3.6	25.0
	P4	2.0	25.0	3.7	25.0	-	-	-	-	2.3	24.1	3.4	24.9
	P5	2.0	26.0	3.8	24.9	-	-	-	-	2.3	24.7	3.5	24.9
	P6	2.0	30.0	3.3	29.2	-	-	-	-	2.3	22.7	3.1	28.6
	All Grades	23.0	25.3	23.5	26.1	-	-	-	-	15.0	25.2	22.3	25.9

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	4.0	24.8	3.9	32.3	-	-	-	-	-	-	3.9	32.1
	P2	8.0	25.8	3.8	29.6	-	-	-	-	-	-	3.9	29.4
	P3	7.0	24.7	3.6	28.3	-	-	-	-	-	-	3.8	28.1
	P4	5.0	24.8	3.6	28.1	-	-	-	-	-	-	3.6	27.9
	P5	4.0	24.8	3.6	27.6	-	-	-	-	-	-	3.6	27.5
	P6	3.0	30.0	3.4	30.7	-	-	-	-	-	-	3.4	30.7
	All Grades	31.0	25.5	21.8	29.5	-	-	-	-	-	-	22.1	29.3
Yuen Long	P1	4.7	26.5	4.2	25.5	4.5	27.6	2.0	17.5	1.0	2.0	4.1	25.5
	P2	5.0	26.3	3.7	25.6	4.5	27.4	2.0	16.5	1.0	4.0	3.8	25.5
	P3	5.3	25.9	3.4	25.8	4.5	26.7	2.0	14.5	1.0	6.0	3.5	25.6
	P4	5.0	25.6	3.4	25.3	4.0	26.1	2.0	16.0	1.0	8.0	3.5	25.1
	P5	5.0	27.6	3.5	25.7	3.0	27.0	2.0	20.5	1.0	15.0	3.5	25.8
	P6	5.0	30.1	3.5	28.0	2.5	27.8	2.0	14.5	1.0	21.0	3.4	28.0
	All Grades	30.0	27.0	21.7	26.0	23.0	27.1	12.0	16.6	6.0	9.3	21.8	25.9
Tuen Mun	P1	4.0	26.8	4.3	25.7	4.0	33.0	1.0	9.0	3.0	22.0	4.2	25.7
	P2	4.0	25.0	3.8	25.6	4.0	33.0	1.0	13.0	4.0	22.0	3.8	25.6
	P3	4.0	25.5	3.5	25.8	4.0	31.8	1.0	14.0	3.0	24.0	3.4	25.8
	P4	4.0	25.3	3.2	25.1	4.0	29.8	1.0	11.0	3.0	24.0	3.2	25.1
	P5	4.0	25.0	3.3	25.4	5.0	23.4	1.0	9.0	3.0	24.0	3.3	25.1
	P6	4.0	29.8	3.3	27.3	5.0	22.8	1.0	9.0	3.0	24.3	3.3	27.0
	All Grades	24.0	26.2	21.5	25.8	26.0	28.5	6.0	10.8	19.0	23.3	21.2	25.7

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.4	3.5	27.8	-	-	1.0	7.5	-	-	3.4	27.5
	P2	5.0	29.2	3.3	27.9	-	-	0.7	11.3	-	-	3.2	27.8
	P3	5.0	29.4	3.3	27.9	-	-	0.7	11.3	-	-	3.2	27.8
	P4	5.0	27.4	3.3	28.0	-	-	0.7	13.5	-	-	3.2	27.6
	P5	5.0	27.7	3.3	28.5	-	-	1.0	7.5	-	-	3.3	27.8
	P6	5.0	29.5	3.3	30.1	-	-	0.5	11.0	-	-	3.2	29.8
	All Grades	30.0	28.8	19.9	28.4	-	-	4.5	9.9	-	-	19.5	28.0
Kwai Tsing	P1	-	-	3.8	25.6	3.0	28.0	-	-	11.0	20.4	4.0	25.2
	P2	-	-	3.7	25.7	3.0	32.3	-	-	4.0	22.5	3.7	25.8
	P3	-	-	3.6	25.8	3.0	32.7	-	-	4.0	19.3	3.6	25.7
	P4	-	-	3.6	26.9	3.0	31.0	-	-	0.0	-	3.4	27.1
	P5	-	-	3.7	26.6	3.0	31.0	-	-	0.0	-	3.5	26.7
	P6	-	-	3.6	28.8	3.0	33.7	-	-	0.0	-	3.5	28.9
	All Grades	-	-	22.0	26.6	18.0	31.4	-	-	19.0	20.6	21.8	26.5
Islands	P1	-	-	2.3	21.5	-	-	2.0	24.2	2.0	19.9	2.2	21.5
	P2	-	-	2.3	22.1	-	-	2.3	24.3	1.5	22.0	2.2	22.4
	P3	-	-	2.3	22.4	-	-	1.7	28.0	1.5	22.3	2.1	23.0
	P4	-	-	2.4	22.3	-	-	1.3	26.3	1.5	20.8	2.1	22.5
	P5	-	-	2.5	24.3	-	-	1.0	29.7	1.5	19.3	2.1	24.0
	P6	-	-	2.4	26.7	-	-	1.0	29.7	1.5	21.3	2.0	26.2
	All Grades	-	-	14.2	23.2	-	-	9.3	26.4	9.5	20.9	12.7	23.2

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	4.4	25.4	3.9	26.6	3.9	29.7	3.6	29.9	3.7	22.3	3.9	26.6
	P2	4.2	25.0	3.6	26.5	3.9	28.9	3.3	29.3	2.8	24.4	3.6	26.6
	P3	4.0	25.5	3.5	26.4	3.7	29.7	3.1	28.9	2.8	23.7	3.4	26.5
	P4	3.9	25.7	3.4	26.4	3.7	28.7	2.9	28.6	2.7	23.3	3.3	26.4
	P5	4.0	26.1	3.5	26.7	3.5	28.5	2.8	28.3	2.6	23.7	3.4	26.7
	P6	3.8	29.6	3.4	28.8	3.2	28.4	2.6	27.9	2.6	24.2	3.2	28.5
	All Grades	24.3	26.2	21.2	26.9	21.8	29.0	18.3	28.9	17.3	23.5	20.8	26.8

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.

**Table 1: Number of Secondary Day Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	3	16
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	3	0	21
Sham Shui Po	1	15	1	9	3	1	30
Kowloon City	3	27	0	5	1	5	41
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	0	7	0	1	35
Sai Kung	1	18	0	8	1	1	29
Sha Tin	2	37	0	6	2	1	48
Tai Po	2	17	0	2	0	0	21
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	7	0	46
Tuen Mun	2	36	0	0	0	1	39
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	1	14
<b>All Districts</b>	<b>32</b>	<b>362</b>	<b>2</b>	<b>62</b>	<b>27</b>	<b>29</b>	<b>514</b>

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

**Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2013/14**  
**School Year**

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.0	4.3	32.0	-	-	5.0	33.4	-	-	5.0	27.3	4.5	31.8
	S2	4.0	35.3	4.3	34.4	-	-	5.0	33.5	-	-	5.5	26.8	4.6	32.9
	S3	4.0	36.3	4.3	33.2	-	-	5.0	31.8	-	-	5.0	26.9	4.5	32.0
	S4	5.0	33.6	4.6	31.8	-	-	6.0	26.2	-	-	5.0	27.5	5.0	29.7
	S5	5.0	35.4	4.7	31.8	-	-	5.0	27.3	-	-	5.0	26.0	4.8	30.1
	S6	5.0	33.6	4.7	30.5	-	-	5.0	24.5	-	-	5.5	21.7	4.9	27.8
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	5.0	23.8	0.8	23.8
	All Grades	27.0	34.9	26.9	32.3	-	-	31.0	29.3	-	-	36.0	25.7	29.2	30.5
Wan Chai	S1	4.0	34.5	4.1	32.6	-	-	2.3	34.4	-	-	9.0	22.4	4.1	31.8
	S2	4.0	35.5	4.2	32.8	-	-	2.7	32.6	-	-	8.0	22.0	4.1	31.9
	S3	4.0	34.0	4.2	31.3	-	-	2.7	32.9	-	-	7.0	21.4	4.1	30.9
	S4	4.3	32.7	4.4	29.5	-	-	4.0	26.3	-	-	7.0	20.0	4.5	28.6
	S5	4.3	33.9	4.6	29.8	-	-	4.3	28.1	-	-	7.0	20.9	4.6	29.4
	S6	4.3	34.9	4.6	27.7	-	-	4.0	28.7	-	-	7.0	16.4	4.6	28.0
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	5.0	21.6	0.3	21.6
	All Grades	25.0	34.2	26.1	30.5	-	-	20.0	29.8	-	-	50.0	20.7	26.3	29.9
Eastern	S1	4.0	34.1	3.8	28.1	-	-	3.8	34.4	-	-	3.4	21.3	3.7	28.3
	S2	4.0	35.8	4.1	29.0	-	-	4.0	34.6	-	-	3.3	22.4	3.9	29.3
	S3	4.0	34.4	3.9	30.4	-	-	4.0	32.9	-	-	3.6	19.4	3.8	29.3
	S4	4.8	33.4	4.2	29.5	-	-	4.0	33.8	-	-	3.1	14.0	4.1	28.2
	S5	4.5	35.8	4.5	29.6	-	-	4.0	32.3	-	-	2.6	17.8	4.1	29.3
	S6	4.5	34.8	4.5	29.8	-	-	4.0	28.6	-	-	2.7	18.0	4.1	28.8
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	1.1	15.6	0.2	15.6
	All Grades	25.8	34.7	24.9	29.4	-	-	23.8	32.7	-	-	19.9	18.7	23.9	28.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.5	27.1	-	-	5.5	31.6	5.5	24.7	6.4	25.2	4.5	26.7
	S2	-	-	3.6	28.7	-	-	5.5	32.0	5.0	20.6	6.8	24.1	4.6	26.8
	S3	-	-	3.7	28.9	-	-	5.5	29.5	5.0	20.5	6.6	25.0	4.6	27.0
	S4	-	-	4.0	28.0	-	-	5.0	29.7	4.5	15.1	6.8	23.9	4.7	25.8
	S5	-	-	4.4	26.6	-	-	5.5	24.5	4.5	14.2	6.2	23.2	4.9	24.5
	S6	-	-	4.3	27.2	-	-	5.5	21.3	4.0	16.1	6.4	21.7	4.8	24.2
	S7	-	-	0.0	-	-	-	0.0	-	4.0	12.3	6.0	21.7	1.7	19.7
	All Grades	-	-	23.4	27.7	-	-	32.5	28.1	32.5	18.1	45.2	23.6	29.7	25.5
Yau Tsim Mong	S1	4.5	27.3	4.0	31.8	3.0	19.3	3.5	34.1	0.0	-	-	-	3.5	31.2
	S2	4.5	30.3	4.1	33.1	4.0	22.3	3.3	38.8	0.0	-	-	-	3.6	33.1
	S3	4.5	31.7	4.0	33.1	4.0	29.5	3.3	35.8	0.0	-	-	-	3.5	33.2
	S4	4.5	30.6	5.1	31.5	4.0	31.0	3.5	31.4	1.5	2.3	-	-	4.3	30.4
	S5	4.5	31.4	5.1	31.7	4.0	31.5	3.3	32.8	1.5	2.7	-	-	4.3	30.9
	S6	4.5	31.9	4.8	31.7	4.0	33.8	3.3	30.2	2.0	15.0	-	-	4.2	30.8
	S7	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	27.0	30.5	27.1	32.1	23.0	28.3	20.0	33.8	5.0	7.5	-	-	23.4	31.5
Sham Shui Po	S1	5.0	26.2	4.4	33.0	4.0	35.0	4.1	30.5	3.0	27.8	1.0	10.0	4.1	31.6
	S2	5.0	29.2	4.4	34.9	4.0	36.0	4.1	33.8	3.0	27.3	1.0	8.0	4.1	33.8
	S3	5.0	26.4	4.4	34.5	4.0	36.0	3.8	33.4	3.0	22.2	1.0	11.0	4.0	33.1
	S4	6.0	24.8	4.7	32.2	5.0	35.6	3.9	34.4	3.0	21.2	1.0	18.0	4.3	32.0
	S5	6.0	26.2	4.5	33.3	4.0	34.8	4.0	31.1	3.5	21.3	1.0	16.0	4.2	31.6
	S6	5.0	19.8	4.6	32.8	5.0	36.4	4.0	30.5	3.0	23.5	1.0	20.0	4.2	31.2
	S7	0.0	-	0.0	-	0.0	-	0.0	-	1.5	19.3	0.0	-	0.1	19.3
	All Grades	32.0	25.4	26.9	33.4	26.0	35.7	23.9	32.3	20.0	23.5	6.0	13.8	25.0	32.1



District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	32.6	4.3	31.5	-	-	3.8	37.3	5.0	23.2	3.8	26.2	4.2	31.4
	S2	4.0	32.8	4.4	33.1	-	-	4.0	35.5	8.0	19.1	3.8	25.5	4.3	31.8
	S3	4.0	35.4	4.3	33.0	-	-	3.8	35.6	8.0	22.0	3.6	25.0	4.3	32.0
	S4	4.0	32.9	5.0	30.9	-	-	5.2	31.4	6.0	22.2	3.6	23.9	4.8	30.1
	S5	4.0	32.6	5.1	30.7	-	-	5.4	28.1	7.0	22.9	3.4	25.2	4.9	29.6
	S6	4.0	32.8	5.1	30.1	-	-	5.8	24.4	5.0	18.2	3.4	24.8	4.9	28.6
	S7	0.0	-	0.0	-	-	-	0.0	-	4.0	17.5	1.8	25.7	0.3	23.2
	All Grades	24.0	33.2	28.2	31.5	-	-	28.0	31.3	43.0	20.9	23.4	25.2	27.7	30.4
Wong Tai Sin	S1	3.0	23.7	4.1	30.5	-	-	6.0	41.0	2.0	28.3	-	-	4.0	30.8
	S2	3.0	27.3	4.2	32.9	-	-	6.0	40.2	2.0	25.5	-	-	4.0	32.8
	S3	3.0	26.0	4.0	33.0	-	-	6.0	38.2	1.5	32.0	-	-	3.9	33.1
	S4	3.0	30.3	4.6	30.5	-	-	6.0	31.8	1.5	32.7	-	-	4.4	30.6
	S5	3.0	34.0	4.9	30.7	-	-	6.0	30.8	1.5	19.7	-	-	4.6	30.5
	S6	3.0	25.7	4.9	31.0	-	-	6.0	26.0	2.0	16.8	-	-	4.7	30.1
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	18.0	27.8	26.7	31.4	-	-	36.0	34.7	10.5	25.5	-	-	25.5	31.3
Kwun Tong	S1	4.0	34.5	4.2	31.3	-	-	4.1	29.4	-	-	-	-	4.2	31.1
	S2	4.0	34.5	4.2	34.1	-	-	4.4	32.5	-	-	-	-	4.2	33.8
	S3	4.0	33.6	4.2	34.2	-	-	4.6	33.1	-	-	-	-	4.3	33.9
	S4	4.5	33.8	4.9	32.0	-	-	4.9	33.0	-	-	-	-	4.9	32.3
	S5	4.5	34.0	5.0	32.8	-	-	5.0	32.9	-	-	-	-	4.9	32.9
	S6	4.5	33.2	5.1	32.0	-	-	5.1	29.6	-	-	-	-	5.1	31.6
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	-	-	0.0	-
	All Grades	25.5	33.9	27.5	32.7	-	-	28.1	31.8	-	-	-	-	27.5	32.6

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.0	3.8	30.5	-	-	4.1	29.1	1.0	2.0	3.0	20.0	3.8	29.5
	S2	5.0	28.0	4.1	32.4	-	-	4.3	29.1	1.0	13.0	2.0	19.5	4.0	30.9
	S3	4.0	34.8	4.1	32.6	-	-	4.1	28.4	0.0	-	2.0	15.5	3.9	31.1
	S4	5.0	32.4	4.8	30.8	-	-	4.1	27.3	1.0	3.0	2.0	15.5	4.4	29.5
	S5	5.0	36.6	4.9	31.6	-	-	4.3	27.5	1.0	1.0	2.0	15.0	4.5	30.3
	S6	5.0	34.8	4.9	30.2	-	-	4.9	23.0	1.0	5.0	2.0	10.5	4.7	27.8
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	1.0	16.0	0.0	16.0
	All Grades	29.0	32.3	26.6	31.3	-	-	25.8	27.3	5.0	4.8	14.0	16.3	25.3	29.8
Sha Tin	S1	4.0	33.3	4.0	29.3	-	-	4.0	33.1	6.5	19.5	6.0	29.3	4.1	29.2
	S2	4.0	35.5	4.0	31.7	-	-	4.0	34.8	6.0	21.2	6.0	29.3	4.1	31.5
	S3	4.0	34.8	4.0	31.7	-	-	4.0	30.8	6.0	21.1	6.0	28.5	4.1	31.0
	S4	4.5	34.0	4.5	29.9	-	-	4.0	27.6	6.0	20.4	6.0	30.0	4.6	29.3
	S5	4.5	35.3	4.6	30.9	-	-	4.8	26.3	6.0	20.3	6.0	29.0	4.7	29.9
	S6	4.5	36.1	4.7	29.7	-	-	4.7	23.8	6.0	17.4	6.0	27.0	4.7	28.5
	S7	0.0	-	0.0	-	-	-	0.0	-	6.0	16.9	6.0	27.7	0.4	20.5
	All Grades	25.5	34.8	25.8	30.5	-	-	25.5	29.1	42.5	19.5	42.0	28.7	26.7	29.7
Tai Po	S1	1.5	26.3	4.0	28.8	-	-	4.5	26.2	-	-	-	-	3.8	28.4
	S2	2.0	23.0	3.9	32.2	-	-	4.5	30.0	-	-	-	-	3.8	31.5
	S3	1.5	29.3	3.8	33.2	-	-	4.5	29.4	-	-	-	-	3.6	32.6
	S4	1.0	23.0	4.6	29.7	-	-	4.5	24.2	-	-	-	-	4.3	29.0
	S5	1.5	17.0	4.7	29.6	-	-	4.5	28.0	-	-	-	-	4.4	29.1
	S6	3.0	24.0	4.7	30.7	-	-	4.5	30.8	-	-	-	-	4.5	30.3
	S7	0.0	-	0.0	-	-	-	0.0	-	-	-	-	-	0.0	-
	All Grades	10.5	23.8	25.7	30.6	-	-	27.0	28.1	-	-	-	-	24.4	30.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	33.8	4.2	32.2	-	-	5.0	40.0	0.0	-	3.0	20.7	3.9	32.4
	S2	3.0	35.2	4.2	33.5	-	-	5.0	40.2	0.0	-	3.0	17.7	3.9	33.5
	S3	3.0	34.5	4.1	34.6	-	-	5.0	40.2	0.0	-	3.0	16.0	3.8	34.3
	S4	3.0	31.0	5.2	31.5	-	-	5.0	41.4	0.0	-	3.0	16.7	4.6	31.5
	S5	3.0	27.3	5.2	30.9	-	-	5.0	37.6	0.0	-	1.0	18.0	4.5	30.9
	S6	3.0	23.3	5.1	31.6	-	-	5.0	41.2	3.0	26.3	1.0	15.0	4.6	31.3
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	1.0	16.0	0.0	16.0
	All Grades	18.0	30.9	27.9	32.3	-	-	30.0	40.1	3.0	26.3	15.0	17.5	25.4	32.2
Yuen Long	S1	4.0	35.9	4.2	30.5	-	-	4.4	28.4	0.0	-	-	-	3.8	30.8
	S2	4.0	35.1	4.3	32.1	-	-	5.0	30.1	0.0	-	-	-	3.9	32.1
	S3	4.0	35.3	4.3	32.4	-	-	4.4	31.7	0.0	-	-	-	3.8	32.6
	S4	5.0	33.7	5.1	30.1	-	-	4.6	29.0	0.4	6.5	-	-	4.5	30.1
	S5	5.3	33.2	5.1	30.7	-	-	4.0	30.2	0.6	23.3	-	-	4.5	30.8
	S6	5.3	36.6	5.0	31.2	-	-	4.0	27.5	2.0	30.2	-	-	4.6	31.3
	S7	0.0	-	0.0	-	-	-	0.0	-	0.0	-	-	-	0.0	-
	All Grades	27.5	34.9	28.1	31.1	-	-	26.4	29.5	3.0	25.7	-	-	25.0	31.2
Tuen Mun	S1	4.0	33.3	3.6	29.1	-	-	-	-	-	-	3.0	23.7	3.6	29.3
	S2	4.0	34.8	3.7	31.3	-	-	-	-	-	-	4.0	23.5	3.7	31.3
	S3	4.0	34.9	3.7	31.1	-	-	-	-	-	-	3.0	24.0	3.7	31.1
	S4	5.0	31.2	4.3	29.3	-	-	-	-	-	-	2.0	22.5	4.3	29.3
	S5	5.0	34.2	4.4	30.0	-	-	-	-	-	-	2.0	22.0	4.3	30.1
	S6	5.0	38.1	4.6	30.8	-	-	-	-	-	-	1.0	26.0	4.5	31.1
	S7	0.0	-	0.0	-	-	-	-	-	-	-	1.0	26.0	0.0	26.0
	All Grades	27.0	34.4	24.1	30.2	-	-	-	-	-	-	16.0	23.6	24.1	30.4

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.0	4.0	33.0	-	-	-	-	-	-	-	-	4.0	33.2
	S2	4.0	36.5	4.1	35.6	-	-	-	-	-	-	-	-	4.1	35.6
	S3	4.0	36.8	4.1	34.9	-	-	-	-	-	-	-	-	4.1	35.1
	S4	5.0	35.6	5.2	31.0	-	-	-	-	-	-	-	-	5.2	31.4
	S5	5.0	38.4	5.2	31.8	-	-	-	-	-	-	-	-	5.2	32.3
	S6	5.0	39.2	5.2	31.4	-	-	-	-	-	-	-	-	5.2	32.0
	S7	0.0	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	27.0	37.1	27.7	32.8	-	-	-	-	-	-	-	-	27.6	33.1
Kwai Tsing	S1	-	-	3.9	31.9	-	-	-	-	-	-	-	-	3.9	31.9
	S2	-	-	3.9	35.5	-	-	-	-	-	-	-	-	3.9	35.5
	S3	-	-	4.0	34.3	-	-	-	-	-	-	-	-	4.0	34.3
	S4	-	-	4.9	30.4	-	-	-	-	-	-	-	-	4.9	30.4
	S5	-	-	5.0	31.2	-	-	-	-	-	-	-	-	5.0	31.2
	S6	-	-	4.9	31.0	-	-	-	-	-	-	-	-	4.9	31.0
	S7	-	-	0.0	-	-	-	-	-	-	-	-	-	0.0	-
	All Grades	-	-	26.7	32.2	-	-	-	-	-	-	-	-	26.7	32.2
Islands	S1	3.0	24.7	3.8	30.1	-	-	3.0	23.3	2.0	28.3	3.0	16.3	3.2	27.1
	S2	3.0	22.0	3.8	32.8	-	-	3.0	25.3	2.0	27.5	2.0	22.5	3.2	29.4
	S3	3.0	30.0	3.8	32.1	-	-	3.0	24.2	3.5	20.9	2.0	18.0	3.4	27.9
	S4	3.0	33.3	5.0	29.1	-	-	3.3	27.1	2.5	20.4	2.0	15.0	3.8	27.5
	S5	3.0	33.7	5.0	27.5	-	-	3.7	23.6	2.5	21.4	1.0	13.0	3.8	26.1
	S6	3.0	36.0	5.0	30.2	-	-	3.7	22.0	2.5	12.2	0.0	-	3.8	26.9
	S7	0.0	-	0.0	-	-	-	0.0	-	2.0	13.5	0.0	-	0.3	13.5
	All Grades	18.0	29.9	26.5	30.1	-	-	19.7	24.2	17.0	20.4	10.0	17.3	21.5	27.2

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	32.5	4.0	30.6	3.5	28.3	4.0	31.5	2.2	23.5	4.3	24.0	3.9	30.3
	S2	3.8	33.2	4.1	32.7	4.0	29.1	4.2	32.9	2.3	22.3	4.3	23.9	4.0	32.0
	S3	3.8	33.7	4.0	32.7	4.0	32.8	4.1	32.1	2.3	21.9	4.2	23.2	4.0	31.9
	S4	4.3	32.4	4.7	30.4	4.5	33.6	4.4	30.3	2.4	18.4	4.1	21.7	4.5	29.9
	S5	4.3	33.2	4.8	30.8	4.0	33.1	4.4	29.3	2.5	18.5	3.7	22.6	4.6	30.1
	S6	4.4	33.4	4.8	30.6	4.5	35.2	4.5	26.8	2.9	19.7	3.7	21.2	4.6	29.7
	S7	0.0	-	0.0	-	0.0	-	0.0	-	1.6	15.6	2.7	22.2	0.2	20.2
	All Grades	24.3	33.1	26.4	31.2	24.5	32.2	25.6	30.4	16.1	20.1	27.2	22.8	25.8	30.5

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
  - (4) Average class sizes refer to number of students divided by number of operating classes.
  - (5) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from 2012/13 school year.

**Table 1: Teacher-to-Class Ratios for Primary and Secondary Day Schools,  
2011/12 to 2013/14 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2011/12	2012/13	2013/14*	2011/12	2012/13	2013/14*
Government	2.1 : 1	2.2 : 1	2.3 : 1	1.8 : 1	1.8 : 1	1.8 : 1
Aided	2.2 : 1	2.3 : 1	2.3 : 1	1.9 : 1	1.9 : 1	1.9 : 1
Caput	2.3 : 1	2.3 : 1	2.3 : 1	-	-	-
Direct Subsidy Scheme	2.4 : 1	2.5 : 1	2.5 : 1	2.3 : 1	2.4 : 1	2.4 : 1
Private	1.7 : 1	1.6 : 1	1.7 : 1	1.8 : 1	1.8 : 1	1.8 : 1
International	2.2 : 1	2.3 : 1	2.3 : 1	1.9 : 1	1.9 : 1	1.9 : 1

\* Provisional figures

- Notes
- (1) Figures do not include special schools.
  - (2) International schools include English Schools Foundation schools.
  - (3) The ratio varies among individual direct subsidy scheme, private and international schools.
  - (4) The teacher-to-class ratio is calculated by dividing the number of teachers (including regular and contract teachers) by the number of operating classes.

**Table 2: Student-to-Teacher Ratios for Primary and Secondary Day Schools,  
2011/12 to 2013/14 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2011/12	2012/13	2013/14*	2011/12	2012/13	2013/14*
Government	16.0 : 1	15.2 : 1	14.7 : 1	15.4 : 1	14.9 : 1	14.8 : 1
Aided	15.2 : 1	14.4 : 1	13.7 : 1	14.8 : 1	14.4 : 1	14.1 : 1
Caput	15.4 : 1	14.8 : 1	14.0 : 1	-	-	-
Direct Subsidy Scheme	13.0 : 1	12.4 : 1	12.2 : 1	12.8 : 1	12.3 : 1	12.3 : 1
Private	13.5 : 1	13.4 : 1	12.1 : 1	15.9 : 1	15.9 : 1	16.2 : 1
International	10.5 : 1	9.9 : 1	9.8 : 1	12.9 : 1	12.1 : 1	12.5 : 1

\* Provisional figures

- Notes
- (1) Figures do not include special schools.
  - (2) International schools include English Schools Foundation schools.
  - (3) The ratio varies among individual direct subsidy scheme, private and international schools.
  - (4) The student-to-teacher ratio is calculated by dividing the number of students by the number of teachers (including regular and contract teachers).

**CONTROLLING OFFICER'S REPLY**

**EDB175**

**(Question Serial No. 2041)**

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 (Member Question No. 45):

The Government has implemented small class teaching (SCT) in primary schools progressively since 2009. Please give a breakdown of the numbers of government and aided schools implementing SCT for each of the 18 districts each year, their percentage share in the total number of primary schools in the respective districts, the number of additional classes for implementing SCT in each district each year, the number of additional teaching staff each year as well as the expenditure involved so far.

Asked by: Hon. MO, Claudia

Reply:

The number of schools implementing small class teaching (SCT) and its percentage share in the total number of government and aided primary schools by district from the 2009/10 to 2014/15 school years are tabulated at Annex. Given that SCT is implemented starting from the 2009/10 school year at Primary 1 and progressing each year to a higher level to cover Primary 6 in the 2014/15 school year, reference has been made to the situation of Primary 1 in compilation of the Annex.

During the period of 2009 to 2014, the year-on-year changes in the total number of operating classes, including the changes by level and by district, are due to various factors such as the changes in school-age population, the development plan including redeployment of resources of individual schools, etc. It is impossible to segregate the impact of SCT from that of other concurrent developments. We are therefore not able to provide the number of additional classes arising solely from the implementation of SCT. Likewise, we are not able to provide the number of additional teachers.

Notwithstanding that, about 700 additional time-limited teaching posts have been provided in each of the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the total cost incurred is about \$400 million. In the 2010/11 school year, about 300 additional time-limited teaching posts costing about \$100 million have been provided to schools implementing SCT for them to devise school-based teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies have been compiled for dissemination since 2012.

Besides, to maximise the benefits of SCT, we have set aside a total of \$218 million for six years starting from 2009-10 to support schools and teachers in the form of professional development activities. These include in-service training courses for teachers with provision of supply teachers for schools as appropriate as well as other experience-sharing activities such as learning circles, study tours, workshops, seminars, etc. For planning purpose, we have earmarked an estimated expenditure of \$36 million in 2013-14 and the remaining sum of \$43 million in 2014-15.

District [school-netting under Primary One Admission System]	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 & 2013/14 school years		2014/15 school year	
	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools
Central & Western [Net 11]	17	9 [52.9]	17	9 [52.9]	17	10 [58.8]	17	10 [58.8]	16	10 [62.5]
Wan Chai [Net 12]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]
Eastern [Net 14 & 16]	27	15 [55.6]	27	16 [59.3]	27	17 [63]	27	17 [63]	27	17 [63]
Southern [Net 18]	12	9 [75]	12	9 [75]	11	9 [81.8]	11	9 [81.8]	11	9 [81.8]
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	19	4 [21.1]	19	8 [42.1]	19	11 [57.9]	19	11 [57.9]
Sham Shui Po [Net 40]	21	0 [0]	21	4 [19]	21	8 [38.1]	21	12 [57.1]	21	12 [57.1]
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	33	21 [63.6]	33	23 [69.7]	33	23 [69.7]	33	23 [69.7]
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	27	24 [88.9]	27	24 [88.9]	27	24 [88.9]	27	24 [88.9]
Kwun Tong [Net 46 & 48]	32	25 [78.1]	32	26 [81.3]	32	26 [81.3]	32	27 [84.4]	32	27 [84.4]
Sai Kung [Net 95]	22	22 [100]	22	22 [100]	22	22 [100]	22	22 [100]	22	22 [100]
Sha Tin [Net 88, 89 & 91]	38	27 [71.1]	38	27 [71.1]	38	28 [73.7]	38	28 [73.7]	38	28 [73.7]
Tai Po [Net 84]	18	16 [88.9]	18	16 [88.9]	18	16 [88.9]	18	16 [88.9]	18	16 [88.9]
North [Net 80, 81 & 83]	28	17 [60.7]	28	17 [60.7]	28	18 [64.3]	28	18 [64.3]	28	18 [64.3]
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	45	40 [88.9]	45	40 [88.9]	45	40 [88.9]	45	40 [88.9]
Tuen Mun [Net 70 & 71]	37	29 [78.4]	36	28 [77.8]	34	29 [85.3]	34	30 [88.2]	34	30 [88.2]
Tsuen Wan [Net 62]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]
Kwai Tsing [Net 64, 65 & 66]	33	19 [57.6]	33	21 [63.6]	33	21 [63.6]	33	22 [66.7]	33	22 [66.7]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	16	14 [87.5]	16	15 [93.8]	16	15 [93.8]	16	15 [93.8]

**Note:**

Figures refer to Government and aided schools participating in Primary One Admission from 2009 to 2014.



**CONTROLLING OFFICER'S REPLY****EDB176****(Question Serial No.2044)**

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 (Member Question No.48):

Please provide the respective information in the table below by 18 districts for the past 3 school years:

Category of school attended	No. of local students	No. of newly arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding both overseas passports and Hong Kong Identity Cards	No. of students holding overseas passports but no Hong Kong Identity Cards
Local non-profit-making kindergartens					
Local private independent kindergartens					
Non-profit-making kindergartens providing non-local curriculum					
Private independent kindergartens providing non-local curriculum					

Asked by: Hon. MO, Claudia

Reply:

The numbers of students attending kindergartens (KGs) by District Council district and the numbers of cross-boundary students attending KGs in the New Territories from the 2011/12 to 2013/14 school years are tabulated in Appendices 1 and 2 respectively.

We do not collect information on newly arrived children from the Mainland or students holding foreign passports attending KGs in Hong Kong and hence are unable to provide the related statistics.

**Numbers of students attending kindergartens by District Council district  
from the 2011/12 to 2013/14 school years**

District	2011/12				2012/13				2013/14			
	A	B	C	D	A	B	C	D	A	B	C	D
Central & Western	4 734	273	522	351	4 303	251	570	421	4 354	244	526	388
Wan Chai	5 148	430	430	379	5 205	416	431	383	5 235	410	414	366
Eastern	8 724	1 548	30	213	9 710	1 644	82	205	9 808	1 706	111	168
Southern	2 495	632	762	799	2 563	714	752	883	2 507	741	735	790
Yau Tsim Mong	4 254	1 071	0	89	4 377	1 016	0	214	4 472	1 089	0	320
Sham Shui Po	7 439	24	8	138	7 780	25	17	176	8 085	29	29	187
Kowloon City	11 624	7 743	582	1 524	12 092	7 854	443	2 044	12 191	8 207	418	1 822
Wong Tai Sin	6 756	0	0	0	6 824	12	0	0	7 044	38	0	0
Kwun Tong	11 163	0	0	146	11 355	87	0	161	11 303	0	46	156
Sai Kung	5 988	1 122	211	121	6 020	1 415	225	210	6 078	1 535	272	299
Sha Tin	9 124	1 354	417	364	9 487	1 491	417	443	9 815	1 776	446	446
Tai Po	4 201	922	224	0	4 484	977	214	0	4 788	1 099	243	0
North	9 727	493	0	0	10 270	603	0	0	10 826	827	0	0
Yuen Long	13 337	728	0	0	14 290	874	0	0	15 173	1 039	0	0
Tuen Mun	9 867	305	0	50	10 626	371	81	49	11 181	399	67	91
Tsuen Wan	5 254	604	0	0	5 385	692	0	0	5 431	802	0	0
Kwai Tsing	8 795	403	381	0	8 823	444	387	0	8 872	448	394	12
Islands	2 491	479	200	240	2 501	492	204	279	2 545	508	203	289

Notes:

- (1) A : Local Non-profit-making Kindergartens  
 B : Local Private Independent Kindergartens  
 C : Non-profit-making Kindergartens providing non-local curriculum  
 D : Private Independent Kindergartens providing non-local curriculum
- (2) Figures refer to the position as at September of the respective school years.

**Numbers of cross-boundary students attending kindergartens in the New Territories of Hong Kong from the 2011/12 to 2013/14 school years**

District	2011/12	2012/13	2013/14
Sha Tin	1	2	25
Tai Po	67	190	340
North	3 677	4 281	4 908
Yuen Long	1 070	1 653	2 235
Tuen Mun	892	1 265	1 679
Tsuen Wan	0	0	1
Kwai Tsing	1	34	44
Tung Chung	NA	29	54

Notes:

- (1) The above figures were collected through an annual survey on cross-boundary students in the respective districts of the New Territories. In the survey, we did not collect information on the category of KG the students were attending. Hence, the information as requested is not available.
- (2) Figures refer to the position as at September of the respective school years.
- (3) "NA" indicates that no data were collected from schools in the respective district and school year.

**CONTROLLING OFFICER'S REPLY****EDB177****(Question Serial No. 2045)**

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 (Member Question No. 49):

Regarding professional upgrading of kindergarten teachers, please give a breakdown of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, diploma and degree programmes) offered to serving kindergarten teachers for the 2013/14 school year.

Asked by: Hon. MO, Claudia

Reply:

The course titles, course providers, course fees and enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma programmes) offered to serving kindergarten teachers for the 2013/14 school year are as follows:

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

	<b>HKIEd</b>	<b>OCHK</b>
No. of intake in 2013/14		
UGC-funded	70	-
Non-subsidised (Self-financed)	-	85
Tuition fees per course		
UGC-funded	Free	-
Non-subsidised (Self-financed)	-	\$62,000 - \$90,000

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

	<b>HKIEd</b>	<b>HKBU</b>	<b>OUHK</b>
No. of intake in 2013/14			
UGC-funded	367	-	-
Non-subsidised (Self-financed)	-	119	46
Tuition fees per course			
UGC-funded	\$84,300	-	-
Non-subsidised (Self-financed)	-	\$104,370 (ordinary degree) \$119,070 (honours degree)	\$60,550

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

	<b>HKIEd</b>	<b>HKBU</b>	<b>HKU</b>
No. of intake in 2013/14			
UGC-funded	80	-	26
Non-subsidised (Self-financed)	-	36	-
Tuition fees per course			
UGC-funded	\$42,100	-	\$42,100
Non-subsidised (Self-financed)	-	\$65,000	-

Interested applicants make applications to the course providers direct. The Education Bureau does not have details of the number of applications received. Information on the unit cost and amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants.

**Key:**

**HKIEd** - The Hong Kong Institute of Education

**HKBU** - Hong Kong Baptist University

**HKU** - The University of Hong Kong

**OUHK** - The Open University of Hong Kong

**UGC** - University Grants Committee

**CONTROLLING OFFICER'S REPLY****EDB178****(Question Serial No. 2046)**

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 (Member Question No. 50):

Please provide, in the following format, a breakdown of the numbers of serving principals and teachers receiving Teacher Development Subsidy (TDS) as well as the amount of subsidy and courses enrolled in the past 3 school years by non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), private independent (PI) KGs joining the PEVS and non-PEVS KGs.

	NPM KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy		
No. of serving teachers receiving the Subsidy		
Total amount claimed by serving principals (\$)		
Total Amount claimed by serving teachers (\$)		
<b>Courses enrolled</b>		
- Certificate in Early Childhood Education (C(ECE)) or equivalent		
- Bachelor degree in Early Childhood Education (BEd(ECE))		
- Master degree in Early Childhood Education (M(ECE))		
- Certification for Kindergarten Principals		

Asked by: Hon. MO, Claudia

Reply:

Under the Pre-primary Education Voucher Scheme (PEVS), a Teacher Development Subsidy at \$3,000 per voucher for the 2007/08 and 2008/09 school years and \$2,000 per voucher for the 2009/10 and 2010/11 school years was provided to support professional upgrading by teachers and principals. Teachers and principals serving in PEVS kindergartens (KGs) could apply for reimbursement of course fees on a yearly basis from their KGs upon successful completion of the term/year of studies of a recognised course in early childhood education (ECE) up to the end of the 2011/12 school year. For teachers and principals of KGs not joining the PEVS, they could, until the end of the 2011/12 school year, apply for reimbursement for up to 50% of the course fees, capped at \$60,000, for a recognised course in ECE. A breakdown of the numbers of serving principals and teachers receiving financial support for professional upgrading in the 2011/12 school year is set out in the table below.

	Non-profit-making KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy	124	16
No. of serving teachers receiving the Subsidy	1 918	378
Total amount claimed by serving principals (\$)	2,580,000	183,000
Total Amount claimed by serving teachers (\$)	36,598,000	3,996,000
<b>Courses enrolled</b>		
- Certificate in Early Childhood Education (C(ECE)) or equivalent	563	162
- Bachelor degree in Early Childhood Education (BEd(ECE))	1 352	192
- Master degree in Early Childhood Education (M(ECE))	19	4
- Certification for Kindergarten Principals	108	36

To provide further support for the professional upgrading of principals and teachers, the Government offers course fee reimbursement for serving KG principals and teachers under the PEVS if they pursue a relevant approved ECE course in the 2012/13 and/or 2013/14 school year(s) and can successfully complete the course before the end of 2013/14 school year. A breakdown of the numbers of serving principals and teachers in PEVS KGs having received the course fee reimbursement (position as of February 2014) is tabulated below.

No. of serving principals receiving the reimbursement	4
No. of serving teachers receiving the reimbursement	38
Total amount claimed by serving principals (\$)	\$37,100
Total Amount claimed by serving teachers (\$)	\$384,300
<b>Courses enrolled</b>	
- C(ECE) or equivalent	38
- BEd(ECE)	1
- M(ECE)	0
- Certification for Kindergarten Principals	3

**CONTROLLING OFFICER'S REPLY**

**EDB179**

**(Question Serial No. 2479)**

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 (Member Question No. 51):

Please provide the average teacher-to-student ratio, class size, and the number of teaching periods and average working hours per teacher per week in non-profit-making kindergartens in the 2013/14 school year.

Asked by: Hon. MO, Claudia

Reply:

In the 2013/14 school year, the average teacher-to-student ratio of non-profit-making kindergartens (KGs) is 1:9.4. While the minimum requirement on teacher-to-student ratio in KGs is 1:15, KGs usually flexibly arrange grouping of children according to the needs of different learning activities. They also organize inter-disciplinary activities to support children's learning instead of arranging the daily schedule around subject-based periods. Therefore, the concept of class and teaching period in KGs is very different from that in primary and secondary schools. The Education Bureau (EDB) has no information on the class organization of KGs and teachers' timetable as we do not regard the collection of such data a meaningful endeavour. We are also unable to provide the average number of students per KG class and the average number of teaching periods per teacher per week. Nor can the EDB provide information on the working hours of individual KG teachers, as it is subject to the employment conditions agreed between the KGs and their teachers. Generally speaking, the learning time of KG students is between 3 to 3.5 hours for a half-day session (including snack time) and 7 to 7.5 hours for a whole day session (including lunch time and afternoon nap).



**CONTROLLING OFFICER'S REPLY**

**EDB180**

**(Question Serial No. 2480)**

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 (Member Question No. 52):

Please provide information on the tuition fee of self-financing undergraduate programmes in the 2013/14 academic year by education institutions and programmes.

Asked by: Hon. MO, Claudia

Reply:

According to the information provided by institutions, the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes in the 2013/14 academic year by institution and by programme are at Annex.

**Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Undergraduate Programmes by Institution and Programme for the 2013/14 Academic Year**

<b>Institution</b>	<b>Programme</b>	<b>Average Annual Tuition Fee (\$)</b>
Caritas Institute of Higher Education	Bachelor of Arts (Honours) in Language and Liberal Studies	60,095
	Bachelor of Business Administration (Honours)	60,095
	Bachelor of Social Sciences (Honours)	61,903
Centennial College	Bachelor of Arts (Honours) Programme	87,000
	Bachelor of Professional Accounting (Honours) Programme	87,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Degree Programme	62,333
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	61,500
	Bachelor of Arts (Honours) in English for Professional Communication Degree Programme	61,500
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	61,500
	Bachelor of Business Administration (Honours) Degree Programme	61,500
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	61,500
	Bachelor of Business Administration (Honours) in Finance Degree Programme	61,500
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	61,500
	Bachelor of Engineering (Honours) in Civil Engineering Degree Programme	61,500
	Bachelor of Science (Honours) in Architecture Degree Programme	61,500
	Bachelor of Science (Honours) in Computer Science Degree Programme	61,500
Hang Seng Management College	Bachelor of Arts in English (Honours) Programme	66,500
	Bachelor of Business Administration (Honours) in Supply Chain Management Programme	66,500
	Bachelor of Business Administration (Honours) Programme	66,500
	Bachelor of Journalism and Communication (Honours) Programme	66,500
	Bachelor of Translation with Business (Honours) Programme	66,500
Hong Kong Art School	Bachelor of Arts (Fine Art)	81,400
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance	45,000
	BA (Hons) Business Management	45,000
	BA (Hons) Marketing and Advertising	45,000
	BSc (Hons) Computing	45,000
	BSc (Hons) Crime and Investigation	45,000
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	55,000
	Bachelor of Arts with Honours in Economics and Finance	55,000
	Bachelor of Arts with Honours in English	55,000
	Bachelor of Arts with Honours in History	55,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	55,000
	Bachelor of Business Administration with Honours	55,000

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Commerce with Honours in Accounting	55,000
	Bachelor of Commerce with Honours in Law and Business	55,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	55,000
	Bachelor of Social Sciences with Honours in Psychology	55,000
	Bachelor of Social Sciences with Honours in Sociology	55,000
	Bachelor of Social Work with Honours	55,000
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	Bachelor of Fine Arts in Advertising	279,755
	Bachelor of Fine Arts in Animation	279,755
	Bachelor of Fine Arts in Fashion	279,755
	Bachelor of Fine Arts in Fashion Marketing and Management	279,755
	Bachelor of Fine Arts in Graphic Design	279,755
	Bachelor of Fine Arts in Illustration	279,755
	Bachelor of Fine Arts in Interactive Design and Game Development	279,755
	Bachelor of Fine Arts in Interior Design	279,755
	Bachelor of Fine Arts in Motion Media Design	279,755
	Bachelor of Fine Arts in Painting	279,755
	Bachelor of Fine Arts in Photography	279,755
	Bachelor of Fine Arts in Sequential Art	279,755
Bachelor of Fine Arts in Visual Effects	279,755	
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Education for Sustainability	80,000
	Bachelor of Arts (Honours) in Liberal Studies Education	78,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy)	72,000
	Bachelor of Science Education (Honours) (Science and Web Technology)	75,000
	Bachelor of Science Education (Honours) (Sports Science)	72,000
	Bachelor of Social Science Education (Honours) (Greater China Studies)	73,500
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance	63,800
	Bachelor of Arts with Honours in Business Management	63,800
	Bachelor of Arts with Honours in Chinese	52,198
	Bachelor of Arts with Honours in Creative Advertising and Media Design	53,284
	Bachelor of Arts with Honours in Creative Writing and Film Arts	53,086
	Bachelor of Arts with Honours in Language Studies and Translation	52,000
	Bachelor of Business Administration in Accounting	52,000
	Bachelor of Business Administration in Banking and Finance	52,433
	Bachelor of Business Administration in China Business	52,433
	Bachelor of Business Administration in Corporate Administration	52,433
	Bachelor of Business Administration in Human Resource Management	52,433
	Bachelor of Business Administration in International Business	52,433
	Bachelor of Business Administration in Management	52,433
Bachelor of Business Administration in Marketing	52,433	

Institution	Programme	Average Annual Tuition Fee (\$)
	Bachelor of Business Administration with Honours in Business Management	52,000
	Bachelor of Business Administration with Honours in Professional Accounting	52,000
	Bachelor of Computing with Honours in Internet Technology	52,000
	Bachelor of Education with Honours in English Language Teaching and Bachelor of English Language Studies with Honours	65,000
	Bachelor of Engineering with Honours in Electronic and Computer Engineering	56,010
	Bachelor of English Language Studies with Honours	52,000
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	53,679
	Bachelor of Fine Arts with Honours in Photographic Digital Art	53,481
	Bachelor of Nursing with Honours in General Health Care	58,032
	Bachelor of Nursing with Honours in Mental Health Care	58,032
	Bachelor of Science with Honours in Testing and Certification	57,910
	Bachelor of Social Sciences with Honours in Applied Economics	52,000
	Bachelor of Social Sciences with Honours in Applied Social Studies	52,000
	Bachelor of Social Sciences with Honours in Politics and Public Administration	52,000
	Bachelor of Social Sciences with Honours in Psychology	52,000
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	BSc Accounting and Finance	59,200
	BSc Banking and Finance	59,200
	BSc Business	59,200
	BSc Economics and Management	59,200
Tung Wah College	Bachelor of Business Administration (Honours)	66,000
	Bachelor of Health Science (Honours) (Applied Gerontology Major)	90,000
	Bachelor of Health Science (Honours) (Nursing Major)	90,600
	Bachelor of Medical Science (Honours)	99,200
	Bachelor of Science (Honours) in Occupational Therapy	108,800
	Bachelor of Social Science (Honours)	75,000
Vocational Training Council	Bachelor of Arts (Honours) in Advertising	75,900
	Bachelor of Arts (Honours) in Chinese Culinary Arts and Management	75,900
	Bachelor of Arts (Honours) in Fashion Design	75,900
	Bachelor of Arts (Honours) in Landscape Architecture	75,900
	Bachelor of Arts (Honours) in Product Design	75,900
	Bachelor of Engineering (Honours) in Civil Engineering	75,900
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	75,900
	Bachelor of Science (Honours) in Health Care	75,900
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	66,150

**CONTROLLING OFFICER'S REPLY****EDB181****(Question Serial No. 2483)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 55):

Please provide the respective information in the table below by 18 districts for the past 3 school years:

Category of school attended	No. of local students	No. of newly-arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding foreign passports and Hong Kong Identity Cards	No. of students holding foreign passports but not holding Hong Kong Identity Cards
Government primary schools					
Aided primary schools					
English Schools Foundation Junior Schools					
Primary schools under the Direct Subsidy Scheme					
Local private primary schools					
Private international primary schools					
Government secondary schools					
Aided secondary schools					
English Schools Foundation Secondary Schools					
Secondary schools under the Direct					

Subsidy Scheme					
Local private secondary schools					
Private international secondary schools					

Asked by: Hon. MO, Claudia

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Number of students by district and by sector from the 2011/12 to 2013/14 school years
Appendix 2	Number of cross-boundary students by district and by sector from the 2011/12 to 2013/14 school years
Appendix 3	Survey results on children from the Mainland <u>newly admitted</u> to primary and secondary day schools in Hong Kong (i.e. One-way Permit holders admitted to schools in Hong Kong for the first time)

Please note that we do not collect information on whether students in government, aided and direct subsidy scheme schools are holders of foreign passport. For students in international schools (including English Schools Foundation schools), the breakdown by holder of foreign passports is given in footnote (3) to tables in Appendix 1.

### Number of Students in Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6 624	549	1 946	1 393	11 152
Wan Chai	2 126	6 746	0	3 266	1 997	14 135
Eastern	2 479	12 922	1 004	705	3 132	20 242
Southern	841	4 677	818	2 182	4 204	12 722
Yau Tsim Mong	1 085	11 115	1 273	689	0	14 162
Sham Shui Po	1 933	12 325	1 682	4 566	449	20 955
Kowloon City	3 157	15 108	1 363	6 487	3 339	29 454
Wong Tai Sin	417	14 827	0	2 376	0	17 620
Kwun Tong	1 520	21 833	508	573	0	24 434
Sai Kung	524	11 441	2 857	18	719	15 559
Sha Tin	828	21 264	1 687	1 418	899	26 096
Tai Po	363	9 924	0	0	1 016	11 303
North	696	16 993	0	0	0	17 689
Yuen Long	2 554	24 176	1 057	205	76	28 068
Tuen Mun	663	18 218	724	58	0	19 663
Tsuen Wan	1 789	11 246	0	69	0	13 104
Kwai Tsing	0	18 577	560	0	0	19 137
Islands	0	5 987	0	534	865	7 386
All Districts	21 615	244 003	14 082	25 092	18 089	322 881

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2011.
  - (3) For international schools, as at September 2011, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2011, about 83% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available

**Number of Students in Secondary Day Schools by District and by Sector, 2011/12 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1 140	8 200	0	2 874	34	2 029	14 277
Wan Chai	3 029	8 486	0	2 020	49	912	14 496
Eastern	4 145	21 471	0	3 485	0	2 318	31 419
Southern	0	11 351	0	1 982	1 042	5 177	19 552
Yau Tsim Mong	1 892	12 313	811	2 974	144	0	18 134
Sham Shui Po	959	15 685	1 087	7 605	1 100	83	26 519
Kowloon City	1 788	29 917	0	4 197	1 125	2 894	39 921
Wong Tai Sin	639	22 040	0	1 331	633	0	24 643
Kwun Tong	2 052	26 527	1 387	5 916	79	0	35 961
Sai Kung	1 135	18 365	0	6 163	16	0	25 679
Sha Tin	2 063	35 066	0	5 126	1 556	1 197	45 008
Tai Po	889	16 536	0	1 857	0	0	19 282
North	1 323	18 170	0	1 213	153	168	21 027
Yuen Long	4 577	31 712	0	3 992	1 001	0	41 282
Tuen Mun	2 314	32 873	0	0	0	0	35 187
Tsuen Wan	1 186	12 876	0	0	0	0	14 062
Kwai Tsing	0	31 880	0	0	0	0	31 880
Islands	667	5 842	0	1 584	535	130	8 758
All Districts	29 798	359 310	3 285	52 319	7 467	14 908	467 087

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2011.
  - (3) For international schools, as at September 2011, about 12% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2011, about 80% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available



**Number of Students in Primary Schools by District and by Sector, 2012/13 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	626	6 449	562	2 113	1 407	11 157
Wan Chai	2 016	6 480	0	3 218	1 575	13 289
Eastern	2 351	12 490	1 050	722	3 267	19 880
Southern	811	4 368	839	2 310	4 189	12 517
Yau Tsim Mong	1 005	10 804	1 285	723	0	13 817
Sham Shui Po	1 826	11 893	1 675	4 774	450	20 618
Kowloon City	3 056	14 885	1 501	6 357	3 552	29 351
Wong Tai Sin	413	14 320	0	2 435	0	17 168
Kwun Tong	1 465	21 539	516	592	384	24 496
Sai Kung	531	10 786	2 789	31	717	14 854
Sha Tin	808	21 045	1 646	1 491	897	25 887
Tai Po	420	9 994	0	0	1 114	11 528
North	745	16 959	0	0	0	17 704
Yuen Long	2 493	23 445	1 138	194	65	27 335
Tuen Mun	652	17 783	734	64	406	19 639
Tsuen Wan	1 754	10 930	0	92	0	12 776
Kwai Tsing	0	17 833	540	0	0	18 373
Islands	0	5 552	0	680	821	7 053
All Districts	20 972	237 555	14 275	25 796	18 844	317 442

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2012.
  - (3) For international schools, as at September 2012, about 14% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2012, about 88% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available

**Number of Students in Secondary Day Schools by District and by Sector, 2012/13 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	989	6 357	0	2 740	0	2 045	12 131
Wan Chai	2 706	7 521	0	1 834	0	935	12 996
Eastern	3 723	18 925	0	3 189	0	2 435	28 272
Southern	0	9 856	0	1 889	1 102	5 290	18 137
Yau Tsim Mong	1 722	10 905	701	2 781	83	0	16 192
Sham Shui Po	836	15 268	990	7 110	883	79	25 166
Kowloon City	1 632	25 673	0	4 418	911	2 923	35 557
Wong Tai Sin	553	19 843	0	1 262	549	0	22 207
Kwun Tong	1 819	23 965	1 223	5 249	0	0	32 256
Sai Kung	1 014	16 231	0	5 821	22	0	23 088
Sha Tin	1 865	31 053	0	4 538	1 638	1 212	40 306
Tai Po	606	14 405	0	1 600	0	0	16 611
North	1 146	16 339	0	1 204	80	207	18 976
Yuen Long	4 068	28 129	0	3 909	531	0	36 637
Tuen Mun	2 001	28 713	0	0	0	251	30 965
Tsuen Wan	1 052	11 702	0	0	0	0	12 754
Kwai Tsing	0	28 580	0	0	0	0	28 580
Islands	581	5 159	0	1 441	622	153	7 956
All Districts	26 313	318 624	2 914	48 985	6 421	15 530	418 787

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2012.
  - (3) For international schools, as at September 2012, about 13% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2012, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2012, about 89% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available

**Number of Students in Primary Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	634	6 614	0	2 182	1 289	10 719
Wan Chai	1 970	6 302	0	3 234	1 954	13 460
Eastern	2 305	12 593	1 067	796	3 434	20 195
Southern	795	4 337	1 430	2 397	4 118	13 077
Yau Tsim Mong	1 166	10 838	1 265	749	0	14 018
Sham Shui Po	1 850	11 856	1 678	4 733	0	20 117
Kowloon City	2 938	15 015	1 557	7 037	3 740	30 287
Wong Tai Sin	418	14 256	0	2 496	0	17 170
Kwun Tong	1 414	21 687	565	629	268	24 563
Sai Kung	543	10 608	2 730	35	973	14 889
Sha Tin	789	21 550	1 718	1 618	898	26 573
Tai Po	582	10 426	0	0	1 134	12 142
North	791	17 333	0	0	0	18 124
Yuen Long	2 429	23 676	1 245	199	56	27 605
Tuen Mun	629	18 264	741	65	443	20 142
Tsuen Wan	1 726	10 750	0	89	0	12 565
Kwai Tsing	0	17 507	566	0	391	18 464
Islands	0	5 276	0	738	794	6 808
All Districts	20 979	238 888	14 562	26 997	19 492	320 918

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) For international schools, as at September 2013, about 15% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2013, about 95% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2013, about 88% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available

**Number of Students in Secondary Day Schools by District and by Sector, 2013/14 School Year**

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	943	6 064	0	2 728	0	1 849	11 584
Wan Chai	2 568	7 175	0	1 789	0	1 037	12 569
Eastern	3 574	17 561	0	3 111	0	2 606	26 852
Southern	0	9 090	0	1 826	1 174	5 324	17 414
Yau Tsim Mong	1 649	10 432	650	2 705	75	0	15 511
Sham Shui Po	814	14 411	927	6 935	939	83	24 109
Kowloon City	1 592	23 065	0	4 378	899	2 943	32 877
Wong Tai Sin	501	18 445	0	1 248	535	0	20 729
Kwun Tong	1 730	22 494	0	6 256	0	0	30 480
Sai Kung	938	14 999	0	5 624	24	228	21 813
Sha Tin	1 777	29 856	0	4 459	1 660	1 205	38 957
Tai Po	500	13 377	0	1 518	0	0	15 395
North	1 111	15 335	0	1 203	79	262	17 990
Yuen Long	3 840	26 207	0	3 894	385	0	34 326
Tuen Mun	1 858	26 286	0	0	0	378	28 522
Tsuen Wan	1 003	10 873	0	0	0	0	11 876
Kwai Tsing	0	26 719	0	0	0	0	26 719
Islands	539	4 788	0	1 429	693	173	7 622
All Districts	24 937	297 177	1 577	49 103	6 463	16 088	395 345

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
  - (2) Figures refer to the position as at September 2013.
  - (3) For international schools, as at September 2013, about 15% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2013, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
  - (5) For Private Independent Schools (PIS), as at September 2013, about 85% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS are subject to territory-wide planning, percentage shares for district level are not provided.
  - (6) For public sector schools, figures for students by resident status are not available

**Number of Cross-boundary Students in Primary Schools by District and by Sector from 2011/12 to 2013/14 school years**

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2011/12	189	3 739	0	0	0	0
	2012/13	273	4 106	0	0	0	0
	2013/14	332	4 664	0	0	0	0
Tai Po	2011/12	17	334	0	0	0	0
	2012/13	86	583	0	0	0	0
	2013/14	231	899	0	0	0	0
Sha Tin	2011/12	0	64	0	0	0	0
	2012/13	0	109	0	0	0	0
	2013/14	0	176	0	0	0	0
Yuen Long	2011/12	9	613	0	0	3	0
	2012/13	15	987	0	0	10	0
	2013/14	24	1 562	0	0	4	0
Tuen Mun	2011/12	2	303	0	0	0	0
	2012/13	2	576	0	0	0	0
	2013/14	11	1 168	0	2	0	0
Tsuen Wan & Kwai Tsing	2011/12	0	1	0	2	0	0
	2012/13	0	0	0	2	0	0
	2013/14	0	7	0	1	0	0
Tung Chung	2012/13	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0

**Number of Cross-boundary Students in Secondary Schools by District and by Sector from 2011/12 to 2013/14 school years**

District	School Year	Government	Aided	English Schools Foundation	Direct Subsidy Scheme	Private	International
North	2011/12	218	1 160	0	54	0	0
	2012/13	258	1 243	0	68	0	0
	2013/14	291	1 414	0	77	0	0
Tai Po	2011/12	12	147	0	23	0	0
	2012/13	18	200	0	37	0	0
	2013/14	25	260	0	50	0	0
Sha Tin	2011/12	0	24	0	2	0	0
	2012/13	0	24	0	1	0	0
	2013/14	1	27	0	2	0	0
Yuen Long	2011/12	13	168	0	15	0	0
	2012/13	14	212	0	20	0	0
	2013/14	13	254	0	13	0	0
Tuen Mun	2011/12	0	43	0	0	0	0
	2012/13	0	53	0	0	0	0
	2013/14	2	72	0	0	0	0
Tsuen Wan & Kwai Tsing	2011/12	0	2	0	0	0	0
	2012/13	0	5	0	0	0	0
	2013/14	0	3	0	0	0	0
Tung Chung	2012/13	0	0	0	0	0	0
	2013/14	0	0	0	0	0	0

- Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted among the day schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.

**Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Primary Schools by District by School Sector in the 2011/12, 2012/13 and 2013/14 School Years**

District	2011/12					2012/13					2013/14				
	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total
Central & Western	17	55	0	0	72	7	40	0	0	47	10	43	0	2	55
Wan Chai	3	27	0	6	36	1	31	0	5	37	4	22	0	3	29
Eastern	31	86	2	1	120	24	75	0	5	104	19	115	0	2	136
Southern	9	33	0	2	44	8	24	0	3	35	8	30	0	3	41
<b>Hong Kong Island (Sub-total)</b>	<b>60</b>	<b>201</b>	<b>2</b>	<b>9</b>	<b>272</b>	<b>40</b>	<b>170</b>	<b>0</b>	<b>13</b>	<b>223</b>	<b>41</b>	<b>210</b>	<b>0</b>	<b>10</b>	<b>261</b>
Sham Shui Po	57	203	0	0	260	53	217	1	2	273	55	195	0	5	255
Yau Tsim Mong	50	158	0	0	208	60	128	0	0	188	57	133	0	0	190
Kowloon City	1	126	0	10	137	2	148	1	8	159	7	128	0	8	143
Wong Tai Sin	12	163	0	2	177	11	127	0	5	143	17	111	0	1	129
Kwun Tong	11	227	0	0	238	5	224	0	0	229	9	207	0	0	216
<b>Kowloon (Sub-total)</b>	<b>131</b>	<b>877</b>	<b>0</b>	<b>12</b>	<b>1 020</b>	<b>131</b>	<b>844</b>	<b>2</b>	<b>15</b>	<b>992</b>	<b>145</b>	<b>774</b>	<b>0</b>	<b>14</b>	<b>933</b>
Tsuen Wan	10	171	0	0	181	6	183	0	0	189	1	144	0	0	145
Tuen Mun	3	135	0	0	138	8	174	0	0	182	2	168	0	0	170
Yuen Long	24	274	2	0	300	17	287	0	2	306	16	292	0	2	310
North	28	391	0	0	419	27	250	0	0	277	22	244	0	0	266
Tai Po	11	106	0	0	117	4	142	0	0	146	3	131	0	0	134
Sha Tin	0	206	2	0	208	0	141	1	3	145	1	202	1	1	205
Sai Kung	10	32	2	0	44	10	44	0	0	54	1	47	2	0	50
Islands	0	39	0	0	39	0	24	0	0	24	0	24	0	0	24
Kwai Tsing	0	157	0	0	157	0	149	0	0	149	0	158	0	0	158
<b>New Territories (Sub-total)</b>	<b>86</b>	<b>1 511</b>	<b>6</b>	<b>0</b>	<b>1 603</b>	<b>72</b>	<b>1 394</b>	<b>1</b>	<b>5</b>	<b>1 472</b>	<b>46</b>	<b>1 410</b>	<b>3</b>	<b>3</b>	<b>1 462</b>
<b>Total</b>	<b>277</b>	<b>2 589</b>	<b>8</b>	<b>21</b>	<b>2 895</b>	<b>243</b>	<b>2 408</b>	<b>3</b>	<b>33</b>	<b>2 687</b>	<b>232</b>	<b>2 394</b>	<b>3</b>	<b>27</b>	<b>2 656</b>

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the primary schools as at September of the respective school year. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

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

# Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils<sup>#</sup> from the Mainland in Secondary Schools by District by School Sector in the 2011/12, 2012/13 and 2013/14 School Years

District	2011/12						2012/13						2013/14					
	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total
Central & Western	0	38	0	3	0	41	0	35	0	5	0	40	0	27	0	0	0	27
Wan Chai	3	34	0	14	0	51	0	21	0	11	0	32	0	18	0	11	0	29
Eastern	1	131	0	44	0	176	0	121	0	78	0	199	2	120	0	89	0	211
Southern	0	65	0	0	0	65	0	51	0	2	0	53	0	51	0	0	2	53
<b>Hong Kong Island (Sub-total)</b>	<b>4</b>	<b>268</b>	<b>0</b>	<b>61</b>	<b>0</b>	<b>333</b>	<b>0</b>	<b>228</b>	<b>0</b>	<b>96</b>	<b>0</b>	<b>324</b>	<b>2</b>	<b>216</b>	<b>0</b>	<b>100</b>	<b>2</b>	<b>320</b>
Sham Shui Po	0	151	5	159	1	316	6	147	1	165	1	320	9	95	3	121	0	228
Yau Tsim Mong	1	123	83	25	0	232	0	80	77	42	0	199	1	83	65	30	0	179
Kowloon City	1	170	0	34	8	213	7	201	0	27	8	243	1	160	0	28	1	190
Wong Tai Sin	29	107	0	3	0	139	37	112	0	1	0	150	47	100	0	4	0	151
Kwun Tong	1	148	12	193	0	354	5	138	14	211	0	368	2	120	16	218	0	356
<b>Kowloon (Sub-total)</b>	<b>32</b>	<b>699</b>	<b>100</b>	<b>414</b>	<b>9</b>	<b>1 254</b>	<b>55</b>	<b>678</b>	<b>92</b>	<b>446</b>	<b>9</b>	<b>1 280</b>	<b>60</b>	<b>558</b>	<b>84</b>	<b>401</b>	<b>1</b>	<b>1 104</b>
Tsuen Wan	0	167	0	0	0	167	0	139	0	0	0	139	0	113	0	0	0	113
Tuen Mun	0	183	0	0	0	183	1	193	0	0	0	194	1	176	0	0	0	177
Yuen Long	1	176	0	36	0	213	1	188	0	28	1	218	1	148	0	24	0	173
North	109	100	0	6	0	215	112	93	0	6	0	211	95	94	0	8	0	197
Tai Po	14	100	0	13	0	127	12	120	0	17	0	149	29	116	0	19	0	164
Sha Tin	2	166	0	11	0	179	0	145	0	14	0	159	1	149	0	9	0	159
Sai Kung	0	56	0	10	3	69	0	67	0	10	0	77	1	85	0	19	0	105
Islands	0	16	0	3	0	19	0	11	0	3	0	14	2	6	0	0	0	8
Kwai Tsing	0	173	0	0	0	173	0	191	0	0	0	191	0	124	0	0	0	124
<b>New Territories (Sub-total)</b>	<b>126</b>	<b>1 137</b>	<b>0</b>	<b>79</b>	<b>3</b>	<b>1 345</b>	<b>126</b>	<b>1 147</b>	<b>0</b>	<b>78</b>	<b>1</b>	<b>1 352</b>	<b>130</b>	<b>1 011</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>1 220</b>
<b>Total</b>	<b>162</b>	<b>2 104</b>	<b>100</b>	<b>554</b>	<b>12</b>	<b>2 932</b>	<b>181</b>	<b>2 053</b>	<b>92</b>	<b>620</b>	<b>10</b>	<b>2 956</b>	<b>192</b>	<b>1 785</b>	<b>84</b>	<b>580</b>	<b>3</b>	<b>2 644</b>

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the secondary schools as at September of the respective school year. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

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

# Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.



**CONTROLLING OFFICER'S REPLY**

**EDB182**

**(Question Serial No. 1382)**

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 (Member Question No. 38):

The Education Bureau plans to launch the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools from the 2014/15 school year to promote e-learning in a holistic manner. What are the details, estimated provision and time schedule of the plan? The Administration will soon launch a consultation exercise on the Fourth Strategy on Information Technology in Education. What are the details and time schedule?

Asked by: Hon. MOK Charles Peter

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB183****(Question Serial No. 1384)**

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 (Member Question No. 39):

According to researches by a number of educational bodies, among about 1 000 public sector schools in Hong Kong, currently only less than 20% have classrooms equipped with sufficient wireless network (Wi-Fi) connection for effective use of e-learning, and the wireless networks in over 65% of these classrooms are incapable of supporting 10 or more appliances, which shows that the standard of wireless network facilities in these schools is extremely uneven. The Education Bureau will perform phased provision of wireless network services and other supporting facilities for about 1 000 public sector schools in Hong Kong, what are the details, required manpower, estimated amount of allocation and timetable of the implementation plan?

Asked by: Hon. MOK Charles Peter

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB184****(Question Serial No. 1385)**

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 (Member Question No. 40):

Regarding the existing E-textbook Market Development Scheme (EMADS) (Phase 1) and Partner Schools Scheme launched by the Education Bureau, it was found that the try-outs could not be completed in some schools and a number of organisations withdrew from EMADS due to great variation in the network facilities between participating schools and insufficient preparation of the Bureau. What are the amounts of grant disbursed to successful educational organisations and other expenditures under Phase 1 of EMADS? What are the numbers of schools which failed to complete the try-outs and organisations which withdrew from EMADS? When will the Administration announce the results of the interim review completed in 2013?

Asked by: Hon. MOK Charles Peter

Reply:

The try-out of e-textbooks under Phase One of the e-Textbook Market Development Scheme (EMADS) at partner schools has been successfully conducted and quality vetting on the final e-textbook deliverables submitted by developers is now underway. There was no partner school failing to conduct the try-out due to problems with Internet network or school infrastructure.

Among the 13 successful Phase One applicants, ten had signed the project agreement with the Government involving 20 sets of e-textbooks. Around \$6 million seeding grant has been disbursed to Phase One developers which are non-profit-making organisations. Other manpower and administrative costs for implementation of the EMADS have been absorbed within the existing resources of the Education Bureau.

We completed the interim review with partner schools and developers in mid-2013 as scheduled. Positive feedbacks from stakeholders were received regarding the effectiveness of e-textbooks in enhancing learning and teaching, motivating student learning as well as the experience gained in the development of e-textbooks, in particular from the try-out under EMADS. Some however have proposed certain refinements to the implementation details (such as greater flexibility in the implementation timeframe to cater for the diverse needs of e-textbook developers and partner schools). The findings have already been communicated to prospective participants when we launched Phase Two of the EMADS in August 2013 with some of the implementation details fine-tuned. A total of 20 applications for the development of e-textbooks under Phase Two of the EMADS have subsequently been approved in December 2013.

**CONTROLLING OFFICER'S REPLY****EDB185****(Question Serial No. 1386)**

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 (Member Question No. 41):

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? Moreover, what are the details, required manpower, estimated provision breakdown and implementation time schedule of the plan?

Asked by: Hon. MOK Charles Peter

Reply:

The Education Bureau (EDB) sought the approval of the Finance Committee of the Legislative Council in January 2014 for creation of a commitment of \$50 million for supporting schools in adopting e-textbooks. The online integration platform, being one of the measures of the funding proposal, to be developed by the Hong Kong Education City Limited (HKECL) for linking up schools' Learning Management System and various e-textbooks/e-learning resources platforms will adopt cloud computing technology. The estimated development cost for the online integration platform is \$10 million, covering the costs of hardware and software, manpower cost for project management and technical support as well as security audit and other professional services. The manpower requirements for monitoring the initiative developed and operated by HKECL will be absorbed within the resources of the EDB. HKECL will deliver the services in two phases. Phase one, to be completed by the third quarter of 2014, will cover single-sign-on service, common learning platform for students and content updating mechanism. Phase two, covering the support of more industry standards in digital publishing, exchange of learning data and capacity to support large scale implementation, will be completed by the second quarter of 2015.

**CONTROLLING OFFICER'S REPLY****EDB186****(Question Serial No. 1387)**

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 (Member Question No. 42):

Many teachers told me that the Education Bureau (EDB)'s computer/information and communication technology curriculum guides for primary and secondary schools are lagging far behind the current technological development. The EDB has incorporated the computer/information and communication technology curriculum for primary schools into General Studies, rendering it very confusing. Also, it still uses the Computer Literacy Syllabus for junior secondary level issued in 1999. Although the Technology Education Key Learning Area Curriculum Guide Supplementary Notes was issued in July 2013, its contents have not been updated to meet teaching needs. Will the Administration plan to conduct an overall review of the curriculum guide and provide an up-to-date version so as to enhance the level of the computer curricula for primary and junior secondary level? What are the details, estimated provision and time for the implementation of the plan?

Moreover, as the Hong Kong Diploma of Secondary Education (HKDSE) have put too much emphasis on theories, students might not be able to make use of the related software proficiently even upon completion of the curriculum. Will the Administration plan to review the school curriculum and the coverage of the HKDSE examinations with the addition of timely and widely applicable contents annually?

Asked by: Hon. MOK Charles Peter

Reply:

In order to keep abreast with the rapidly developing information technology (IT), flexibility is built into all learning elements as the design principle of computer/IT-related curricula in primary schools and secondary schools. Teachers can optimise the latest and appropriate technology in their teaching to cultivate students' interest in computer/IT lessons. For example, in teaching "Computer Systems", teachers can introduce the touch screen features of mobile phones or tablet computers when introducing the need for and functions of different input/output devices. In teaching "Information Processing", students may make use of web office application platforms to work collaboratively as well as social tools to facilitate discussion and exchange of ideas.

The Technology Education Key Learning Area (TEKLA) curriculum for junior secondary was reviewed and updated in 2013 as part of the ongoing curriculum development. All secondary schools are recommended to implement the enriched TEKLA curriculum from Secondary 1 in the 2014/15 school year. In particular, the core and extension learning elements under the "Information and Communication Technology (ICT)" knowledge context will replace the Computer Literacy Syllabus for Junior Secondary issued in 1999.

At primary level, the "Science and Technology in Everyday Life" and "Global Understanding and the Information Era" strands in the General Studies curriculum are developed to help students learn and explore real life examples through hands-on activities with a view to cultivating students' interest in science and

technology (including IT). The strands are designed in the notion that students' learning experiences should be inter-connected and should enable students to apply what they have learned in daily life. In addition, eight modules of Computer Awareness Programme have been developed for primary schools to arrange intensive lessons for students to grasp the latest IT skills. As "Information Technology for Interactive Learning" has been one of the four key tasks in the curriculum reform, IT skills can also be developed and used as part of the learning and teaching strategies in other subjects.

Regarding the Hong Kong Diploma of Secondary Education (HKDSE), the ICT examination aims to assess candidates' learning abilities in different ICT contexts, including "using a range of applications software effectively, ethically and with discrimination to support information processing and problem-solving". The existing questions in the HKDSE examination cover both theories and applications. The Education Bureau and the Hong Kong Examinations and Assessment Authority work closely together with the Curriculum Development Council-Hong Kong Examinations and Assessment Authority Committee on ICT in monitoring the implementation and assessment of the ICT curriculum as well as reviewing the need for further updating. Furthermore, Applied Learning courses, such as Mobile and Online Apps Development, Practical Computerized Accounting and Multimedia Entertainment Studies, are also offered as elective subjects at senior secondary level for students to learn IT through a practical learning approach.

Finally, computer/ICT curricula, like curriculum for other subjects, are developmental and would be kept under regular review and updating to ensure their relevance to the prevailing needs of Hong Kong.

**CONTROLLING OFFICER'S REPLY****EDB187****(Question Serial No. 1388)**

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 (Member Question No. 43):

At present, most computing/information and communication technology (ICT) courses at Primary and Junior Secondary level are taught by teachers of other subjects. As most of these teachers only have an ordinary level of knowledge about computing/ICT, it is difficult for them to teach these courses efficiently, resulting in discrepancy in the quality of teaching at different schools. Does the Education Bureau have any plan to abolish the system of teachers of other subjects serving as teachers of computing/ICT courses and provide subsidy for schools to appoint computer teachers to teach computing/ICT courses? If so, what are the details, timetable, manpower arrangements and estimated expenditure? If not, what are the reasons?

Asked by: Hon. MOK Charles Peter

Reply:

All teachers in local primary and secondary schools, regardless of being subject-trained or not, are required to meet basic academic qualification requirements before they can be registered to teach in schools. Given the varied availability of subject expertise in schools, individual school management is always in the best position to recruit and/or flexibly deploy suitable teachers to provide the best learning opportunities for students in various subjects, including computer/ICT. As revealed in the "Report on the Review Surveys of the Third Strategy on Information Technology in Education", teachers (90% primary, 96% secondary) are confident/very confident in using information technology for learning and teaching in computer-related subjects.

The Education Bureau will continue to support schools and teachers in implementing the computer/ICT-related curricula in primary schools and secondary schools through providing: (i) annual induction programme for newly recruited computer/ICT teachers to enable them to have a good grasp of the curriculum concerned; and (ii) on-going professional development programmes for serving computer/ICT teachers, be they subject-trained or non-subject-trained, on areas such as curriculum planning, effective use of learning and teaching resources, development in threats and security on the Internet to update teachers' knowledge on the latest development of ICT as well as diversified learning and teaching strategies. For the 2013/14 school year, the total number of ICT professional development programmes is 125 and the total number of training places planned is 15 250.

**CONTROLLING OFFICER'S REPLY**

**EDB188**

**(Question Serial No. 1389)**

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 (Member Question No. 44):

The Bureau plans to enhance secondary and primary school teachers' training on Computer/Information and Communication Technology (ICT). What are the details of implementation? Is there any plan to provide the relevant courses on a "regular" basis as continuing education for teachers?

In the long run, is there any plan to formulate the professional qualifications of the teachers of Computer/ICT to assure that they are up to standard in terms of knowledge and application? If yes, what are the details, timetable, manpower involved and estimated expenditure? If not, why?

Asked by: Hon. MOK Charles Peter

Reply:

To help teachers establish e-learning pedagogy, we have been providing teachers with professional development programmes to enrich their knowledge and skills in e-learning. These programmes are conducted regularly so that teachers' knowledge and skills are continuously refreshed. For teachers of computer/ICT, we will continue to provide annual induction programme as well as on-going professional development programmes for newly recruited and serving computer/ICT teachers respectively to update their knowledge on ICT as well as diversified learning and teaching strategies.

All teachers in local primary and secondary schools, regardless of being subject-trained or not, are required to meet basic academic qualification requirements before they can be registered to teach in schools. Given the varied availability of subject expertise in schools, individual school management is always in the best position to recruit and/or flexibly deploy suitable teachers to provide the best learning opportunities for students in various subjects, including computer/ICT. Professional development programmes for serving computer/ICT teachers would be organised continuously to enhance the quality of learning and teaching of computer/ICT in schools.



**CONTROLLING OFFICER'S REPLY**

**EDB189**

**(Question Serial No. 1390)**

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 (Member Question No. 45):

Due to a lack of fund, the majority of primary and secondary schools can only rely on the composite information technology grant provided by the EDB to support the employment of 1 to 2 Technical Support Services Assistants to assist teachers to handle the computer/information and communication technology matters relating to all subjects.

Will the Administration plan to require schools to employ computer/information and communication technology programme coordinators to coordinate the general information technology education development in the school, and increase the establishment of Information Technology Coordinators and Technical Support Services Assistants? If yes, what are the specific content, timetable, manpower and estimated expenditure? If no, what are the reasons?

Asked by: Hon. MOK Charles Peter

Reply:

In the "First Strategy on Information Technology in Education", the Government disbursed funding for schools on a time-limited basis to appoint teachers to take up the co-ordinating role to develop e-learning through building up the information technology (IT) infrastructure in schools. They also helped integrate IT in learning and teaching. Funding was provided on a time-limited basis in recognition of the fact that the introduction of IT infrastructure required front-end loaded planning, coordination and development work. When the IT system has become an integral part of a school's management and teaching & learning, servicing the system ought to become a routine part of a school's day-to-day operation, for which recurrent resources have been provided through other channels such as funds for school administration and the Capacity Enhancement Grant which schools have great flexibility in deployment to procure services or engage appropriate staffing support.

For technical support personnel, schools may consider using the Composite Information Technology Grant to employ relevant personnel with a view to sustaining the services. Alternatively, should the desired expertise and personnel be unavailable, schools also have the discretion to consider adopting a subscription model for acquiring IT infrastructure, such as WiFi network service, of which the maintenance service could be outsourced to professional personnel.

**CONTROLLING OFFICER'S REPLY**

**EDB190**

**(Question Serial No. 2698)**

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 (Member Question No. 46):

At present, most of the staff of the Technical Support Services employed by primary and secondary schools are T-Contract staff provided by employment agencies. According to the views of schools and these contract staff, there are many serious problems and questions in the contracts of the employment agencies, including exploitation made on wages and statutory benefits of staff. Will the Administration review the service agreements of the employment agencies and study on devising guidelines on employment terms according to the service/operational needs so as to improve the employment packages of the T-Contract staff? If yes, what are the details, timetables, manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon. MOK Charles Peter

Reply:

The Education Bureau has been providing all public sector schools with an annual recurrent Composite Information Technology (IT) Grant. Under the principle of school-based management, schools can flexibly deploy this grant as appropriate to meet their operational needs for IT in Education, including the engagement of technical support personnel either through direct employment or service procurement through employment agencies. In the latter case, while schools have to ensure that the procedures carried out are in compliance with relevant procurement guidelines, there is no contractual relationship between the schools and the technical support personnel. Apart from being governed by the relevant employment legislation, the terms and conditions for the employment of technical support personnel with their employment agencies are determined by the labour market. Allegations regarding violation of contractual wage provisions and/or statutory benefits should be dealt with by the relevant authorities such as the Labour Tribunal or Labour Department. The Education Bureau is not in an appropriate position to intervene.

**CONTROLLING OFFICER'S REPLY**

**EDB191**

**(Question Serial No. 3175)**

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 (Member Question No. 49):

The Education Bureau (EDB) proposed that a new scholarship scheme be introduced from the 2015/16 academic year to support up to 100 outstanding local students each cohort to pursue studies in renowned universities outside Hong Kong and that each awardee will receive a scholarship of up to \$250,000 each year. The EDB also proposed to launch a Mainland University Study Subsidy Scheme from the 2014/15 academic year so that students in need pursuing studies under the scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions may receive a means-tested grant of up to \$15,000 per year during their studies. What are the details of and the timetable, manpower and estimated provision for the implementation of such schemes?

Asked by: Hon. MOK Charles Peter

Reply:

The details of the proposed scholarship scheme for studying outside Hong Kong (scholarship scheme) and the Mainland University Study Subsidy Scheme (MUSSS) are set out as follows -

(a) scholarship scheme

The proposed scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students, including the provision for three additional time-limited civil service posts (viz. one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the implementation workload.

(b) MUSSS

The Ministry of Education has implemented the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme) since the 2012/13 academic year. Under the Admission Scheme, some Mainland higher education institutions will admit Hong Kong students based on their Hong Kong Diploma of Secondary Education examination results, thus exempting students from taking the Mainland's Joint Entrance Examination.

We plan to introduce the MUSSS so that needy Hong Kong students pursuing studies under the Admission Scheme may receive a means-tested bursary of up to \$15,000 per year during their study period. The MUSSS will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness.

We estimate that the total expenditure on the MUSSS will be \$114 million for three cohorts of students, including the provision for three additional time-limited civil service posts (viz. one Executive Officer I, one Clerical Officer and one Assistant Clerical Officer) to cope with the implementation workload.

We are working out the details of the scholarship scheme and MUSSS, and plan to seek funding approval for the above two initiatives from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB192**

**(Question Serial No. 3176)**

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 (Member Question No. 50):

The Bureau plans to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. What are the detailed plan, timetable, estimated manpower and funding provisions as well as the amount of subsidy?

Asked by: Hon. MOK Charles Peter

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, including the provision for one additional time-limited civil service post (viz. one Executive Officer I) to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY****EDB193****(Question Serial No. 0529)**

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 (Member Question No. 30):

1. The estimated expenditure on vocational education for 2014-15 is 5.1% higher than the original estimate for 2013-14. In respect of the education and training providers listed below, please set out the expenditures for 2013-14, estimated expenditures for 2014-15 and percentage changes in expenditure.

	Expenditure for 2013-14	Estimated Expenditure for 2014-15	Percentage Change
Technological and Higher Education Institute of Hong Kong			
Institute of Professional Education and Knowledge			
School for Higher and Professional Education			
Hong Kong Institute of Vocational Education			
Hong Kong Design Institute			
Hospitality Industry Training and Development Centre			
Chinese Cuisine Training Institute			
Maritime Services Training Institute			
Pro-Act by VTC			
Youth College			
Integrated Vocational Development Centre			

2. The estimated expenditure on vocational education for 2014-15 is 5.1% higher than the original estimate for 2013-14. In respect of the education and training providers listed below, please set out the numbers of full-time vocational education student places, numbers of part-time vocational education student places, enrolment rates, graduation rates and employment rates for the 2012/13 and 2013/14 academic years (AY), as well as the estimated numbers of full-time vocational education student places, numbers of part-time vocational education student places, enrolment rates, graduation rates and employment rates for the 2014/15 AY.

Part-time Vocational Education in 2012/13	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				

Hospitality Industry Training and Development Centre				
Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Full-time Vocational Education in 2012/13	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				
Hospitality Industry Training and Development Centre				
Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Full-time Vocational Education in 2013/14	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				
Hospitality Industry Training and Development Centre				
Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Part-time Vocational Education in 2013/14	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				
Hospitality Industry Training and Development Centre				

Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Full-time Vocational Education in 2014/15	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				
Hospitality Industry Training and Development Centre				
Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Part-time Vocational Education in 2014/15	Number of Student Places	Enrolment Rate	Graduation Rate	Employment Rate
Technological and Higher Education Institute of Hong Kong				
Institute of Professional Education and Knowledge				
School for Higher and Professional Education				
Hong Kong Institute of Vocational Education				
Hong Kong Design Institute				
Hospitality Industry Training and Development Centre				
Chinese Cuisine Training Institute				
Maritime Services Training Institute				
Pro-Act by VTC				
Youth College				
Integrated Vocational Development Centre				

Asked by: Hon. POON Siu-ping



Reply:

1. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the expenditures by individual member institutions of the Vocational Training Council (VTC) are not available.
2. The student places, enrolment rate, graduation/completion rate and employment rate of the full-time and part-time vocational education programmes from the 2012/13 to 2014/15 academic year (AY) are provided in the tables below.

Full-time Vocational Education Programmes

	<b>Student Places</b>	<b>Enrolment Rate</b>	<b>Graduation / Completion Rate</b>	<b>Employment Rate</b> (Provisional)
<b>2012/13 AY</b>				
Technological and Higher Education Institute of Hong Kong (THEi) <sup>(Note 1)</sup>	300	99%	Not available	Not available
School for Higher and Professional Education (SHAPE)	2 200	99%	86%	87%
Hong Kong Institute of Vocational Education (IVE) / Hong Kong Design Institute (HKDI) (including some Pro-Act Centres)	33 400	98%	79%	90%
Hospitality Industry Training and Development Centre (HITDC) / Chinese Cuisine Training Institute (CCTI)	2 200	67%	92%	96%
Maritime Services Training Institute (MSTI)	60	115%	93%	92%
Youth College (YC) (including some Pro-Act Centres)	6 800	99%	54% <sup>(Note 2)</sup>	89%
<b>2013/14 AY</b>				
THEi <sup>(Note 1)</sup>	700	105%	Not available	
SHAPE	2 400	96%	Not yet available	
IVE / HKDI (including some Pro-Act Centres)	34 000	106%		
HITDC / CCTI	2 300	Not yet available (Note 3)		
MSTI	80			
YC (including some Pro-Act Centres)	6 300	114%		
<b>2014/15 AY</b>				
THEi <sup>(Note 1)</sup>	1 700	Not available		
SHAPE	2 500	Not yet available		
IVE / HKDI (including some Pro-Act Centres)	30 200			
HITDC / CCTI	2 400			
MSTI	80			
YC (including some Pro-Act Centres)	6 400			

Note 1: THEi was only established in the 2012/13 AY and has no graduates yet.

Note 2: YC adopts multiple entry and multiple exit points and the graduation/completion rates reflect the percentage of students successfully obtaining an exit award (e.g. Basic Craft Certificate, Diploma of Vocational Education) in their final year of study at YC.

Note 3: There are several intakes to HITDC/CCTI/MSTI programmes across the year, and thus the enrolment rates for the 2013/14 AY are not yet available.

Note 4: Programmes of the Integrated Vocational Development Centre (IVDC) are grouped under Head 141

Government Secretariat: Labour and Welfare Bureau while those for the Institute of Professional Education And Knowledge (PEAK) are mainly part-time in-service programmes which are therefore not included in the above table.

Part-time Vocational Education Programmes

	Student Places	Enrolment Rate	Graduation / Completion Rate	Employment Rate
<b>2012/13 AY</b>				
THEi <sup>(Note 1)</sup>	0	Not available		Not available (Note 3)
PEAK	2 500	96%	99%	
SHAPE	1 700	82%	91%	
IVE / HKDI (including some Pro-Act Centres)	20 700	82%	75%	
YC (including some Pro-Act Centres)	2 800	76%	71% <sup>(Note 2)</sup>	
<b>2013/14 AY</b>				
THEi <sup>(Note 1)</sup>	100	41%	Not yet available	Not available (Note 3)
PEAK	1 800	100%		
SHAPE	1 600	94%		
IVE / HKDI (including some Pro-Act Centres)	19 600	95%		
YC (including some Pro-Act Centres)	3 200	100%		
<b>2014/15 AY</b>				
THEi <sup>(Note 1)</sup>	200	Not yet available	Not available (Note 3)	
PEAK	1 900			
SHAPE	2 100			
IVE / HKDI (including some Pro-Act Centres)	20 200			
YC (including some Pro-Act Centres)	3 700			

Note 1: THEi was only established in the 2012/13 AY.

Note 2: YC adopts multiple entry and multiple exit points and the graduation/completion rates reflect the percentage of students successfully obtaining an exit award (e.g. Basic Craft Certificate, Diploma of Vocational Education) in their final year of study at YC.

Note 3: Part-time programmes are designed for in-service personnel and thus employment survey is not conducted.

Note 4: IVDC programmes and HITDC/CCTI/MSTI part-time programmes are grouped under Head 141 Government Secretariat: Labour and Welfare Bureau which are therefore not included in the above table.

**CONTROLLING OFFICER'S REPLY**

<b>EDB194</b>
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**(Question Serial No. 0531)**

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 (Member Question No. 5):

In the budget estimates for 2014-15, the expenditure of Other Educational Services and Subsidies will increase by 7.5% as compared with 2013-14, please tabulate the expenditure of different items and their rates of increase respectively.

	Expenditure	Rate of Increase
Training and development of principals and teachers		
Kindergarten education		
Educational support for newly-arrived children and young people		
Educational support for non-Chinese speaking students		
Subsidies to educational bodies		
National education		

Asked by: Hon. POON Siu-ping

Reply:

The provision for 2014-15 under Programme (5) Other Educational Services and Subsidies is \$263.9 million or 7.5% higher than the revised estimate for 2013-14. The following table shows the provisions for the expenditure items as requested:

Education services	2014-15 Estimate	Increase over 2013-14 Revised Estimate	
	\$ million	\$ million	%
Kindergarten education <sup>(1)</sup>	2,923.6	183.8	6.7%
Educational support for newly-arrived children and young people (including non-Chinese speaking children) <sup>(2)</sup>	240.8	5.1	2.2%
Training and development of principals and teachers <sup>(3)</sup>	147.2	14.5	10.9%
Subsidies to educational bodies <sup>(4)</sup>	79.6	2.3	3.0%
National education <sup>(5)</sup>	75.3	18.8	33.3%
Educational support for non-Chinese speaking students <sup>(6)</sup>	12.3	10.2	485.7%
Others <sup>(7)</sup>	320.7	29.2	10.0%
<b>Total</b>	<b>3,799.5</b>	<b>263.9</b>	<b>7.5%</b>

The figures quoted above only refer to provisions under Head 156 Government Secretariat: Education Bureau. Government subventions that are directly provided to schools for the above education services are grouped under Programme (2) Primary Education, (3) Secondary Education and (4) Special Education, as appropriate.

Notes:

1. *The financial provision mainly includes expenditure of Pre-primary Education Voucher and Child Care Centre Subsidy Schemes, refund of rent, rates and government rent to kindergartens and kindergarten-cum-child care centres, as well as the related operational expenses of Education Bureau (EDB) for supporting the service.*
2. *The financial provision mainly includes government subsidy to non-governmental organisations for running school programmes for young people such as School-based After-School Learning and Support Programmes, costs for Induction and Initiation Programmes for newly-arrived children, as well as the related operational expenses of EDB.*
3. *The financial provision mainly includes costs of in-service and pre-service teacher training courses, refunds of course fees, as well as the related operational expenses of EDB.*
4. *The financial provision includes subventions to education related organisations such as the Hong Kong Education City and the Hong Kong Schools Sports Federation.*
5. *The financial provision includes expenditure on national education programmes organised by EDB such as mainland exchange activities.*

6. *The financial provision includes costs for Summer Bridging Programme for non-Chinese speaking (NCS) students and the related operational expenses of EDB. The increase in provision for 2014-15 is mainly due to enhancement in the support for NCS students as announced in the 2014 Policy Address.*
7. *The financial provision includes expenditure on education psychology and special educational support services provided by EDB to students/ schools and other subsidies such as refunds of rates and government rent to educational institutes, home-school co-operation activities and supporting measures for developing e-textbook market.*

**CONTROLLING OFFICER'S REPLY**

**EDB195**

**(Question Serial No. 0537)**

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 (Member Question No. 19):

The estimated number of full-time vocational education student places in 2014/15 is lower than the actual figures in 2012/13 and 2013/14. What are the reasons?

Asked by: Hon. POON Siu-ping

Reply:

The estimated full-time vocational education student places for the 2014/15 academic year is lower than those in the 2012/13 and 2013/14 academic years mainly due to the declining student population of the relevant age cohort and the gradual phasing out of higher diploma programmes catering for Secondary 5 graduates under the old academic structure.

**CONTROLLING OFFICER'S REPLY****EDB196****(Question Serial No. 2991)**

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 (Member Question No. 24):

Does the Government put any financial resources and manpower to evaluate specifically the situation of information technology in post-secondary education? If so, how many courses, places and graduates are specialising in the study of information technology in the local post-secondary education of Hong Kong every year? Among the graduates, how many of them start their career in the information technology sector every year? How many financial resources and manpower does the Government allocate to information technology in post-secondary education every year?

Asked by: Hon. QUAT, Elizabeth

Reply:

The Committee on Information Technology Training and Development (CITTD) under the Vocational Training Council conducts manpower surveys on the information technology (IT) sector in collaboration with the Census and Statistics Department on a two-year cycle. According to the "Report on the 2012 Manpower Survey of the Information Technology Sector" published by the CITTD, the average annual number of graduates from IT or computing programmes from local educational institutions is around 7 000 from the 2012/13 to 2015/16 academic years, and the average annual supply of graduates joining the IT sector is around 4 400 persons.

According to the information provided by institutions, there are 107 full-time locally-accredited publicly-funded and self-financing sub-degree and undergraduate (including senior-year places and top-up degree) programmes in the IT discipline in the 2013/14 academic year. We do not have information on the total number of intake places as the University Grants Committee (UGC)-funded institutions adopt a broad-based admission arrangement. Subvention for UGC-funded institutions is subsumed under the block grants allocated to institutions and hence the UGC is unable to identify and attribute the actual expenditure for operation of programmes in the IT discipline.

**CONTROLLING OFFICER'S REPLY****EDB197****(Question Serial No. 2570)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 50):

According to 2011-12 Estimates, the Government would launch a three-year pilot scheme in primary and secondary schools to develop major support strategies for improving autistic students' communication, emotion management and learning skills. In this connection, will the Administration inform this Committee?

- (a) the actual spending on this work for 2011-12, 2012-13, and 2013-14 as well as the proposed expenditure on this work for 2014-15, with a breakdown by professional trainings to teachers, support strategies for improving autistic students' communication, emotion management and learning skills;
- (b) the number of autistic students has received the support. Please provide a breakdown in terms of academic years, grades in primary/secondary schools, the kinds of supporting services provided; and
- (c) whether the Administration has conducted any reviews on this work; if it has, of the details and whether the pilot scheme will be extended or become a standing scheme.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a), (b) and (c)

We have launched a pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools since the 2011/12 school year. It comprises (i) structured on-top group training for students with ASD and (ii) development of a comprehensive school support model for early intervention of students with ASD.

For part (i) of the project, we have commissioned non-governmental organisations with relevant expertise to provide small group training for students with ASD in public sector schools with larger clusters of such students. The target students receive training across 3 school years and their teachers and parents are also provided with support services. About 1370 primary and 510 secondary students are receiving training in the 2013/14 school year. The service providers are required to evaluate the effectiveness of the services, including collecting the views of the stakeholders on the services provided, and report the evaluation results in their annual review reports submitted to the Education Bureau (EDB). Educational psychologists (EPs) of the EDB reviewed each training group programme, and furnished trainers with professional advice through on-site observation of the group training in schools. EPs also held regular meetings with the



service providers to ensure the quality of their services.

For part (ii) of the project, 30 primary schools have been supported by EPs from the EDB to develop and try out the school support model at junior primary levels for early intervention of students with ASD. EDB conducted annual questionnaire survey to collect views from the stakeholders including the parents, teachers, and support personnel on the project and evaluate its effectiveness.

The total expenditure incurred for the project in 2011-12, 2012-13 and 2013-14 was \$23 million. Both parts of the project comprise professional training for teachers, and skills training for students with ASD to enhance their social communication, emotional management and learning ability. Hence, we are unable to further breakdown the expenditure incurred in providing professional training for teachers and skills training for students with ASD. The estimated expenditure in 2014-15 is \$10 million.

In parallel, we will extend part (ii) of the project in the 2014/15 school year to develop and try out an effective intervention model based on evidence for senior primary and junior secondary students with ASD. The consolidated knowledge and experience will be compiled in an operation manual for dissemination to all schools in Hong Kong upon the completion of the project.

**CONTROLLING OFFICER'S REPLY**

**EDB198**

**(Question Serial No.2571)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 51):

Under Matters Requiring Special Attention in 2014–15, the Bureau says it will continue to improve the learning and teaching of the English Language in primary schools. In this light, will the Administration inform this Committee:

- a) the provision, and manpower including the number of NET teachers allocated for this work for 2014 as well as in each of the past 5 years;
- b) the policy target of this work and whether it has any assessment benchmarks to gauge the effectiveness and success of this work; if it has, whether it has undertaken any reviews on this work;
- c) the reasons for no mentioning of the work on improving the learning and teaching of the English Language in secondary schools; and
- d) the provision, and manpower including the number of NET teachers allocated for improving the learning and teaching of the English Language in secondary schools for 2014 as well as in each of the past 5 years.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) to (d)

All along, we have been implementing various support measures for improving the learning and teaching of English Language in both primary and secondary schools. These measures, which will be continued in 2014-15, are subject to on-going evaluation conducted through various means, including curriculum development visits and lesson observations of participating schools, questionnaire surveys and/or focus group interviews with participants, quality assurance meetings with service providers, as well as self-evaluations and submission of progress and final reports by grantees.

Details of the expenditure over the past 5 years (2009-10 to 2013-14 financial years) and the estimated allocation for the 2014-15 financial year, including the provision for hiring Native-speaking English Teacher (NET) and other relevant staff, are tabulated as below:

Policy Target of Support Measures	Expenditure (million)					
	<u>2009-10</u> F.Y.	<u>2010-11</u> F.Y.	<u>2011-12</u> F.Y.	<u>2012-13</u> F.Y.	<u>2013-14</u> F.Y.	<u>2014-15</u> F.Y. (estimated allocation)
Primary School	315.35	385.69	411.23	387.38	356.66	356.89
Secondary School	322.00	332.40	344.11	367.40	369.90	391.46
Cross-sector (involving both primary and secondary schools)	31.84	31.78	36.26	42.32	45.77	47.65
Total	669.19 *(45.60)	749.87 *(110.76)	791.60 *(142.36)	797.10 *(96.19)	772.33 *(45.40)	796.00 *(35.64)

\* The amounts in bracket are from the Language Fund

Details of the manpower over the past 5 years (2009-10 to 2013-14 financial years) and the estimated manpower of the 2014-15 financial year, including the number of NET and other relevant staff, are tabulated as below:

	Manpower					
	<u>2009-10</u> F.Y.	<u>2010-11</u> F.Y.	<u>2011-12</u> F.Y.	<u>2012-13</u> F.Y.	<u>2013-14</u> F.Y.	<u>2014-15</u> F.Y. (estimated)
Primary NET#	484	477	457	457	459	460
Secondary NET#	414	409	415	405	409	409
Other staff supporting measures for both primary and secondary schools **	58	61	60	52	56	57
Total	956	947	932	914	924	926

# The numbers of NETs are by school year as NETs are employed on school-year basis

\*\* Staff involved in supporting measures funded by the Language Fund are hired on a project basis

As for other support measures, the work is absorbed by staff of Education Bureau as part of their duties. Hence, there is no separate breakdown on manpower.

**CONTROLLING OFFICER'S REPLY****EDB199****(Question Serial No. 1990)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme:  
(2) Primary Education  
(3) Secondary Education  
(4) Special Education  
(5) Other Educational Services and Subsidies  
(7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 22):

Please provide by disability type the number of disabled students currently studying in mainstream primary and secondary schools respectively. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans in 2014-15? What is the estimated expenditure?

Asked by: Hon. TAM Yiu-chungReply:

The numbers of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2013/14 school year are as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary	8 190	750	3 310	2 850	120	30	260	1 880
Secondary	9 890	930	1 660	3 010	240	100	400	210

In the 2014/15 school year, the Education Bureau (EDB) will continue to provide additional resources and professional support to schools on top of regular subvention for all mainstream schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources include Learning Support Grant (LSG), Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support will be provided on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. We will also continue to offer structured teacher training and strengthen school networking for sharing of good practices and develop teaching resources for use of teachers and parents. Furthermore, we will continue to expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools by the 2016/17 school year. To further enhance the support for students with SEN in mainstream schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. The grant rates and its ceiling will be adjusted annually according to the change in the Composite

Consumer Price Index thereafter.

Over and above the regular spending on students in mainstream primary and secondary schools (which all students including those with SEN benefit alike), the estimated additional expenditure on the above support measures for SEN students in mainstream schools in the 2014/15 school year is about \$1,235 million.

**CONTROLLING OFFICER'S REPLY**

**EDB200**

**(Question Serial No.1991)**

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 (Member Question No. 23):

In 2014-15, what are the specific plans for the development and implementation of the Qualifications Framework and its related supportive measures? What is the estimated expenditure?

Asked by: Hon. TAM Yiu-chung

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 Industry Training Advisory Committees (ITACs), QF-related studies/projects and public education.

For (a), we plan to incorporate the existing QF Support Schemes (QFSS), improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (b), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

Apart from the initiatives under the QF Fund, we shall continue to support ITACs in developing the Specifications of Competency Standards and promoting their wider application in developing education and training courses; mapping out progression pathways; implementing the Recognition of Prior Learning

mechanism and extending to more industries; implementing three initiatives supported by the additional \$10 million per year as announced in the 2013-14 Budget, namely (i) an award scheme for outstanding practitioners to engage in learning activities in different places around the world; (ii) the design of SCS-based training packages that meet the needs of the industries; and (iii) the stepping up of promotion and publicity of QF for its wider acceptance among all sectors. Moreover, we will continue to encourage more industries to join QF, explore the development of a credit accumulation and transfer system, and foster collaboration with the QFs of other areas.

For 2014-15, we estimate that the expenditure for the development and implementation of QF will be about \$83 million, including \$50 million to support the initiatives under the QF Fund, \$23 million for the operating expenditure of the QF Secretariat and the additional \$10 million to support ITACs in implementing three initiatives as mentioned above.

As it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements of the initiatives to be financed by the income of the QF Fund, the balance of the existing approved commitment for QFSS (about \$139.3 million as at 28 February 2014 out of the total commitment of \$208 million) will continue to be used for meeting the cash flow requirements of the initiatives together with the investment income generated by the principal of the QF Fund.

**CONTROLLING OFFICER'S REPLY****EDB201****(Question Serial No.1992)**

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 (Member Question No.24):

What is the number of kindergartens operating with a co-located child care centre in the 2014/15 school year?  
What is the total amount of subsidies for these co-located child care centres?

Asked by: Hon. TAM Yiu-chung

Reply:

The information for the 2014/15 school year will only be available later this year after the commencement of the new school term. In the 2013/14 school year, there are 493 kindergartens operating with a co-located child care centre. The subsidies for the child care centre portion are as follows :

Scheme	Estimates for the 2013/14 school year (\$ millions)
Refund of rent, rates and government rent for the child care centre portion:	52
Child Care Centre Subsidy Scheme:	16



**CONTROLLING OFFICER'S REPLY****EDB202****(Question Serial No. 1993)**

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 (Member Question No. 25):

Please provide the number of non-Chinese speaking (NCS) students and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2013/14 school year.

What is the provision for schools designated for intensive support to cater for the needs of NCS students in the 2014/15 school year? What is the average amount of provision per school? What are the new support measures?

What are the specific measures of the Chinese Language Curriculum Second Language Learning Framework newly introduced for NCS students by the Administration in the 2014/15 school year? What are the specific support measures to help schools implement the Learning Framework? What is the expenditure involved in implementing the Learning Framework by the Administration?

Asked by: Hon. TAM Yiu-chung

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students by level in the 2013/14 school year are tabulated at the [Annex](#).

As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. The "Learning Framework" aims to address the learning difficulties of the NCS students in primary and secondary schools and help them learn Chinese as a second language. It provides a systematic set of learning objectives and expected learning outcomes that describes the learning progress of NCS students at different learning stages. In parallel, supporting materials including module exemplars or learning tasks to demonstrate how teachers can use a progressive "small-step" learning approach by following the "Learning Framework" to enhance the learning effectiveness of NCS students in reading, writing, listening and speaking in Chinese will be provided. Since the "Learning Framework" making the learning progress of the NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learner's needs, NCS students are expected to make steady progress with their

learning with a view to bridging over to mainstream Chinese Language classes.

Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways.

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.

**Number of non-Chinese speaking (NCS) students and  
percentage share of NCS students among all students by level  
in the 2013/14 school year**

Level	No. of NCS students (Notes 1 and 2)	Total no. of students (Note 5)	Percentage of NCS students among all students
Pre-primary (K1 to K3) (Note 3)	12 029	169 843	7.1%
Primary (Primary 1 - 6) (Note 4)	8 290	274 429	3.0%
Secondary (Secondary 1 - 6) (Note 4)	7 576	372 794	2.0%

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 pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
5. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

**CONTROLLING OFFICER'S REPLY****EDB203****(Question Serial No. 1994)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 26):

Please provide the respective number of primary and secondary students in the 2013/14 school year both of whose parents are not Hong Kong permanent residents, and the respective number of these students studying in primary and secondary schools in each of the 18 districts in Hong Kong. Has the Administration provided any special support service to these students to help them adapt to Hong Kong's education system? If so, what are the specific measures and the expenditure involved? If not, what are the reasons? What is the expected number of these students in the 2014/15 school year? What is the Administration's total estimated expenditure (including the expenditure for the provision of school places and the expenditure for a series of support services) in relation to these students?

Has the Administration explored the option of operating schools which offer "Classes for Hong Kong Children" in Shenzhen, to be funded and monitored by the Government of the Hong Kong Special Administrative Region, in order to achieve diversion of students both of whose parents are not Hong Kong permanent residents choosing to study in Hong Kong, and thus alleviating the pressure faced by schools in the North and Yuen Long Districts. If yes, what are the details? If no, what are the reasons?

Asked by: Hon. TAM Yiu-chung

Reply:

We do not collect information on the residence status of the parents of students and are unable to provide the breakdown of the numbers of students whose parents are not Hong Kong permanent residents. Nevertheless, we collect information on the number of cross-boundary students (CBS) attending kindergartens, primary schools and secondary schools in the New Territories on an annual basis. For the 2013/14 school year, there were about 9 100 and 2 500 cross-boundary students in the public sector primary and secondary schools respectively. These students mainly study in the North, Tai Po, Tuen Mun and Yuen Long Districts. Regardless of the residence status of the parents, students eligible for receiving education in public sector schools will enjoy the same educational support services as those of our local students. For newly-arrived children, we provide them with the choice of attending the six-month full-time "Initiation Programme" run by local schools or the "Induction Programme" run by non-governmental organisations in addition to the various school-based programmes organized by the respective schools using the "School-based Support Scheme Grant", which help these children integrate into the local education system.

In estimating future demand for school places and related resources requirement, we take into account the number of students already in the public sector schools system (including CBS) as well as the school-age population projections and the latest demographic changes, including the number of newly-arrived children from the Mainland, as updated by the Census and Statistics Department from time to time.

In the 2013/14 school year, the EDB puts around \$24 million into the running of the Initiation and Induction programmes. The estimated expenditure for the 2014/15 school year is \$27 million. Other than this, we have not separately accounted for education spending with reference to the residence status of students' parents. Since the number of students whose parents are not Hong Kong permanent residents is not available, we are unable to provide the estimated expenditures on the provision of school places as well as the educational support services mentioned above for these students.

The idea of operating schools which offer "Classes for Hong Kong Children" in Shenzhen by the Hong Kong Special Administrative Region involves complicated issues and far-reaching implications, including school management and jurisdiction, curriculum, welfare portability, etc. It is essential for the Administration to obtain more information in order to have objective and thorough analyses of the proposal.

**CONTROLLING OFFICER'S REPLY****EDB204****(Question Serial No. 1995)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 27):

In the 2012/13 and 2013/14 school years, what were the numbers of teachers who had received special education training? What were their percentage shares in the total numbers of teachers? What were the resources involved in providing the training?

Asked by: Hon. TAM Yiu-chungReply:

In the 2012/13 and 2013/14 school years, the total numbers of teachers in public sector primary and secondary schools (including special schools) who have received special education training, their percentage shares in the total numbers of teachers, and the provisions involved in providing the training for serving teachers in the respective school years are as follows:

	2012/13 (Revised Estimate)	2013/14 (Estimate)
Number of Teachers with Special Education Training	13 100	14 500
Percentage Share in Total Number of Teachers	30.0%	33.4%
Provisions (\$ million)	53.4	67.4

**CONTROLLING OFFICER'S REPLY****EDB205****(Question Serial No. 1572)**

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 (Member Question No. 9):

Regarding paragraph 110 of the Budget Speech, the Education Bureau plans to “establish an endowment fund of \$1 billion to provide a steady source of funding to support the sustainable development of the Qualifications Framework.” Will the Administration inform this Committee of:

- (a) the expenditures of the Qualifications Framework in the past 3 years;
- (b) the estimated annual return of the \$1 billion fund;
- (c) the details of the fund; which areas of development will be supported mainly;
- (d) how it will monitor the operation of the fund.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The actual expenditures for the development and implementation of the Qualifications Framework (QF), including expenses of the QF Secretariat and publicity activities, subsidies disbursed under non-recurrent commitment of the QF Support Schemes and expenses to support Industry Training Advisory Committees (ITACs) to implement initiatives as announced in the 2013-14 Budget, from 2011-12 to 2013-14 are as follows –

Financial year	Expenditure (\$million)
2011-12	32.5
2012-13	52.4
2013-14	37.8 (as at 28 February 2014)

- (b) 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.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year.

- (c) 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 –
  - (i) Support schemes for QF development; and
  - (ii) Funding for ITACs, QF-related studies/projects and public education.

For (i), we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (ii), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

- (d) We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.



**CONTROLLING OFFICER'S REPLY****EDB206****(Question Serial No. 1573)**

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 (Member Question No. 10):

Paragraph 106 of the Budget Speech states that the Government will “launch a pilot training and support scheme to attract new entrants for industries..... Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries.” In this regard, will the Administration inform this Committee of:

- (a) the target industries with keen demand for labour as mentioned by the Chief Executive in the Policy Address;
- (b) the arrangement on disbursement of grant or allowance to apprentices;
- (c) how the Administration ensures that apprentices completed their training can secure continued employment and be paid at a level that would attract young people to join the industries?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and

- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB207**

**(Question Serial No. 1595)**

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 (Member Question No. 32):

Please provide the following information on the Pre-primary Education Voucher Scheme (PEVS) from the 2013/14 to 2014/15 school years:

- a) the amount of subsidy allocated by the Government to the PEVS;
- b) the number of whole-day kindergartens joining the PEVS and the number of school places provided (please list by District Council district);
- c) the number of half-day kindergartens joining the PEVS and the number of school places provided (please list by District Council district);
- d) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens joining the PEVS (please list by District Council district);
- e) the names of the whole-day and half-day kindergartens which withdraw from the PEVS each year (please list by District Council district);
- f) the annual number of wastage of teachers in kindergartens joining the PEVS;
- g) the average salary, median salary, highest salary and lowest salary for teachers of whole-day and half-day kindergartens joining the PEVS (please list by District Council district);
- h) the respective numbers of kindergartens joining the PEVS whose school premises are owned by the kindergartens and are rented properties; and
- i) the average operating and rental expenses of kindergartens joining the PEVS (please list by District Council district).

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The expenditure on the voucher subsidy under the Pre-primary Education Voucher Scheme (PEVS) for 2013-14 and 2014-15 are estimated at \$2,446.6 million and \$2,604.3 million respectively. The estimated expenditure for 2013-14 includes the one-off school development grant for kindergartens (KGs) joining the PEVS in the 2013/14 school year.

- (b) The number of whole-day (WD) KGs joining the PEVS and the number of school places provided (by District Council district) in the 2013/14 school year are tabulated at Appendix 1.
- (c) The number of half-day (HD) KGs joining the PEVS and the number of school places provided (by District Council district) in the 2013/14 school year are tabulated at Appendix 2.
- (d) The average school fee, median school fee, highest school fee and lowest school fee charged by WD and HD KGs under the PEVS (by District Council district) in the 2013/14 school year are tabulated at Appendix 3.
- (e) The list of WD and HD KGs withdrawn from the PEVS (by District Council district) in the 2013/14 and 2014/15 school year is at Appendix 4.
- (f) The number of wastage of teachers in KGs joining the PEVS in the 2013/14 school year is 664. The figure refers to the number of teachers of the previous school year who did not serve in KGs in the 12-month period prior to mid-September of the 2013/14 school year.
- (g) The average salary, median salary, highest salary and lowest salary for teachers of KGs with WD classes only, with both HD and WD classes and with HD classes only joining the PEVS (by District Council district) in the 2013/14 school year are tabulated at Appendix 5.
- (h) KGs will provide the information on their school premises, including whether the premises are self-owned or rented properties, to the Education Bureau (EDB) only when they submit applications for revising their school fee levels. Since not all KGs would submit application for fee revision, EDB does not have complete information on whether the school premises of all KGs joining the PEVS are rented properties or not.
- (i) All KGs under the PEVS are required to submit their audited accounts, in which the operating and rental expenses are shown, for EDB's scrutiny on a regular basis. Since the audited accounts for the 2013/14 and 2014/15 school years will only be submitted to the EDB by early 2015 and early 2016 respectively, the average operating and rental expenses of KGs under the PEVS for these two school years are not available at this stage.

Detailed information required under (b), (c), (d), (f) and (g) for the 2014/15 school year is not available at this stage.

**Numbers of whole-day (WD) kindergartens (KGs)  
joining the Pre-primary Education Voucher Scheme (PEVS) and  
number of school places provided by District Council district  
in the 2013/14 school year**

District	No. of PEVS KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	18	1 364
Wan Chai	11	900
Eastern	50	3 026
Southern	17	1 195
Sham Shui Po	35	2 581
Yau Tsim Mong	20	1 662
Kowloon City	30	2 715
Wong Tai Sin	40	3 065
Kwun Tong	56	4 293
Tsuen Wan	21	1 769
Tuen Mun	54	4 059
Yuen Long	52	4 033
North	32	2 124
Tai Po	24	1 988
Sha Tin	47	3 618
Sai Kung	37	2 675
Islands	19	1 249
Kwai Tsing	50	3 434

Note 1: Position as at September 2013.

Note 2: Accommodation in vacant classrooms not counted.

**Numbers of half-day (HD) kindergartens (KGs)  
joining the Pre-primary Education Voucher Scheme (PEVS) and  
number of school places provided by District Council district  
in the 2013/14 school year**

District	No. of PEVS KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	14	3 629
Wan Chai	8	2 518
Eastern	44	7 610
Southern	10	1 604
Sham Shui Po	26	6 942
Yau Tsim Mong	14	3 168
Kowloon City	27	6 348
Wong Tai Sin	28	4 416
Kwun Tong	42	9 234
Tsuen Wan	19	3 885
Tuen Mun	40	8 225
Yuen Long	49	11 775
North	30	8 656
Tai Po	18	3 084
Sha Tin	36	8 180
Sai Kung	29	4 504
Islands	19	2 093
Kwai Tsing	43	7 586

Note 1: Position as at September 2013.

Note 2: Accommodation in vacant classrooms not counted.

**Average school fee, median school fee, highest school fee and lowest school fee  
charged by whole-day (WD) and half-day (HD) kindergartens (KGs)  
joining the Pre-primary Education Voucher Scheme (PEVS) by District Council district  
in the 2013/14 school year**

District	WD KGs under the PEVS				HD KGs under the PEVS			
	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)	Average school fee (\$)	Median school fee (\$)	Highest school fee (\$)	Lowest school fee (\$)
Central & Western	38,800	38,000	51,000	32,000	24,300	25,900	26,300	19,700
Wan Chai	38,600	37,100	43,200	34,000	21,600	20,000	26,300	13,000
Eastern	36,600	36,700	51,600	23,600	22,900	24,100	26,300	17,400
Southern	34,900	35,500	50,400	27,700	21,300	20,000	26,300	15,700
Sham Shui Po	36,200	36,000	52,500	27,000	21,900	22,600	26,300	17,500
Yau Tsim Mong	36,400	36,800	44,100	28,100	22,600	22,300	25,800	18,600
Kowloon City	37,200	36,200	51,600	29,800	23,500	24,000	26,300	17,100
Wong Tai Sin	32,700	32,100	40,900	24,700	18,200	18,700	26,300	11,500
Kwun Tong	33,100	33,000	52,500	18,200	20,400	20,800	26,300	11,000
Tsuen Wan	35,700	37,300	48,000	24,400	22,600	23,500	26,300	16,400
Tuen Mun	33,600	34,100	50,400	21,800	21,100	22,200	26,300	12,400
Yuen Long	33,300	32,600	52,500	21,600	20,100	20,100	26,300	10,800
North	34,200	34,500	47,700	24,700	20,200	20,100	25,600	14,000
Tai Po	33,800	33,400	51,600	25,800	21,200	20,700	26,300	16,800
Sha Tin	33,300	32,600	48,700	24,000	21,900	21,500	26,300	14,200
Sai Kung	34,000	35,500	52,500	16,400	20,800	21,600	26,300	12,800
Islands	32,400	33,600	40,700	23,800	20,000	20,000	26,300	13,200
Kwai Tsing	34,700	33,700	52,500	26,100	22,800	22,800	26,300	13,000

**List of kindergartens (KGs) with whole-day (WD) classes only,  
with both WD and half-day (HD) classes and with HD classes only that have  
withdrawn from the Pre-primary Education Voucher Scheme (PEVS) by  
District Council district in the 2013/14 and 2014/15 school years**

2013/14 school year

<b>District</b>	<b>No.</b>	<b>School Name</b>	<b>Classes offered</b>
Eastern	1	Cannan Kindergarten (Siu Sai Wan)	HD classes only
Southern	2	Cannan Kindergarten (Hong Kong)	HD classes only
Wan Chai	3	St. Margaret Mary's Catholic Kindergarten	HD classes only
Kowloon City	4	Cannan Kindergarten (Waterloo Road)	Both WD and HD classes
	5	Cannan Kindergarten (Kowloon Tong)	HD classes only
	6	Cannan Kindergarten (Whampoa Garden)	HD classes only
	7	Kowloon Cannan Anglo-Chinese Kindergarten	HD classes only
	8	Pui Ching Primary School	HD classes only
Kwun Tong	9	Cannan Kindergarten (Laguna City)	HD classes only
Yau Tsim Mong	10	Cannan Kindergarten (Charming Garden)	HD classes only
North	11	Cannan English & Chinese Kindergarten (Sha Tau Kok)	HD classes only
Tai Po	12	St. Paul's Catholic Day Nursery	WD classes only
Tsuen Wan	13	Cannan Kindergarten (Riviera Garden)	HD classes only
	14	Cannan Kindergarten (Tsuen Wan)	HD classes only

2014/15 school year

<b>District</b>	<b>No.</b>	<b>School Name</b>	<b>Classes offered</b>
Wan Chai	1	Precious Blood Kindergarten	HD classes only
	2	Rosaryhill Kindergarten	Both WD and HD classes



**Average salary, median salary, highest salary and lowest salary for teachers of KGs joining the PEVS by District Council district  
in the 2013/14 school year**

District	KGs with WD classes only				KGs with both HD and WD classes				KGs with HD classes only			
	Salary (\$)											
	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum	Average	Median	Maximum	Minimum
Central & Western	21,188	20,905	28,315	11,485	18,650	17,820	32,760	10,500	20,572	20,115	31,206	10,385
Wan Chai	21,463	21,535	32,760	11,050	20,181	18,600	32,680	10,000	21,683	20,115	31,525	12,745
Eastern	19,869	19,675	28,600	10,160	20,106	18,535	71,695	8,497	19,156	17,330	31,200	8,970
Southern	21,130	20,975	30,025	10,560	20,051	18,535	35,644	10,610	-	-	-	-
Sham Shui Po	20,488	20,115	31,525	11,050	19,056	18,434	37,625	9,239	20,020	18,935	43,450	8,656
Yau Tsim Mong	20,786	19,675	32,760	12,000	15,047	15,252	22,007	10,050	17,448	16,075	30,460	9,000
Kowloon City	21,751	22,165	34,575	9,814	18,184	16,813	31,500	9,000	21,450	20,905	36,205	11,777
Wong Tai Sin	19,969	18,535	31,200	9,268	17,844	16,835	31,200	9,000	20,083	20,095	32,760	12,260
Kwun Tong	20,805	19,675	31,525	11,000	17,495	16,825	33,080	8,800	18,619	17,452	53,660	9,720
Tsuen Wan	21,862	21,330	30,280	11,975	16,424	15,920	32,760	8,400	22,472	22,165	34,315	11,520
Tuen Mun	20,690	20,290	30,280	11,603	17,382	16,498	33,206	9,190	19,841	19,010	31,200	12,000
Yuen Long	20,556	19,675	30,025	13,260	17,019	16,250	31,200	8,320	18,666	17,000	33,700	9,270
North	21,444	20,905	29,720	10,560	18,424	17,485	34,315	9,000	18,668	17,790	30,695	9,000
Tai Po	21,482	20,905	30,280	11,000	18,994	17,848	29,720	9,102	19,029	17,701	25,368	12,000
Sha Tin	20,214	20,115	30,280	8,500	17,849	17,062	31,200	8,723	19,772	18,535	35,930	10,274
Sai Kung	20,353	18,935	31,200	14,639	17,532	16,425	41,195	8,580	20,330	20,140	30,025	9,112
Islands	19,088	18,535	26,985	10,810	18,886	17,942	34,575	9,210	15,833	15,765	18,500	13,500
Kwai Tsing	20,999	20,905	28,607	10,560	17,817	17,000	34,825	8,500	20,630	19,675	32,760	9,112

**CONTROLLING OFFICER'S REPLY****EDB208****(Question Serial No. 1596)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Other Education Services and Subsidies

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

Director of Bureau: Secretary for Education

Question (Member Question No. 33):

Please provide the following information on pre-primary education from the 2013/14 to 2014/15 school years:

- the Government's various expenditures for pre-primary education, including school fee remission, subsidy for teacher training and assistance towards rent;
- the number of non-profit-making kindergartens receiving assistance towards rent, rates and government rent;
- the annual number of wastage of teachers in kindergartens not joining the Pre-primary Education Voucher Scheme (PEVS); and
- the average salary, median salary, highest salary and lowest salary for teachers of kindergartens not joining the PEVS (please list by District Council district).

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The expenditures on pre-primary education in 2013-14 and 2014-15 are as follows:

	2013-14 (\$ million) (Revised Estimate)	2014-15 (\$ million) (Estimate)
Pre-primary Education Voucher Scheme (PEVS) (Note 1)	2,446.6	2,604.3
Kindergarten and Child Care Centre Fee Remission Scheme	471.3	591.5
Refund of rent, rates and government rent	221.1	237.2
Child Care Centre Subsidy Scheme	15.2	16.7
Principal and teacher training (Note 2)	1.5	9.2

Note 1: Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

Note 2: To provide further support for the professional upgrading of principals and teachers, the Government offers course fee reimbursement for serving kindergarten (KG) principals and teachers under the PEVS if they pursue a relevant approved early childhood education (ECE) course in the 2012/13 and/or 2013/14 school year(s) and can successfully complete the course before the end of 2013/14 school year. It is expected that the number of principals and teachers applying for reimbursement in 2014-15 will be larger than that in 2013-14.

- (b) The respective numbers of non-profit-making KGs in receipt of rent under the Rent Reimbursement Scheme, rates and government rent in the 2013/14 school year are 392, 648 and 305.
- (c) The number of wastage of teachers in KGs not joining the PEVS in the 2013/14 school year is 218.
- (d) The average salary, median salary, highest salary and lowest salary for teachers of KGs not joining the PEVS by District Council district in the 2013/14 school year are as follows:

District	Salary of teachers in KGs not under the PEVS (\$)			
	Average	Median	Highest	Lowest
Central & Western	31,210	28,000	74,600	13,000
Wan Chai	25,470	25,965	54,265	14,890
Eastern	25,394	22,567	64,784	9,900
Southern	21,624	18,742	52,043	9,370
Sham Shui Po	21,319	20,115	33,020	10,000
Yau Tsim Mong	22,194	21,940	38,000	12,569
Kowloon City	20,386	19,267	51,840	9,000
Wong Tai Sin	20,860	19,675	37,625	10,000
Kwun Tong	18,086	17,467	27,245	14,500
Tsuen Wan	16,078	15,884	35,000	8,500
Tuen Mun	16,428	16,000	28,000	9,500
Yuen Long	16,693	16,198	27,000	10,500
North	17,040	16,000	29,000	9,800
Tai Po	17,150	16,200	37,000	8,500
Sha Tin	17,398	16,284	32,292	9,000
Sai Kung	17,742	15,998	30,000	10,500
Islands	23,390	23,000	35,000	13,800
Kwai Tsing	19,934	19,100	32,500	13,000

Relevant information for (b), (c) and (d) above in the 2014/15 school year is not yet available.

**CONTROLLING OFFICER'S REPLY**

**EDB209**

**(Question Serial No. 1597)**

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 (Member Question No. 34):

From the 2015/16 academic year, the intake of senior-year undergraduate places will progressively increase by a total of 1 000 places. Please tabulate the following information for the 2013/14 to 2014/15 academic years:

- a. the number of candidates sitting for the Hong Kong Advanced Level Examination/Hong Kong Diploma of Secondary Education examination in the relevant years;
- b. the number of candidates meeting the general entrance requirements of the University Grants Committee (UGC)-funded undergraduate programmes;
- c. the number of candidates meeting the general entrance requirements but did not enter UGC-funded first-year first-degree places through the non-Joint University Programme Admission System;
- d. the number of candidates pursuing first-year associate degree (AD) programmes;
- e. the number of AD graduates; and
- f. the number of AD graduates meeting the general entrance requirements of the intake of senior-year undergraduate places.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

a. to b.

In the 2013/14 academic year, 81 355 and 4 541 candidates respectively sat for the Hong Kong Diploma of Secondary Education (HKDSE) and the Hong Kong Advanced Level (HKAL) examinations. Of these candidates, 28 451 sitting for the HKDSE examination and 72 sitting for the HKAL examination respectively met the general entrance requirements of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes. Information in respect of the HKDSE for the 2014/15 academic year is not yet available. The HKAL examination will no longer be held in the 2014/15 academic year.

- c. The Joint University Programmes Admission System (JUPAS) is the main platform for students sitting for the Hong Kong Diploma of Secondary Education Examination to apply for admission to FYFD programmes funded by the UGC. As regards local students holding other academic qualifications, including sub-degree students of local post-secondary institutions, local students who study in or outside

Hong Kong and sit for international public examinations, and with effect from the 2013/14 academic year, students holding HKAL examination results, they have to apply to UGC-funded institutions directly for admission (commonly known as “non-JUPAS”). In the 2013/14 academic year, the eight UGC-funded institutions together received 58 186 applications from local students for admission to UGC-funded FYFD programmes via the non-JUPAS route, and 2 475 local students were eventually admitted (provisional figure). Institutions do not have information about the total number of local applicants applying via the non-JUPAS route who meet the general entrance requirements but were not admitted to UGC-funded FYFD programmes. Information for the 2014/15 academic year is not yet available.

- d. In the 2013/14 academic year, 32 525 students (provisional figure) were admitted to full-time locally-accredited sub-degree programmes. We do not have breakdown information by programme type (Associate Degree (AD) / Higher Diploma (HD)). Information for the 2014/15 academic year is not yet available.
- e. According to graduate surveys by institutions, there were 24 872 graduates from full-time locally accredited sub-degree programmes in 2012, including 9 869 from AD programmes and 15 003 from HD programmes. Information beyond 2012 is not yet available.
- f. Admission to senior year undergraduate places in individual programmes is subject to a merit-based mechanism, taking into account factors such as the academic performance of the applicants in their sub-degree programmes, and the depth and relevancy of their sub-degree studies to the undergraduate programmes. We do not have information on the number of applicants that meet the entrance requirements of senior year undergraduate programmes.

**CONTROLLING OFFICER'S REPLY**

**EDB210**

**(Question Serial No. 1598)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 35):

Regarding the "After-school Learning Support Partnership Pilot Scheme", will the Administration inform us of:

- a. the number of participating schools, students and tutors in each school year since the implementation of the Scheme;
- b. the districts in which these participating schools are located and percentage of needy students participating in the Scheme in each school year since the implementation of the Scheme;
- c. the number of tutors from various teacher training institutes participating in the Scheme in each school year since the implementation of the Scheme;
- d. how to assess and monitor the effectiveness of the Scheme;
- e. has the Government considered increasing the number of primary schools participating in the Scheme or extending the Scheme to cover junior secondary schools;
- f. has the Government considered converting the Scheme's expenditure into regular expenditure? If yes, what are the reasons? If not, what are the reasons?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

a. to c.

The After-school Learning Support Partnership Pilot Scheme (the Scheme) was formally launched in the second term of the 2011/12 school year. The total numbers of student beneficiaries are 3 839 and 8 406 in the 2011/12 school year (second term) and 2012/13 school year respectively. Information on the 2013/14 school year is not yet available. All student beneficiaries under the Scheme are identified as economically disadvantaged and academically needy using a school-based approach. Beneficiaries should normally be recipients of Comprehensive Social Security Assistance (CSSA) or Student Financial Assistance Scheme (SFAS) full grant, although participating primary schools also have the discretion to offer up to 30% of places for economically disadvantaged students who are not receiving CSSA or SFAS full grant.

Details on the number of participating primary schools by district and the number of students from teacher education institutions (TEIs) recruited as tutors by participating primary schools are set out at Annex.

d. to f.

Since the implementation of the Scheme, we have been steadily increasing the number of participating primary schools from 43 in the 2011/12 school year to 99 in the 2013/13 school year. We have been monitoring and evaluating the effectiveness of the Scheme in consultation with participating primary schools and TEIs through regular school visits, completion of evaluation questionnaires, focus group discussions with TEIs and tutors, etc.

The Scheme is a time-limited initiative launched on a pilot basis. Apart from the Scheme, schools, non-governmental organisations (NGOs) and the business sector currently also provide extra-curricular activities as well as after-school learning and support for primary and secondary students in need under various other assistance schemes offered by the Government and the Community Care Fund. In the long run, it is our plan to explore the feasibility of consolidating the various Government-funded schemes and to incorporate into our regular assistance programmes those elements which have been confirmed to be effective under the pilot schemes.

## After-school Learning Support Partnership Pilot Scheme

Number of participating schools by district  
(2011/12 to 2013/14 school years)

District	School year		
	2011/12 (2 <sup>nd</sup> term)	2012/13	2013/14
Central & Western	0	0	0
Eastern	0	2	3
Islands	2	4	4
Kowloon City	1	2	4
Kwai Tsing	5	11	9
Kwun Tong	6	8	10
North	3	7	11
Sai Kung	3	3	3
Sham Shui Po	6	6	5
Sha Tin	1	3	5
Southern	0	1	0
Tai Po	0	1	2
Tsuen Wan	1	3	7
Tuen Mun	3	7	12
Wan Chai	0	0	0
Wong Tai Sin	2	6	9
Yau Tsim Mong	1	3	3
Yuen Long	9	12	12
<b>Total</b>	<b>43</b>	<b>79</b>	<b>99</b>

Number of TEI students recruited as tutors (headcount), by TEI  
(2011/12 to 2013/14 school years)

School year	Hong Kong Baptist University	The Chinese University of Hong Kong	The Hong Kong Institute of Education	The Open University of Hong Kong	The University of Hong Kong	Total
2011/12 (2 <sup>nd</sup> term)	54	61	243	34	41	<b>433</b>
2012/13	62	121	689	71	69	<b>1 012</b>
2013/14 (1 <sup>st</sup> term)*	53	54	472	42	50	<b>671</b>

\* As at December 2013. Figures for the 2<sup>nd</sup> term of the 2013/14 school year are not yet available.



**CONTROLLING OFFICER'S REPLY**

**EDB211**

**(Question Serial No. 1599)**

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 (Member Question No. 36):

The Government will introduce a scholarship scheme to support 100 outstanding students per cohort to study in renowned universities outside Hong Kong, expecting that these students will make their contribution to Hong Kong after completing their programmes. In this connection, will the Administration inform us of :

- a. the definition of “outstanding student”;
- b. the criteria adopted for selecting the renowned universities and programmes for the scheme. If no criteria have been adopted, please provide the work schedule;
- c. the ways to evaluate the effectiveness of the scheme and ensure that the students will contribute to Hong Kong after graduation.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

(a), (b) & (c)

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong.

We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants. The proposed scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB212**

**(Question Serial No.1609)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No.& title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No.46):

The Administration mentioned that public sector schools operating senior secondary education levels will be provided with a recurrent grant equivalent to the salary of a graduate teacher to facilitate schools' enhancement of the life planning services. In this connection, will the Administration inform us on:

- a. the expenditure involved in providing the grant for one public sector school, the number of eligible schools, and the total annual expenditure involved in the policy initiative;
- b. what is the form of the grant (such as accountable or direct allocation) to schools;
- c. how can the government make sure that the grant is effective in facilitating schools' enhancement of life planning services; and will the government provide any guidance or advice to facilitate schools' utilization of the grants to cater for students' development needs?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) The recurrent cash grant for each secondary school operating senior secondary education levels to enhance life planning education and career guidance service is equivalent to the mid-point salary of a graduate teacher, which currently stands at about \$0.5 million a year. The total annual expenditure for an estimate of 509 eligible schools as of the 2014/15 school year is about \$255 million.
- (b) The grant will be directly allocated to the schools in the form of a recurrent cash grant designated for the purpose of strengthening career guidance service and life planning education.
- (c) Booklet 9 of the Senior Secondary Curriculum Guide prepared by the Curriculum Development Council has set out the key principles of careers guidance in the senior secondary curriculum. It also provides advice on how students should be guided at different stages in planning for their future life including further studies and careers, and suggestions on guidance-related activities that schools may consider conducting. The EDB will issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. At the same time, the EDB will also strengthen its Career Guidance Team to provide professional support and advice to schools. Professional development programmes and sharing sessions will be organised to facilitate dissemination of effective practices in taking forward life planning education in schools.

**CONTROLLING OFFICER'S REPLY****EDB213****(Question Serial No. 2524)**

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 (Member Question No. 51):

During 2014-15, the Bureau will “continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub”. What are the specific plans? What are the resources involved? How to evaluate the effectiveness?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We have also recently implemented some refinements to our existing measures, including extending student exchange from degree and above programmes to sub-degree programmes, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, and aligning the permitted period of stay of non-local students with the normal duration of their study programmes.

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;
- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school

premises. Of the total commitment of \$9 billion, loans amounting to \$7 billion have been approved;

- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2012/13 academic year, about 26 600 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 4 600 incoming students on exchange in our publicly-funded institutions and a similar number of students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

**CONTROLLING OFFICER'S REPLY**

**EDB214**

**(Question Serial No.1188)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 24):

In 2014-15, the Education Bureau (EDB) will plan to set up a \$1 billion endowment fund, the investment income of which will be used to provide long-term support for the sustainable development of the Qualifications Framework (QF) so as to encourage continuous learning among practitioners.

- (a) What are the operational details and monitoring mechanism of the fund?
- (b) What are the estimated numbers of QF-recognised programmes and people or organisations to be benefitted under the scheme?
- (c) Will the EDB introduce more diversified programmes and standards for qualifications accreditation under the scheme to realise the aim of education that advocates “every trade has its masters”? If it will, what are the details? If not, what are the reasons for that?
- (d) How will the provision of support for the development of the QF be affected if the fund experiences a reduction in investment income or investment losses? How will the Administration tackle and handle such problems?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

- (a), (b) & (c) The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. The QF Fund, with target beneficiaries of practitioners, employers, education and training providers, assessment agencies as well as quality assurance bodies, will support schemes and initiatives for the sustainable development and implementation of QF, including but not limited to the following two areas –

- (i) Support schemes for QF development; and  
(ii) Funding for Industry Training Advisory Committees (ITACs), QF-related

studies/projects and public education.

For (i), we plan to incorporate the existing QF Support Schemes (QFSS), improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (ii), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

With the QF Fund, we believe more employers and education and training providers will be encouraged to seek accreditation of their training programmes. As a result, we expect that more diversified QF-recognised programmes will be developed and offered to further enhance the knowledge and skills of practitioners in the industries, and their competitiveness in the labour market.

- (d) Generally, expenditure from the Fund ought to be met by the investment returns of the QF Fund. However, there may be times of market volatility when we may have to adjust our expenditure in the light of the investment income or use a small part of the principal to finance the schemes under very exceptional circumstances.

Moreover, as it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements of the initiatives to be financed by the income of the QF Fund, the balance of the existing approved commitment for QFSS (about \$139.3 million as at 28 February 2014 out of the total commitment of \$208 million) will continue to be used for meeting the cash flow requirements of the initiatives.

**CONTROLLING OFFICER'S REPLY****EDB215****(Question Serial No. 1189)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 25):

During 2014-15, the Education Bureau will continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong through allocation of vacant school premises and greenfield sites for international school development, etc.. What are the numbers of new international schools to be built and the school places to be provided in 2014-15? Currently, how many international schools are applying to come and develop in Hong Kong? What are the targets set by the Administration regarding the increase of international schools and school places? How many vacant school premises and sites are reserved for international school development? Which are the selected locations?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

According to the findings of a consultancy study completed in late 2012, it is projected that based on the position as at the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year. In view of the projected shortfall, we have already completed the allocation of three vacant school premises in Eastern District, Kwun Tong and Southern District to two operators of existing international schools and one new school operator in April 2013. All of them are expected to commence operation at the new premises in the 2014/15 school year and provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year.

As part of our efforts to meet the remaining projected shortfall, we have identified two premises and three sites in the Southern District, Sai Kung and Tai Po for international school development. We target to launch an Expression of Interest exercise in the first quarter of 2014 to ascertain the development needs of the international school sector and their interests in the premises and sites identified. We would be in a better position to provide a realistic number of school operators applying for the premises and sites identified subject to the response to the Expression of Interest exercise and the subsequent School Allocation Exercise.

**CONTROLLING OFFICER'S REPLY**

**EDB216**

**(Question Serial No. 1190)**

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 (Member Question No. 26):

The Administration plans to introduce a scholarship scheme in 2014-15 to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. What criteria will the Government adopt to decide whether a student is “outstanding” or not? What is the estimated amount for each student? What is the average annual expenditure for students who study in renowned universities outside Hong Kong? What specific measures will the Government take to attract the scholarship recipients who have completed their programmes to return to the local market, thereby promoting Hong Kong’s economic development?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. The actual amount of financial support for each awardee will vary depending on factors such as the tuition fee level of the programme and the financial means of the student. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.



**CONTROLLING OFFICER'S REPLY****EDB217****(Question Serial No. 1191)**

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 (Member Question No. 28):

To relieve the pressure of kindergartens in meeting the operating expenses, the Administration has proposed a number of short-term measures which include increasing the voucher value of the Pre-primary Education Voucher Scheme by \$2,500 each year in the 2014/15 and 2015/16 school years and making enhancement to the existing school fee remission scheme. However, in the long run, has the Government formulated clear targets and specific measures with a view to using the resources to upgrade the quality of pre-primary education so as to pave the way and prepare for the implementation of 15-year free education? How will the Administration enhance or subsidise the training of kindergarten principals and teachers? The Committee on Free Kindergarten Education was set up in April 2013 and implementation of short-term measures to support the kindergarten sector was proposed in December of the same year. What are the latest work progress of the Committee and the implementation progress of the various short-term measures? How much expenditure is expected for 2014-15 by the Committee and how soon will a specific timetable for the implementation of 15-year free education be set?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

The Committee on Free Kindergarten Education (the Committee), together with its five sub-committees, was set up in April 2013 to recommend to the Secretary for Education how the Government may practicably implement free kindergarten (KG) education. Since their establishment, the Committee and its sub-committees have held more than 30 meetings to study the various issues relating to free KG education, including the objectives of KG education, professional development and training of KG principals and teachers, needs of KGs of different operation modes, funding modes, teacher qualification and salary framework, monitoring and governance framework, catering for student diversity, home-school cooperation, etc. In view of the intricacies of the issues involved and the far-reaching implications of the new policy on free KG education, it is expected that the Committee's deliberation will take around two years. The Committee submitted a progress report in December 2013 and proposed some short-term measures to provide immediate assistance to the KG sector and the parents.

The Education Bureau (EDB) has been following up the Committee's recommendations on the short-term measures. Specifically, we have obtained on 21 February 2014 the approval of the Finance Committee of the Legislative Council to increase the voucher subsidy of the Pre-primary Education Voucher Scheme on a one-off basis in the 2014/15 and 2015/16 school years and lift the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme in those two school years. It is estimated that these measures will incur an additional expenditure of \$893.65 million in total. In addition, the EDB will arrange professional development programmes and study tours in 2014 and 2015 for KG principals and middle management personnel to further enhance their management skills. Training for teachers to

enhance their skills in handling students with special educational needs in KGs will also be organised. Moreover, the EDB will arrange parent seminars in 2014 to help parents better understand what quality KG education is with reference to the concept of age-appropriate expectation, with a view to reducing premature drilling and helping parents choose a suitable KG for their children. With regard to the Committee's recommendation to improve the admission arrangements for nursery (K1) classes in the 2015/16 school year, the EDB is consulting the KG sector and stakeholders on the implementation details, which are expected to be finalised and announced in April 2014.

Looking ahead, the Committee and its Sub-committees will continue to deliberate how to practicably implement free KG education in Hong Kong despite the intricacies of the new policy on free KG education. As part of its deliberation process, the Committee and its Sub-committees will continue to listen to different opinions on ways to enhance KG education, including views from the KG sector and other stakeholders. The Committee will keep the public informed of its work progress from time to time.

For providing secretariat support for the Committee and sub-committees, six additional non-directorate posts have been created on a time-limited basis. The estimated staffing provision for these posts in 2014-15 is around \$5.18 million. On top of this, staffing and other resources will be redeployed from within EDB's existing provision to support the work of the Committee as well as to implement the short-term measures mentioned above.

**CONTROLLING OFFICER'S REPLY****EDB218****(Question Serial No. 1192)**

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 (Member Question No. 29):

The authorities will launch a pilot training and support scheme in 2014-15 for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries. What are the details of the content of the scheme, including eligibility, selection criteria, implementation timetable, estimated expenditure and manpower requirement, measures for encouraging these apprentices to join the relevant industries after completing the apprenticeship training.

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator,

mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB219**

**(Question Serial No. 1195)**

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 (Member Question No. 43):

In 2014-15, the Administration plans to launch a scheme to subsidise 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. In this connection,

1. what are the required expenditure and manpower, application requirements, selection criteria and operation and monitoring mechanisms? What is the estimated amount of subsidy for each recipient?
2. what are the specific measures to encourage students benefited from the scheme to join the relevant industries after graduation?
3. will the operation and effectiveness of the scheme be reviewed regularly? If so, what are the details; if not, what are the reasons?
4. will specific objectives and objective criteria be set so that the Bureau can use them as a basis for considering whether to further extend the scheme? If so, what are the details; if not, what are the reasons?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, and one additional civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY****EDB220****(Question Serial No. 1037)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 71):

What were the numbers of government and aided primary and secondary schools that ceased operation, or reduced the number of classes due to under-enrolment, and the numbers of classes reduced in the past three school years (i.e. 2011-12, 2012-13 and 2013-14) respectively (by districts of schools)? In 2014-15, will the Administration formulate any new measures to cut down on the number of classes to be reduced so that chances of school closure due to under-enrolment will be lowered, and that surplus teachers will be provided with appropriate support? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon. WONG Kwok-hing

Reply:

In the 2011/12, 2012/13 and 2013/14 school years, the numbers of government and aided primary and secondary schools that ceased operation are as follows:

Level	Region	2011/12	2012/13	2013/14
Primary	Hong Kong	2	0	1
	Kowloon	0	0	0
	New Territories	0	1	0
Secondary	Hong Kong	0	0	0
	Kowloon	0	0	0
	New Territories	0	1	0

In the 2011/12, 2012/13 and 2013/14 school years, the numbers of government and aided primary and secondary schools with reduction in the number of classes and the numbers of classes reduced due to under-enrolment are as follows:

## Primary Schools

School Year	Region	No. of schools involved	No. of classes reduced (note):
2011/12	Hong Kong	6	6
	Kowloon	7	7
	New Territories	13	15
2012/13	Hong Kong	7	7
	Kowloon	2	2
	New Territories	7	7

2013/14	Hong Kong	1	2
	Kowloon	2	2
	New Territories	7	8

#### Secondary Schools

School Year	Region	No. of schools involved	No. of classes reduced (note):
2011/12	Hong Kong	1	1
	Kowloon	0	0
	New Territories	2	2
2012/13	Hong Kong	2	2
	Kowloon	0	0
	New Territories	0	0
2013/14	Hong Kong	7	7
	Kowloon	4	4
	New Territories	1	1

Note: For primary schools, the number of classes for a particular year is determined by a combination of factors, including demand of school places, number of available classrooms etc. The number of classes reduced as showed above refers to the classes reduced due to under-enrolment. As for secondary schools, the number of classes reduced as showed above refers to the number of classes packed after headcount in September of the respective school year.

Given the increase in the primary student population in recent years, we envisage that in the 2014/15 school year, the number of primary schools with class reduction will be very small, and no school will cease operation under the policy on "Consolidation of Under-utilized Primary Schools". Besides, the demand for primary school teachers is envisaged to be on a steady rise. For individual aided primary schools with redundant teachers, we would continue to render assistance to the teachers concerned to facilitate their appointment. At the same time, schools are encouraged to make every effort to help address teacher redundancy situation, for example, absorbing surplus teachers by vacant posts arising from natural wastage, deployment of teachers to other schools under the same school sponsorship, creation of teaching posts by the school using various grants, etc.

For secondary schools, to address the decline in S1 student population in the coming few years, the Education Bureau has, building on the measures adopted in the pasts such as lowering allocation class size and the operating class threshold from 30 to 25 students, further introduced a basket of targeted relief measures aiming at preserving the stability and strengths of the schools as well as the teaching force in the 2013/14 school year. The basket of relief measures have taken into account the transient decline in S1 student population in the next few years. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by "2-1-1" / "1-1-1" under a district-/school-based approach in three school years from 2013/14 to 2015/16;
- ii. relaxing the "not less than three S1 classes" requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation (SSPA) exercise with a cap of three S1 classes; and
- iii. extending the retention period for surplus teachers arising from packing of S1 classes from one year to three years.

As a result, only 12 out of the 388 public sector secondary schools participating in the SSPA exercise had one S1 class packed each (i.e. reduction of a total of 12 classes) in the 2013/14 school year, which is far less than the over 100 classes projected by some stakeholders in the sector. Notwithstanding class-packing, the impact on the schools concerned is minimized since the Government allows the schools to retain their surplus teachers for three academic years. Hence, schools may make gainful deployment of the surplus teachers to facilitate their long-term planning for quality improvement, thereby bringing about positive impact on the school system and teaching quality.

In the 2014/15 school year, we will continue the targeted relief measures, including the progressive reduction of allocation class size by years on the basis of the consensus we have reached with the sector. In other words, the number of students allocated per S1 class will be reduced by one in the schools concerned in the 2014/15 school year. Within districts, the EDB's School Development Sections will closely liaise with schools and provide necessary coordination for a smooth implementation. It is not possible to quantify the exact financial implication of the above relief measures as there is a host of mediating factors (including parental choice, the transfer of students among schools after allocation, etc.) which would affect the number of classes under different scenarios.

Notwithstanding the Government's efforts described above to preserve the stability of the teaching force in face of a temporary and significant student population decline, it is pertinent to note that there are factors other than a drop in the student population and number of operating classes that can affect the number of teaching jobs available. Salient examples include the natural wastage of serving teachers and the extent to which schools exercise their funding flexibility to make use of various grants to employ teachers according to school-based needs.



**CONTROLLING OFFICER'S REPLY****EDB221****(Question Serial No. 3130)**

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 (Member Question No. 59):

Please provide the following information:

- (a) a breakdown by district, nationality and grade of study of the number of non-Chinese speaking (NCS) students in the public sector primary and secondary schools in Hong Kong in each of the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14);
- (b) the educational support measures implemented by the Administration for NCS students in the 2013/14 school year; the number of students benefited from these measures;
- (c) whether the Administration plans to implement new measures to help the NCS students integrate into mainstream schools in the 2014/15 school year; if yes, what are the details, manpower deployment, estimated expenditure and relevant assessment tool; if no, what are the reasons?

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in primary and secondary schools by district and by grade in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex A. The survey focusses on ethnicity rather than nationality. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex A have already included all students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity.
- (b) The educational support measures for NCS students in the 2013/14 school year and the number of NCS students benefited are tabulated at Annex B. It is worth noting that since the support measures are needs-driven and conducted in a school-based manner, all NCS students should benefit from the support measures.
- (c) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for NCS students to facilitate their effective learning of the Chinese language and create an inclusive learning environment in schools. Specifically, the Education Bureau 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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.

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.

**Number of non-Chinese speaking students in primary and secondary schools  
by district and by grade in the 2011/12 school year**

## Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	91	75	71	55	50	35	377
Wan Chai	140	144	171	171	155	177	958
Eastern	17	9	16	8	7	12	69
Southern	-	2	3	1	3	4	13
Yau Tsim Mong	162	147	154	142	130	166	901
Sham Shui Po	85	133	130	129	154	185	816
Kowloon City	76	84	60	67	41	22	350
Wong Tai Sin	54	50	49	82	44	52	331
Kwun Tong	129	143	147	171	177	162	929
Sai Kung	30	40	21	18	13	12	134
Sha Tin	11	7	19	8	17	10	72
Tai Po	5	6	3	5	7	3	29
North	4	3	2	5	4	2	20
Yuen Long	127	151	120	122	104	99	723
Tuen Mun	104	58	92	82	95	87	518
Tsuen Wan	5	6	8	6	13	10	48
Kwai Tsing	155	140	141	148	112	146	842
Islands	96	112	90	101	96	78	573
<b>All Districts</b>	<b>1 291</b>	<b>1 310</b>	<b>1 297</b>	<b>1 321</b>	<b>1 222</b>	<b>1 262</b>	<b>7 703</b>

## Secondary level:

District	S1	S2	S3	S4	S5	S6	S7	Total
Central & Western	73	75	64	44	32	14	3	305
Wan Chai	75	61	58	31	28	16	9	278
Eastern	86	89	93	90	65	44	3	470
Southern	6	9	11	3	9	3	2	43
Yau Tsim Mong	162	178	142	147	102	59	6	796
Sham Shui Po	251	184	181	169	129	117	37	1 068
Kowloon City	20	40	27	13	20	18	4	142
Wong Tai Sin	4	1	3	2	6	2	-	18
Kwun Tong	244	249	232	197	129	136	7	1 194
Sai Kung	44	19	13	17	10	9	2	114
Sha Tin	13	6	14	13	12	101	82	241
Tai Po	5	4	4	4	8	4	-	29
North	1	2	5	3	4	1	-	16
Yuen Long	46	71	37	46	9	33	2	244
Tuen Mun	170	169	89	96	54	3	-	581
Tsuen Wan	6	12	3	4	4	-	-	29
Kwai Tsing	13	29	9	6	13	3	2	75
Islands	154	141	129	114	100	85	7	730
<b>All Districts</b>	<b>1 373</b>	<b>1 339</b>	<b>1 114</b>	<b>999</b>	<b>734</b>	<b>648</b>	<b>166</b>	<b>6 373</b>

**Number of non-Chinese speaking students in primary and secondary schools  
by district and by grade in the 2012/13 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	74	95	76	73	56	46	420
Wan Chai	135	149	141	170	173	152	920
Eastern	26	17	11	16	10	7	87
Southern	2	-	2	4	4	3	15
Yau Tsim Mong	167	163	152	166	142	127	917
Sham Shui Po	120	101	139	147	129	149	785
Kowloon City	100	72	75	65	67	39	418
Wong Tai Sin	34	50	54	47	74	45	304
Kwun Tong	142	138	141	152	177	168	918
Sai Kung	35	27	40	23	15	13	153
Sha Tin	24	12	6	18	7	17	84
Tai Po	4	6	5	4	4	7	30
North	2	5	2	1	4	2	16
Yuen Long	121	138	154	128	124	100	765
Tuen Mun	107	112	60	97	94	102	572
Tsuen Wan	8	7	8	8	6	13	50
Kwai Tsing	170	158	134	141	150	106	859
Islands	123	109	104	97	103	96	632
<b>All Districts</b>	<b>1 394</b>	<b>1 359</b>	<b>1 304</b>	<b>1 357</b>	<b>1 339</b>	<b>1 192</b>	<b>7 945</b>

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	95	79	75	59	43	30	381
Wan Chai	86	75	59	50	21	26	317
Eastern	73	83	83	78	78	59	454
Southern	8	6	8	8	3	6	39
Yau Tsim Mong	138	155	164	147	134	92	830
Sham Shui Po	255	236	183	174	140	117	1 105
Kowloon City	46	27	38	19	11	16	157
Wong Tai Sin	8	4	-	3	2	4	21
Kwun Tong	211	232	238	240	186	121	1 228
Sai Kung	49	45	27	17	15	9	162
Sha Tin	9	13	6	17	80	85	210
Tai Po	6	7	4	7	1	7	32
North	2	1	1	4	3	3	14
Yuen Long	47	51	64	45	42	7	256
Tuen Mun	200	164	172	100	81	41	758
Tsuen Wan	5	5	11	4	2	4	31
Kwai Tsing	32	17	28	6	5	12	100
Islands	178	163	147	140	110	86	824
<b>All Districts</b>	<b>1 448</b>	<b>1 363</b>	<b>1 308</b>	<b>1 118</b>	<b>957</b>	<b>725</b>	<b>6 919</b>

**Number of non-Chinese speaking students in primary and secondary schools  
by district and by grade in the 2013/14 school year**

## Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	103	77	93	72	70	53	468
Wan Chai	152	140	151	145	170	171	929
Eastern	31	32	27	18	20	14	142
Southern	6	4	0	5	7	4	26
Yau Tsim Mong	182	171	169	154	165	139	980
Sham Shui Po	101	115	104	142	154	136	752
Kowloon City	76	95	71	69	56	64	431
Wong Tai Sin	35	39	40	50	52	73	289
Kwun Tong	133	145	143	146	146	174	887
Sai Kung	33	39	25	25	22	14	158
Sha Tin	21	27	13	11	15	6	93
Tai Po	15	15	6	3	5	2	46
North	1	1	5	2	1	4	14
Yuen Long	135	131	146	154	138	121	825
Tuen Mun	116	103	109	60	95	90	573
Tsuen Wan	4	10	8	8	8	6	44
Kwai Tsing	151	171	150	140	142	150	904
Islands	150	144	116	118	102	99	729
<b>All Districts</b>	<b>1 445</b>	<b>1 459</b>	<b>1 376</b>	<b>1 322</b>	<b>1 368</b>	<b>1 320</b>	<b>8 290</b>

## Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	79	85	85	77	54	36	416
Wan Chai	92	93	75	48	47	20	375
Eastern	91	79	91	84	69	71	485
Southern	12	8	5	10	4	2	41
Yau Tsim Mong	130	145	153	159	132	129	848
Sham Shui Po	278	263	236	200	151	133	1 261
Kowloon City	35	53	25	40	19	10	182
Wong Tai Sin	5	7	3	0	3	2	20
Kwun Tong	168	222	232	236	239	174	1 271
Sai Kung	80	40	48	27	18	13	226
Sha Tin	6	9	11	7	85	71	189
Tai Po	8	9	7	6	6	2	38
North	0	1	1	2	3	4	11
Yuen Long	65	63	62	60	40	45	335
Tuen Mun	163	172	155	176	85	70	821
Tsuen Wan	14	8	7	10	4	2	45
Kwai Tsing	36	32	17	26	6	5	122
Islands	175	179	153	144	136	103	890
<b>All Districts</b>	<b>1 437</b>	<b>1 468</b>	<b>1 366</b>	<b>1 312</b>	<b>1 101</b>	<b>892</b>	<b>7 576</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. 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.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2013/14 school year**

Measures	Number of students benefited
School-based professional support for schools, including the University-school Support Programme financed by the Education Development Fund	About 10 530
Under the revised funding arrangement implemented from the 2013/14 school year, all schools admitting 10 or more NCS students (instead of only those with school-based support programmes specially arranged for NCS students, i.e. the so-called “designated schools” before the 2013/14 school year) are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.	About 14 680
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	Note
Training programmes for Chinese Language teachers teaching NCS students	Note
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	About 520
<p>Time-limited Project of After-school Extended Chinese Learning for NCS Students</p> <p>A total funding of \$77 million has been earmarked for the Project under the Language Fund to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes starting from the 2010/11 school year. Starting from the 2013/14 school year, all schools may apply.</p>	About 8 200
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	About 1 730 NCS students and 250 parents
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	About 1 220

District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	About 400
University-School Support Programme financed by the Education Development Fund to support kindergartens in the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	About 1 270

Note:

The Supplementary Guide, which has been distributed to schools and uploaded onto the Education Bureau website, caters for the diverse needs and aspirations of NCS students. Similarly, all teachers teaching the Chinese language to NCS students can join the professional development programmes. Figure on the number of students benefited is not available.



**CONTROLLING OFFICER'S REPLY**

**EDB222**

**(Question Serial No. 3162)**

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 (Member Question No. 70):

Regarding the establishment of the International Culinary Institute (ICI), will the Government inform this Council of:

- (a) the progress of the planning work for the ICI and the expected commissioning date of the ICI;
- (b) the progress of the recruitment of teaching staff;
- (c) a breakdown of the expected number of courses and places offered in the first 3 years by type of courses and mode of attendance; and
- (d) the provision required for the planning work for the establishment of the ICI and the manpower arrangements in 2014-15.

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) The foundation piling works for the International Culinary Institute (ICI) building commenced in February 2014. It is expected that the ICI campus will commence operation in 2017.
- (b) Starting from the 2014/15 academic year, the ICI will progressively offer training programmes to meet the needs of the industry, using existing facilities of the Vocational Training Council (VTC). The ICI Planning Team has been set up under VTC for project planning, curriculum and programme planning, international collaboration, staff recruitment, etc. Teaching staff will be recruited both locally and overseas and in various modes, including visiting lecturers/chefs, in accordance with the programme plan.
- (c) ICI will offer programmes leading to qualification awards at different levels, including certificate, diploma and higher diploma. With the ICI campus in operation, it is planned that about 990 places will be provided in the first year, of which about 700 are full-time places. ICI will gradually increase the training places to 1 800 and 2 100 in the second and third year respectively, half of which will be full-time places.
- (d) The additional recurrent provision from the Government for the ICI project in 2014-15 is \$2.7 million.

**CONTROLLING OFFICER'S REPLY**

**EDB223**

**(Question Serial No. 3163)**

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 (Member Question No. 72):

Please provide the details of the Pilot Training and Support Scheme including the industries covered, expenditure involved and manpower arrangements, etc.

Asked by: Hon. WONG Kwok-hing

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB224**

**(Question Serial No. 3184)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 168):

Regarding the current Direct Subsidy Scheme (DSS) secondary schools, will the Administration inform this Committee:

1. the respective numbers of DSS secondary schools and the school places provided in Hong Kong by districts;
2. the number of students in need admitted by each DSS secondary school, and their percentage share in the total number of students, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14);
3. the amount of scholarship provided to students in need by each DSS secondary school, and the number of students benefitted, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14);
4. the amount of grant provided to students in need by each DSS secondary school, and the number of students benefitted, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14); and
5. the amount of subsidy for each DSS secondary school in the 2014/15 school year?

Asked by: Hon. WONG Kwok-hing

Reply:

1. List of the respective numbers of secondary schools under the Direct Subsidy Scheme (DSS) and the school places provided in Hong Kong by districts in the 2013/14 school year is tabulated at Appendix 1.
2. to 4.  
DSS schools are required to set aside at least 10% of their total school fee income to provide fee remission and scholarship for eligible students. The annual audited accounts of DSS schools provide information on the amount of reserve for the fee remission and scholarship scheme as well as its total annual expenditure. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefitted from fee remission and scholarship. Therefore, we have no detailed information on the number of students in need admitted by the DSS schools or receiving grants/ scholarship. The 2012/13 and 2013/14 audited accounts are not yet due. The utilisation of the fee remission and scholarship reserve of all DSS secondary schools as reflected in their latest 2011/12 audited accounts is tabulated at Appendix 2.

5. The total amount of government subsidy payable to DSS schools is subject to the schools' total enrolment and the unit subsidy, which is calculated in terms of the average unit cost of an aided school place. Since the 2013/14 school year has not yet been concluded, the average unit cost for the aided secondary schools is not attainable and thus the projected unit subsidy for DSS secondary schools for the 2014/15 school year is not available.

**Number of DSS Secondary Schools and School Places Provided  
in the 2013/14 School Year**

<b>District</b>	<b>Number of Schools</b>	<b>Number of School Places</b>
Central and Western	3	2 909
Hong Kong East	4	3 715
Islands	3	1 784
Southern	2	2 295
Wan Chai	3	2 297
Kowloon City	5	4 798
Kwun Tong	7	7 641
Sai Kung	8	6 880
Sham Shui Po	9	8 152
Wong Tai Sin	1	1 548
Yau Tsim and Mong Kok	3	3 193
North	1	1 198
Sha Tin	6	5 160
Tai Po	2	2 216
Yuen Long	5	4 636
<b>Total</b>	<b>62</b>	<b>58 422</b>

**Utilization of Fee Remission and Scholarship Reserve of DSS Secondary Schools  
for the 2011/12 School Year  
(as reflected in the 2011/12 Audited Accounts)**

Name of School	Total Expenditure (\$)
School A	18,763,883
School B*	18,009,819
School C	16,128,437
School D	8,010,236
School E*	7,048,444
School F*	6,571,436
School G	5,678,470
School H	5,617,867
School I	4,993,180
School J	4,205,438
School K*	4,096,075
School L	3,957,246
School M*	3,940,252
School N*	3,792,870
School O	3,437,014
School P	3,364,201
School Q	3,325,340
School R	3,038,147
School S	2,573,515
School T*	2,166,484
School U	2,082,706
School V*	1,801,171
School W	1,792,482
School X	1,786,080
School Y	1,714,706
School Z	1,603,800
School AA	1,562,415
School AB	1,556,737
School AC	1,522,636
School AD	1,503,130
School AE*	1,485,650
School AF	1,458,492
School AG*	1,450,100
School AH	1,425,842
School AI	1,401,785
School AJ	1,378,547
School AK	1,359,030

<b>Name of School</b>	<b>Total Expenditure (\$)</b>
School AL	1,330,826
School AM	1,290,958
School AN	1,231,012
School AO	1,166,225
School AP	1,064,245
School AQ	1,039,150
School AR	857,988
School AS	852,846
School AT	743,237
School AU	732,135
School AV	701,716
School AW	691,912
School AX	662,723
School AY	643,500
School AZ	571,900
School BA	568,064
School BB	566,034
School BC	531,932
School BD	514,280
School BE	508,995
School BF	464,000
School BG	458,440
School BH	274,900
School BI	156,080
School BJ	58,740
School BK	6,300

Note : The names of the DSS schools are not provided as the submission of the annual audited accounts to the Education Bureau is solely for audit purpose.

- \* School operates classes at both secondary and primary levels. The school is required to submit only one set of audited accounts for both the secondary and primary levels and thus the total expenditure of fee remission and scholarship shows the amount for both levels.



**CONTROLLING OFFICER'S REPLY**

**EDB225**

**(Question Serial No. 3185)**

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 (Member Question No. 169):

Regarding the current Direct Subsidy Scheme (DSS) primary schools, will the Administration inform this Committee:

1. the respective numbers of DSS primary schools and the school places provided in Hong Kong by districts;
2. the number of students in need admitted by each DSS primary school, and their percentage share in the total number of students, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14);
3. the amount of scholarship provided to students in need by each DSS primary school, and the number of students benefitted, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14);
4. the amount of grant provided to students in need by each DSS primary school, and the number of students benefitted, in the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14); and
5. the amount of subsidy for each DSS primary school in the 2014/15 school year?

Asked by: Hon. WONG Kwok-hing

Reply:

1. List of the respective numbers of primary schools under the Direct Subsidy Scheme (DSS) and the school places provided in Hong Kong by districts in the 2013/14 school year is tabulated at Appendix 1.
2. to 4.  
DSS schools are required to set aside at least 10% of their total school fee income to provide fee remission and scholarship for eligible students. The annual audited accounts of DSS schools provide information on the amount of reserve for the fee remission and scholarship scheme as well as its total annual expenditure. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefitted from fee remission and scholarship. Therefore, we have no detailed information on the number of students in need admitted by the DSS schools or receiving grants/ scholarship. The 2012/13 and 2013/14 audited accounts are not yet due. The utilisation of the fee remission and scholarship reserve of all DSS primary schools as reflected in their latest 2011/12 audited accounts is tabulated at Appendix 2.

5. The total amount of government subsidy payable to DSS schools is subject to the schools' total enrolment and the unit subsidy, which is calculated in terms of the average unit cost of an aided school place. Since the 2013/14 school year has not yet been concluded, the average unit cost for the aided primary schools is not attainable and thus the projected unit subsidy for DSS primary schools for the 2014/15 school year is not yet available.

**Number of DSS Primary Schools and School Places Provided  
in the 2013/14 school year**

<b>District</b>	<b>Number of Schools</b>	<b>Number of School Places</b>
Hong Kong East	2	1 234
Southern	2	1 458
Kowloon City	2	1 632
Kwun Tong	1	717
Sai Kung	4	2 922
Sham Shui Po	3	1 801
Yau Tsim and Mong Kok	1	1 328
Sha Tin	2	1 750
Kwai Chung and Tsing Yi	1	600
Tuen Mun	1	792
Yuen Long	2	1 364
<b>Total</b>	<b>21</b>	<b>15 598</b>

**Utilization of Fee Remission and Scholarship Reserve of DSS Primary Schools  
for the 2011/12 School Year  
(as reflected in the 2011/12 Audited Accounts)**

Name of School	Total Expenditure (\$)
School A*	18,009,819
School B	9,116,264
School C*	7,048,444
School D*	6,571,436
School E*	4,096,075
School F*	3,940,252
School G*	3,792,870
School H*	2,166,484
School I*	1,801,171
School J*	1,485,650
School K*	1,450,100
School L	1,189,257
School M	1,183,254
School N	1,102,500
School O	772,056
School P	728,633
School Q	710,440
School R	581,800
School S	419,083
School T	250,065
School U	232,560

Note : The names of the DSS schools are not provided as the submission of the annual audited accounts to the Education Bureau is solely for audit purpose.

- \* School operates classes at both secondary and primary levels. The school is required to submit only one set of audited accounts for both the secondary and primary levels and thus the total expenditure of fee remission and scholarship shows the amount for both levels.

**CONTROLLING OFFICER'S REPLY****EDB226****(Question Serial No. 0497)**

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 (Member Question No. 40):

The Vocational Training Council offers programmes in nine disciplines ranging from applied science, business administration, child education and community services, construction, design, engineering, information technology to hospitality. Please inform us of the amount of funding, the number of programmes, the respective numbers of full-time and part-time places on offer and the respective enrolments of full-time and part-time programmes for each of the disciplines in 2014/15.

Asked by: Hon. WONG Kwok-kin

Reply:

The vocational education programmes offered by the Vocational Training Council are broadly grouped into a spectrum of disciplines including Applied Science, Business, Child Education and Community Services, Design, Engineering, Hospitality and Information Technology. For the 2014/15 academic year, 43 300 full-time places and 28 100 part-time places are planned, among which 28 800 and 5 300 respectively are subvented places. The breakdown on the numbers of programmes and planned places by discipline, and the distribution of subvention are as follows –

Discipline	Subvention \$ million	Full-time		Part-time	
		Number of Programmes	Planned Places	Number of Programmes	Planned Places
Applied Science	144.3	26	3 000	15	850
Business	141.6	43	9 870	54	4 140
Child Education & Community Services	85.3	6	1 350	9	930
Design	305.7	48	6 450	50	3 410
Engineering	759.6	50	10 540	120	15 440
Hospitality	363.0	58	7 080	8	1 750
Information Technology	234.5	25	5 010	39	1 580
	<b>2,034</b>	<b>256</b>	<b>43 300</b>	<b>295</b>	<b>28 100</b>

The enrolment figures for the 2014/15 academic year are not yet available.

**CONTROLLING OFFICER'S REPLY**

**EDB227**

**(Question Serial No. 0805)**

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 (Member Question No. 20):

The Chief Executive mentioned in his Policy Address that proper management of traffic and security measures will be adopted at the boundary areas to facilitate the transportation arrangements for cross-boundary students of tender age. What are the details concerned? What is the estimated expenditure of each facilitating measure?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

To facilitate the cross-boundary students (CBS) of tender age to travel daily to attend schools in Hong Kong, the Government has adopted the following transportation and clearance facilitating measures for CBS at the land-based boundary control points (CPs) -

- (i) issue Closed Area Permit (CAP) to CBS for taking local school coaches at Lo Wu (LW) Station Road and Lok Ma Chau Spur Line Control Point (LMCSL CP);
- (ii) provide special quotas for cross-boundary school coaches crossing Shenzhen Bay Control Point (SZB CP), Lok Ma Chau Control Point (LMC CP), Man Kam To Control Point (MKT CP) and Sha Tau Kok Control Point (STK CP);
- (iii) implement simplified clearance procedures for CBS at the LMCSL, SZB and LW CPs;
- (iv) provide on-board clearance services at MKT, STK and LMC CPs;
- (v) set up designated clearance counters for CBS at all CPs; and
- (vi) install CBS e-Channel for CBS at LW CP.

We expect the number of CBS using facilitating measures at the boundary CPs would continue to increase in the coming school years. The Government will continue to monitor closely the transportation and clearance needs of CBS, provide necessary supporting measures to cater for the needs and ensure their safety. To provide CBS with convenient and safe transport facilities, the Government will carry out construction works at the LMCSL CP to provide additional pedestrian shelter in the 2014/15 school year with an estimated cost of \$4.5 million.

**CONTROLLING OFFICER'S REPLY**

**EDB228**

**(Question Serial No. 0807)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 22):

The Chief Executive mentions in his Policy Address that the Education Bureau will expand its Career Guidance Team to strengthen the support for life planning and career guidance services for secondary school students. What are the establishment and estimated expenditure required for expanding the Team? Regarding the guidance services, what are the details of the projects planned by the Team?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The expansion of the Education Bureau's Career Guidance Team involves the creation of eight additional civil service posts, namely one Senior Education Officer (Administration), one Assistant Education Officer (Administration), two Inspectors (Graduate), two Assistant Inspectors (Graduate), one Executive Officer II and one Assistant Clerical Officer. These additional posts will be in place from 2014-15 to 2018-19 to strengthen support to the work of the Team. The salary expenditure of these posts is about \$5.011 million a year during the period.

The Team will provide professional support to schools to take forward life planning education in a more coordinated and systematic manner. It will also conduct career guidance visits to schools, organise professional development programmes/sharing sessions for career guidance teachers, promote career-related learning and experiences beyond the classroom and enhance parents' awareness of the multiple pathways for their children.

**CONTROLLING OFFICER'S REPLY**

**EDB229**

**(Question Serial No. 0810)**

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 (Member Question No. 24):

The Chief Executive mentioned in the Policy Address about relaxing employment and immigration restrictions for non-local students of locally-accredited local programmes, as well as implementing the PhD Fellowship Scheme and Targeted Scholarship Scheme for outstanding local and non-local students. Please advise on:

- a) the details of relaxing employment and immigration restrictions for non-local students as classified by programme, and the estimated number of students involved under the relaxation?
- b) the expenditure of the PhD Fellowship Scheme over the past three school years, namely 2010-11, 2011-12, 2012-13 and the current school year; and the estimated amount under this plan for the 2014-15 school year?
- c) the details regarding the implementation of the PhD Fellowship Scheme and Targeted Scholarship Scheme; and the targeted regions referred to in the Targeted Scholarship Scheme?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a) In recent years, we have been taking steps to enhance Hong Kong's development as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have launched a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We have also recently implemented some refinements to our existing measures, including extending student exchange from degree and above programmes to sub-degree programmes which also benefit local students, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, and aligning the permitted period of stay of non-local students with the normal duration of their study programmes.



In the 2012/13 academic year, about 26 600 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies.

(b)&(c) Hong Kong PhD Fellowship Scheme (HKPFS)

Established in 2009 by the Research Grants Council under the University Grants Committee (UGC), the HKPFS welcomes applications from local students and students from any other country or region. Those who are seeking admission as new full-time PhD students in UGC-funded institutions, irrespective of their country of origin, prior work experience and ethnic background, are eligible to apply. The HKPFS provides an annual stipend of HK\$240,000 and a conference and research-related travel allowance of HK\$10,000 per year up to three years.

The expenditure of the HKPFS in the 2010/11 to 2014/15 academic years are set out below.

Academic Year	Expenditure <sup>1</sup>	No. of Beneficiaries
2010/11	\$26.5 million	106
2011/12	\$55.5 million	222 <sup>3</sup>
2012/13	\$96.8 million	387 <sup>3</sup>
2013/14	\$105.5 million	422 <sup>3</sup>
2014/15	\$136.5 million <sup>2</sup>	546 <sup>2&amp;3</sup>

Note:

- 1 Expenditure of the HKPFS is funded by recurrent grants from the UGC.
- 2 Estimated figures based on 231 awardees for the HKPFS in 2014/15.
- 3 Including new awardees and awardees from previous year(s) who continue to benefit from the HKPFS.

Targeted Scholarships

In order to further promote Hong Kong as a regional education hub, starting from the 2012/13 academic year, up to ten targeted scholarships are offered to first-year non-local full-time students from ASEAN countries, India and Korea, who are enrolled in publicly-funded degree programmes in Hong Kong. The targeted scholarships will cover full tuition fee of the students and will be tenable for the normal duration of the programme concerned and renewable annually subject to satisfactory academic performance of the awardees.

**CONTROLLING OFFICER'S REPLY**

**EDB230**

**(Question Serial No. 0811)**

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 (Member Question No. 25):

As mentioned in point 12 of the matters requiring special attention, the Bureau will plan to introduce a new scholarship scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong to help nurture a diversified pool of top talents to propel Hong Kong's development. Please advise:

- a) What are the specific details, selection procedures, implementation timetable and the scope of the scheme?
- b) What are the selection criteria of the scheme? Please provide the criteria for selecting outstanding students and prestigious overseas universities.
- c) Please provide a list of those universities.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

(a), (b) & (c)

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB231**

**(Question Serial No. 0812)**

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, (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 26):

Please provide the respective amounts of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, Direct Subsidy Scheme and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place from 2011-12 to 2013-14.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

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

	Financial Provision			Unit Cost		
	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>1</sup>	2,012	2,143	2,295	N/A	N/A	N/A
Government primary schools <sup>2</sup>	848	897	960	45,139	50,416	55,430
Aided primary schools	10,028	10,973	11,436	39,227	44,451	47,320
English Schools Foundation Junior Schools	116	117	118	20,741	20,938	20,960
Primary schools under the Direct Subsidy Scheme	530	609	666	37,196	42,222	45,760
Government secondary schools <sup>2</sup>	1,339	1,396	1,395	52,084	57,249	62,630
Aided secondary schools	17,275	18,219	18,318	44,972	49,246	54,170
Caput schools	164	159	112	49,196	52,652	52,510
English Schools Foundation Secondary Schools	169	170	170	28,775	28,873	28,980
Secondary schools under the Direct Subsidy Scheme	2,315	2,317	2,470	44,047	45,965	49,570
Aided special schools	1,606	1,775	1,859	180,003	196,976	207,530
Vocational Training Council <sup>3</sup>						
- Higher technician / technician level	1,854	2,013	2,074	69,000	74,900	83,700
- Craft level				55,500	63,500	68,300
University Grants Committee-funded Institutions <sup>4</sup>	11,634	13,550	14,985	222,127	213,082	219,870
The Hong Kong Institute of Education <sup>4</sup>	551	610	663	144,715	142,382	145,650

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

#### Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.

3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	<b>2011-12 Actual \$ million</b>	<b>2012-13 Actual \$ million</b>	<b>2013-14 Revised Estimate \$ million</b>
City University of Hong Kong	1,383	1,577	1,761
Hong Kong Baptist University	684	814	904
Lingnan University	283	333	370
The Chinese University of Hong Kong	2,661	3,166	3,538
The Hong Kong Institute of Education	551	610	663
The Hong Kong Polytechnic University	1,902	2,201	2,378
The Hong Kong University of Science and Technology	1,475	1,705	1,870
The University of Hong Kong	2,695	3,144	3,501
Total	11,634	13,550	14,985

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

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

**CONTROLLING OFFICER'S REPLY**

**EDB232**

**(Question Serial No. 0813)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 27):

Regarding the Direct Subsidy Scheme, please list by year from 2011-12 to 2013-14:

- a) the names of the participating secondary and primary schools
- b) the numbers of students per class in these schools
- c) the numbers of students receiving grants in each school year in these schools
- d) the numbers of students receiving scholarships in each school year in these schools
- e) the amounts of scholarships unused in these schools
- f) the amounts of grants unused in these schools

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- a) Lists of secondary and primary schools under the Direct Subsidy Scheme (DSS) from the 2011/12 to 2013/14 school years are tabulated at Appendix 1.
- b) Unlike aided schools for which resources are often provided on a class basis, subvention to DSS schools is assessed on a per capita basis. In addition, class size, as a grouping strategy, is something which schools may exercise pedagogical flexibility. Instead of providing the numbers of students per class, we set out the total number of students in each DSS school from the 2011/12 to 2013/14 school years in Appendix 2.
- c) and d)  
The annual audited accounts of DSS schools provide information on the amount having been set aside as reserve for the fee remission and scholarship scheme as well as its total annual expenditure. These accounts do not contain a separate breakdown of the amounts spent on fee remission or scholarship, nor the number of students benefitted from fee remission and scholarship. Therefore, we have no detailed information on the number of students receiving grants/ scholarship.
- e) and f)  
DSS schools can use the reserve of fee remission and scholarship scheme flexibly and diligently to provide fee remission and scholarship for eligible students. The amount of expenditure exceeding the required provision and the unused amounts of the fee remission and scholarship reserve of all the DSS

schools as reflected in their latest 2011/12 audited accounts are tabulated at Appendix 3.

## List of DSS Schools in the 2011/12 School Year

No.	Name of School
1	Delia (Man Kiu) English Primary School
2	HKUGA Primary School
3	Lingnan University Alumni Association (Hong Kong) Primary School
4	PLK Camoes Tan Siu Lin Primary School
5	PLK HKTA Yuen Yuen Primary School
6	PLK Lam Man Chan English Primary School
7	PLK Luk Hing Too Primary School
8	St. Paul's Co-educational College Primary School
9	St. Paul's College Primary School
10	WF Joseph Lee Primary School
11	Ying Wa Primary School
12	Diocesan Boys' School
13	ELCHK Lutheran Academy
14	Evangel College
15	Fukien Secondary School Affiliated School
16	G. T. (Ellen Yeung) College
17	HKBU Affiliated School Wong Kam Fai Secondary and Primary School
18	HKCCC Union Logos Academy
19	Hon Wah College
20	Pui Kiu College
21	St. Margaret's Co-educational English Secondary and Primary School
22	Buddhist Fat Ho Memorial College
23	Caritas Charles Vath College
24	CCC Kung Lee College
25	Chan Shu Kui Memorial School
26	China Holiness College
27	Chinese Y.M.C.A. Secondary School
28	Confucius Hall Secondary School
29	Creative Secondary School
30	Delia Memorial School (Broadway)
31	Delia Memorial School (Glee Path)
32	Delia Memorial School (Hip Wo)
33	Delia Memorial School (Matteo Ricci)
34	Delia Memorial School (Yuet Wah)
35	Diocesan Girls' School
36	ECF Saint Too Canaan College
37	Fanling Lutheran Secondary School
38	Fukien Secondary School
39	Good Hope School
40	Hang Seng School of Commerce



No.	Name of School
41	Heung To Middle School
42	Heung To Middle School (Tin Shui Wai)
43	Heung To Secondary School (Tseung Kwan O)
44	HKFYG Lee Shau Kee College
45	HKICC Lee Shau Kee School of Creativity
46	HKMA David Li Kwok Po College
47	HKUGA College
48	Kiangsu-Chekiang College
49	Kowloon Sam Yuk Secondary School
50	Lam Tai Fai College
51	Law Ting Pong Secondary School
52	Li Po Chun United World College of Hong Kong
53	New Method College
54	Pak Kau College
55	PLK Laws Foundation College
56	PLK Ngan Po Ling College
57	Pui Kiu Middle School
58	QualiEd College
59	St. Margaret's Girls' College, Hong Kong
60	St. Paul's Co-educational College
61	St. Paul's College
62	St. Paul's Convent School
63	St. Stephen's College
64	Stewards Pooi Kei College
65	Tai Po Sam Yuk Secondary School
66	Tak Sun Secondary School
67	The Chinese Foundation Secondary School
68	Tsung Tsin Christian Academy
69	United Christian College (Kowloon East)
70	Wai Kiu College
71	Workers' Children Secondary School
72	Yeo Chei Man Senior Secondary School
73	Ying Wa College
74	YMCA of Hong Kong Christian College

**List of DSS Schools in the 2012/13 School Year**

<b>No.</b>	<b>Name of School</b>
1	Delia (Man Kiu) English Primary School
2	Fukien Secondary School Affiliated School
3	HKUGA Primary School
4	Lingnan University Alumni Association (Hong Kong) Primary School
5	PLK Camoes Tan Siu Lin Primary School
6	PLK HKTA Yuen Yuen Primary School
7	PLK Lam Man Chan English Primary School
8	PLK Luk Hing Too Primary School
9	St. Paul's Co-educational College Primary School
10	St. Paul's College Primary School
11	WF Joseph Lee Primary School
12	Ying Wa Primary School
13	Diocesan Boys' School
14	ELCHK Lutheran Academy
15	Evangel College
16	G. T. (Ellen Yeung) College
17	HKBU Affiliated School Wong Kam Fai Secondary and Primary School
18	HKCCC Union Logos Academy
19	Hon Wah College
20	Pui Kiu College
21	St. Margaret's Co-educational English Secondary and Primary School
22	Buddhist Fat Ho Memorial College
23	Caritas Charles Vath College
24	CCC Kung Lee College
25	Chan Shu Kui Memorial School
26	China Holiness College
27	Chinese Y.M.C.A. Secondary School
28	Confucius Hall Secondary School
29	Creative Secondary School
30	Delia Memorial School (Broadway)
31	Delia Memorial School (Glee Path)
32	Delia Memorial School (Hip Wo)
33	Delia Memorial School (Matteo Ricci)
34	Delia Memorial School (Yuet Wah)
35	Diocesan Girls' School
36	ECF Saint Too Canaan College
37	Fanling Lutheran Secondary School
38	Fukien Secondary School
39	Good Hope School
40	Heep Yunn School
41	Heung To Middle School

No.	Name of School
42	Heung To Middle School (Tin Shui Wai)
43	Heung To Secondary School (Tseung Kwan O)
44	HKFYG Lee Shau Kee College
45	HKICC Lee Shau Kee School of Creativity
46	HKMA David Li Kwok Po College
47	HKUGA College
48	Kiangsu-Chekiang College
49	Kowloon Sam Yuk Secondary School
50	Lam Tai Fai College
51	Law Ting Pong Secondary School
52	Li Po Chun United World College of Hong Kong
53	Pak Kau College
54	PLK Laws Foundation College
55	PLK Ngan Po Ling College
56	Pui Kiu Middle School
57	QualiEd College
58	St. Margaret's Girls' College, Hong Kong
59	St. Paul's Co-educational College
60	St. Paul's College
61	St. Paul's Convent School
62	St. Stephen's College
63	Stewards Pooi Kei College
64	Tai Po Sam Yuk Secondary School
65	Tak Sun Secondary School
66	The Chinese Foundation Secondary School
67	Tsung Tsin Christian Academy
68	United Christian College (Kowloon East)
69	Wai Kiu College
70	Workers' Children Secondary School
71	Yeo Chei Man Senior Secondary School
72	Ying Wa College
73	YMCA of Hong Kong Christian College

**List of DSS Schools in the 2013/14 School Year**

<b>No.</b>	<b>Name of School</b>
1	Delia (Man Kiu) English Primary School
2	Fukien Secondary School Affiliated School
3	HKUGA Primary School
4	Lingnan University Alumni Association (Hong Kong) Primary School
5	PLK Camoes Tan Siu Lin Primary School
6	PLK HKTA Yuen Yuen Primary School
7	PLK Lam Man Chan English Primary School
8	PLK Luk Hing Too Primary School
9	St. Paul's Co-educational College Primary School
10	St. Paul's College Primary School
11	WF Joseph Lee Primary School
12	Ying Wa Primary School
13	Diocesan Boys' School
14	ELCHK Lutheran Academy
15	Evangel College
16	G. T. (Ellen Yeung) College
17	HKBU Affiliated School Wong Kam Fai Secondary and Primary School
18	HKCCC Union Logos Academy
19	Hon Wah College
20	Pui Kiu College
21	St. Margaret's Co-educational English Secondary and Primary School
22	Buddhist Fat Ho Memorial College
23	Caritas Charles Vath College
24	CCC Kung Lee College
25	Chan Shu Kui Memorial School
26	China Holiness College
27	Chinese Y.M.C.A. Secondary School
28	Confucius Hall Secondary School
29	Creative Secondary School
30	Delia Memorial School (Broadway)
31	Delia Memorial School (Glee Path)
32	Delia Memorial School (Hip Wo)
33	Delia Memorial School (Matteo Ricci)
34	Delia Memorial School (Yuet Wah)
35	Diocesan Girls' School
36	ECF Saint Too Canaan College
37	Fanling Lutheran Secondary School
38	Fukien Secondary School
39	Good Hope School
40	Heep Yunn School
41	Heung To Middle School

No.	Name of School
42	Heung To Middle School (Tin Shui Wai)
43	Heung To Secondary School (Tseung Kwan O)
44	HKFYG Lee Shau Kee College
45	HKICC Lee Shau Kee School of Creativity
46	HKMA David Li Kwok Po College
47	HKUGA College
48	Kiangsu-Chekiang College
49	Kowloon Sam Yuk Secondary School
50	Lam Tai Fai College
51	Law Ting Pong Secondary School
52	Li Po Chun United World College of Hong Kong
53	Mu Kuang English School
54	Pak Kau College
55	PLK Laws Foundation College
56	PLK Ngan Po Ling College
57	Pui Kiu Middle School
58	QualiEd College
59	St. Margaret's Girls' College, Hong Kong
60	St. Paul's Co-educational College
61	St. Paul's College
62	St. Paul's Convent School
63	St. Stephen's College
64	Stewards Pooi Kei College
65	Tai Po Sam Yuk Secondary School
66	Tak Sun Secondary School
67	The Chinese Foundation Secondary School
68	Tsung Tsin Christian Academy
69	United Christian College (Kowloon East)
70	Wai Kiu College
71	Workers' Children Secondary School
72	Yeo Chei Man Senior Secondary School
73	Ying Wa College
74	YMCA of Hong Kong Christian College

## Numbers of Students in Each DSS School from the 2011/12 to 2013/14 School Years

School Name	Number of Students <sup>Note</sup>		
	2011/12	2012/13	2013/14
<b>Primary</b>			
Delia (Man Kiu) English Primary School	561	540	564
HKUGA Primary School	720	719	718
Lingnan University Hong Kong Alumni DSS Primary School	267	293	313
PLK Camoes Tan Siu Lin Primary School	1 012	996	974
PLK HKTA Yuen Yuen Primary School	722	731	741
PLK Lam Man Chan English Primary School	450	589	649
PLK Luk Hing Too Primary School	625	615	633
St. Paul's Co-educational College Primary School	819	839	851
St. Paul's College Primary School	549	562	577
WF Joseph Lee Primary School	846	823	833
Ying Wa Primary School	931	922	924
Fukien Secondary School Affiliated School	-	516	564
<b>Primary cum Secondary</b>			
Diocesan Boys' School	2 349	2 299	2 315
ELCHK Lutheran Academy	409	621	812
Evangel College	1 840	1 819	1 780
G. T. (Ellen Yeung) College	1 007	1 049	1 036
HKBUAS Wong Kam Fai Secondary and Primary School	1 755	1 760	1 744
HKCCC Union Logos Academy	2 046	2 082	2 070
Hon Wah College	999	984	999
Pui Kiu College	1 564	1 475	1 518
St. Margaret's Co-educational English Secondary and Primary School	1 163	1 086	1 077
Fukien Secondary School Affiliated School	533	-	-
<b>Secondary</b>			
Buddhist Fat Ho Memorial College	374	383	375
Caritas Charles Vath College	151	112	120
CCC Kung Lee College	380	319	344
Chan Shu Kui Memorial School	1 109	1 041	976
China Holiness College	554	512	519
Chinese Y.M.C.A. Secondary School	1 184	1 118	1 079
Confucius Hall Secondary School	364	278	235
Creative Secondary School	694	728	755
Delia Memorial School (Broadway)	918	890	899
Delia Memorial School (Glee Path)	602	527	498
Delia Memorial School (Hip Wo)	1 503	1 425	1 421
Delia Memorial School (Matteo Ricci)	566	455	437
Delia Memorial School (Yuet Wah)	732	505	413
Diocesan Girls' School	1 214	1 117	1 113
ECF Saint Too Canaan College	838	717	758
Fanling Lutheran Secondary School	1 212	1 200	1 201
Fukien Secondary School	1 337	1 271	1 238

School Name	Number of Students <sup>Note</sup>		
	2011/12	2012/13	2013/14
Good Hope School	1 329	1 264	1 246
Heung To Middle School	1 011	959	922
Heung To Middle School (Tin Shui Wai)	952	902	875
Heung To Secondary School (Tseung Kwan O)	793	726	680
HKFYG Lee Shau Kee College	681	704	678
HKICC Lee Shau Kee School of Creativity	477	358	340
HKMA David Li Kwok Po College	856	810	816
HKUGA College	930	932	915
Kiangsu-Chekiang College	855	734	642
Kowloon Sam Yuk Secondary School	899	850	777
Lam Tai Fai College	856	767	764
Law Ting Pong Secondary School	1 017	888	826
Li Po Chun United World College of Hong Kong	255	253	255
Pak Kau College	973	878	861
PLK Laws Foundation College	736	708	683
PLK Ngan Po Ling College	973	903	901
Pui Kiu Middle School	975	928	921
QualiEd College	1 065	953	942
St. Margaret's Girls' College, Hong Kong	468	469	456
St. Paul's Co-educational College	1 292	1 238	1 226
St. Paul's College	1 112	1 028	1 042
St. Paul's Convent School	1 275	1 244	1 210
St. Stephen's College	1 052	955	906
Stewards Pooi Kei College	1 071	1 034	1 019
Tai Po Sam Yuk Secondary School	835	711	692
Tak Sun Secondary School	956	890	873
The Chinese Foundation Secondary School	936	872	894
Tsung Tsin Christian Academy	712	692	652
United Christian College (Kowloon East)	927	875	865
Wai Kiu College	759	714	703
Workers' Children Secondary School	784	697	657
Yeo Chei Man Senior Secondary School	489	218	67
Ying Wa College	1 238	1 146	1 139
YMCA of Hong Kong Christian College	1 057	953	938
New Method College	518	-	-
Heng Seng School of Commerce	349	-	-
Heep Yunn School	-	1 077	1 067
Mu Kuang English School	-	-	1 151

Note: The numbers of students are based on the enrolment situation as at October of respective school years.

**Unused Amount / Expenditure Exceeding Required Provision  
of Fee Remission and Scholarship Reserve for the 2011/12 School Year<sup>Note 1</sup>  
(as reflected in the 2011/12 Audited Accounts)**

No.	Name of School <sup>Note 2</sup>	Unused Amount / (Expenditure Exceeding Required Provision) <sup>Note 3</sup>
1	School A	(709,512)
2	School B	(178,137)
3	School C	(100,850)
4	School D	(40,240)
5	School E	(13,556)
6	School F	47,590
7	School G	124,560
8	School H	168,729
9	School I	323,076
10	School J	491,567
11	School K	547,800
12	School L	730,406
13	School M	4,357,035 <sup>Note 4</sup>
14	School N	(1,753,975)
15	School O	(1,451,563)
16	School P	(649,018)
17	School Q	(448,287)
18	School R	(139,620)
19	School S	(74,911)
20	School T	1,151,688
21	School U	1,160,925
22	School V	1,225,907
23	School W	(9,774,070)
24	School X	(5,588,549)
25	School Y	(3,028,963)
26	School Z	(1,379,247)
27	School AA	(1,324,801)



<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Unused Amount / (Expenditure Exceeding Required Provision)</b> <sup>Note 3</sup>
28	School AB	(1,259,227)
29	School AC	(1,167,408)
30	School AD	(1,109,735)
31	School AE	(1,058,581)
32	School AF	(1,027,952)
33	School AG	(919,859)
34	School AH	(913,799)
35	School AI	(821,292)
36	School AJ	(796,905)
37	School AK	(705,947)
38	School AL	(570,823)
39	School AM	(546,683)
40	School AN	(526,576)
41	School AO	(514,053)
42	School AP	(414,418)
43	School AQ	(392,519)
44	School AR	(384,279)
45	School AS	(369,468)
46	School AT	(329,280)
47	School AU	(304,290)
48	School AV	(301,546)
49	School AW	(290,255)
50	School AX	(182,538)
51	School AY	(173,650)
52	School AZ	(167,442)
53	School BA	(159,696)
54	School BB	(148,660)
55	School BC	(144,729)
56	School BD	(128,549)
57	School BE	(117,624)
58	School BF	(65,079)
59	School BG	(29,370)

<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Unused Amount / (Expenditure Exceeding Required Provision)</b> <sup>Note 3</sup>
60	School BH	(25,780)
61	School BI	(2,750)
62	School BJ	0
63	School BK	120,608
64	School BL	124,749
65	School BM	182,047
66	School BN	184,660
67	School BO	229,741
68	School BP	392,815
69	School BQ	397,868
70	School BR	490,968
71	School BS	1,685,757
72	School BT	1,750,796
73	School BU	2,750,883
74	School BV	3,661,127

Note 1: The Education Bureau has not yet received the 2012/13 and 2013/14 audited accounts from all the DSS schools.

Note 2: The names of the DSS schools are not provided as the submission of the annual audited accounts to the Education Bureau is solely for audit purpose.

Note 3: The total expenditure of fee remission and scholarship exceeded the required provision.

Note 4: According to requirement, when the reserve for the fee remission and scholarship scheme of a DSS school has reached a cumulative amount that exceeds the school's half-year total fee income, the School Management Committee / Incorporated Management Committee should devise a plan on how this specific reserve could be effectively deployed. The school has submitted to the Education Bureau a plan showing school-based arrangements for better utilisation of its fee remission and scholarship reserve, including providing additional financial assistance for needy students.

**CONTROLLING OFFICER'S REPLY**

**EDB233**

**(Question Serial No. 0814)**

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 (Member Question No. 28):

Please provide the following information for the 2009/10 to 2013/14 school years:

- (a) a breakdown by the numbers of newly-arrived students from the Mainland, cross-boundary students, students with one of their parents being non-Hong Kong residents and students with both parents being non-Hong Kong residents who are attending local kindergartens, primary and secondary schools, as well as their distribution by class level and school district;
- (b) the numbers of newly-arrived students from the Mainland who were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district;
- (c) the numbers of cross-boundary students still living in the Mainland but were issued with education vouchers to attend local kindergartens, as well as their distribution by class level and school district;
- (d) the respective total numbers of cross-boundary students attending local kindergartens, primary and secondary schools. Also, a breakdown by various boundary control points used by these 3 types of students for arrivals and departures.
- (e) In view of the number of cross-boundary students or newly-arrived students from the Mainland, what is the number of classes the Administration has increased in schools in the 2013/14 school year? Please list their respective class levels as well as the number of the schools involved and their respective districts;
- (f) In view of the number of cross-boundary students or newly-arrived students from the Mainland, what is the number of classes the Administration estimated to increase in schools in the 2014/15 school year? Please list the number of classes to be increased and their respective class levels as well as the number of the schools involved and their respective districts.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

(a) The Education Bureau (EDB) does not collect information on the residency status of the parents of cross-boundary students (CBS). Nevertheless, we have collected information on the number of CBS attending kindergartens, primary schools and secondary schools in selected districts on an annual basis. The relevant information is provided at Appendix 1(a).

The numbers of students from the Mainland newly admitted to primary and secondary schools by district and by class level from the 2009/10 to 2013/14 school years are detailed at Appendix 1(b). We have not collected such information for kindergartens.

(b) Under the Pre-primary Education Voucher Scheme (PEVS), every child, aged 2 years 8 months or above, as at end August prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Financial Assistance Agency. We do not collect the figures of children issued with Certificate of Eligibility by the category of newly-arrived students and hence are unable to provide the information as requested.

(c) The numbers of CBS as grouped by level and district, including those studying in kindergartens in selected districts are provided at Appendix 1(a). We do not collect information on whether these cross-boundary students were issued with education vouchers to attend local kindergartens.

(d) The respective numbers of CBS studying in kindergartens, primary schools, secondary schools and commuting to schools via various land-based boundary control points from the 2009/10 to 2013/14 school years are detailed at Appendix 2.

(e) and (f) The number of classes to be operated is determined by the demand on school places by the eligible student population, which will include the CBS and newly arrived students. We are therefore not able to provide the number of additional classes arising solely from the increase of CBS and newly-arrived students from the Mainland.

Number of cross-boundary students admitted to kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by district and by class level from the 2009/10 to 2013/14 school years

## (i) School Year : 2009/10

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	782	727	716	719	663	589	579	449	394	286	242	171	177	99	14	13
Tai Po	6	7	6	44	38	40	42	22	13	29	28	28	22	10	3	2
Yuen Long	106	63	41	84	92	59	55	60	46	24	25	29	19	13	0	1
Tuen Mun	106	77	42	37	25	6	7	3	4	7	4	5	3	2	0	1
Sha Tin	0	2	0	11	2	1	1	3	0	2	5	3	0	0	0	0
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwai Ching	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0

## (ii) School Year: 2010/11

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	988	934	865	814	674	634	564	533	400	353	256	236	151	166	27	16
Tai Po	11	7	11	74	44	34	38	32	26	38	22	26	30	20	1	2
Yuen Long	221	187	106	117	89	100	75	73	59	47	26	22	26	17	2	1
Tuen Mun	179	169	106	75	34	28	10	8	3	9	6	4	7	6	0	0
Sha Tin	1	0	1	15	11	4	1	2	4	6	4	5	4	1	0	1
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kwai Ching	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## (iii) School Year: 2011/12

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
North	1 334	1 191	1 152	936	730	635	618	511	498	326	342	257	214	134	139	20
Tai Po	19	31	17	141	68	42	29	39	32	73	37	23	21	13	14	1
Yuen Long	380	374	316	225	104	83	100	63	50	53	45	33	23	23	17	2
Tuen Mun	364	291	237	146	68	35	34	12	10	7	11	9	5	6	5	0
Sha Tin	1	0	0	33	19	4	4	1	3	6	2	6	4	4	3	1
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Kwai Tsing	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0

## (iv) School Year: 2012/13

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 443	1 534	1 304	1 184	900	698	573	534	490	411	300	318	243	176	121
Tai Po	59	61	70	382	129	65	36	22	35	83	65	45	31	18	13
Yuen Long	585	568	500	439	232	108	84	87	62	60	61	49	34	21	21
Tuen Mun	446	467	352	318	128	55	40	28	9	16	8	14	8	4	3
Sha Tin	2	0	0	47	29	20	5	6	2	8	5	1	4	6	1
Tsuen Wan	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Kwai Tsing	7	8	19	0	0	0	0	1	1	0	0	0	0	1	1
Tung Chung	9	16	4	0	0	0	0	0	0	0	0	0	0	0	0

(v) School Year: 2013/14

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	1 674	1 679	1 555	1 388	1 069	806	667	530	536	423	385	297	312	207	158
Tai Po	152	97	91	508	359	131	62	43	27	96	79	70	44	28	18
Yuen Long	791	748	696	658	420	230	129	80	73	65	56	62	47	30	20
Tuen Mun	592	573	514	538	343	147	70	48	35	19	13	15	16	7	4
Sha Tin	6	13	6	68	49	25	19	7	8	7	7	8	3	2	3
Tsuen Wan	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0
Kwai Tsing	17	13	14	2	1	0	1	1	2	1	0	0	0	0	1
Tung Chung	20	16	18	0	0	0	0	0	0	0	0	0	0	0	0

- Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.
- (2) The figures refer to the position as at September of the respective school years.
- (3) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.

Number of students from the Mainland newly admitted to primary and secondary schools by district and by class level from the 2009/10 to 2013/14 school years

## (i) School Year: 2009/10

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	25	13	21	21	22	4	6	14	4	3	0	0	0
Wan Chai	20	2	7	11	12	4	18	6	13	12	2	0	0
Eastern	92	17	21	27	22	8	65	49	51	41	4	1	0
Southern	19	7	6	11	18	6	32	19	22	15	1	0	0
Sham Shui Po	135	45	59	68	80	41	132	100	79	60	8	0	0
Yau Tsim Mong	102	35	32	35	47	43	63	66	31	37	1	0	0
Kowloon City	71	21	25	37	50	27	46	65	60	29	4	0	0
Wong Tai Sin	110	17	28	29	43	19	52	28	27	33	3	2	0
Kwun Tong	95	49	55	43	71	43	97	110	101	75	8	2	0
Tsuen Wan	68	19	36	28	45	10	54	47	38	26	3	0	0
Tuen Mun	106	26	28	27	45	12	69	24	43	21	2	0	0
Yuen Long	133	33	39	38	46	29	37	36	51	18	2	0	0
North	459	74	74	75	73	50	95	55	46	28	0	0	0
Tai Po	78	15	8	26	20	5	36	21	21	20	0	0	0
Sha Tin	124	26	20	34	32	18	46	45	39	20	4	1	0
Sai Kung	16	8	18	12	17	9	15	19	9	9	2	0	0
Islands	9	5	6	8	9	8	9	3	2	4	1	0	0
Kwai Tsing	103	30	34	47	38	19	69	62	45	42	3	0	0



(ii) School Year: 2010/11

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	21	13	14	13	14	4	13	6	10	15	0	0	0
Wan Chai	9	4	6	9	2	5	13	9	7	4	1	0	0
Eastern	59	9	14	20	26	15	59	27	40	51	7	0	0
Southern	1	4	9	11	3	5	19	10	12	7	1	0	0
Sham Shui Po	84	32	43	40	54	45	104	88	75	56	14	0	0
Yau Tsim Mong	53	24	27	39	48	19	78	48	34	30	9	0	0
Kowloon City	38	20	18	36	38	17	74	31	39	41	14	2	0
Wong Tai Sin	50	17	26	24	25	15	71	35	46	15	1	1	0
Kwun Tong	79	26	26	51	65	37	98	76	83	64	20	2	0
Tsuen Wan	56	33	29	34	27	43	71	56	67	32	12	0	0
Tuen Mun	64	21	25	27	20	11	79	28	32	27	7	0	0
Yuen Long	110	45	44	50	60	32	68	42	41	26	4	0	0
North	263	54	60	46	64	30	109	32	43	30	11	0	0
Tai Po	35	14	8	22	16	7	39	19	30	26	5	1	0
Sha Tin	63	29	25	20	32	21	92	30	38	26	12	2	0
Sai Kung	20	8	9	17	21	6	17	14	11	20	4	0	0
Islands	2	1	5	4	11	5	8	5	5	2	0	0	0
Kwai Tsing	79	26	33	33	41	15	68	34	42	24	9	0	0

(iii) School Year: 2011/12

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	S7
Central & Western	21	11	11	11	12	6	10	14	7	7	3	0	0
Wan Chai	13	2	1	8	7	5	17	12	12	7	3	0	0
Eastern	40	7	12	26	29	6	54	26	44	40	11	1	0
Southern	17	2	3	13	9	0	30	14	14	5	2	0	0
Sham Shui Po	76	30	30	55	49	20	82	71	85	59	18	1	0
Yau Tsim Mong	47	26	43	39	33	20	95	57	42	29	9	0	0
Kowloon City	35	14	15	34	33	6	80	37	48	40	8	0	0
Wong Tai Sin	50	17	19	31	43	17	56	19	28	28	7	1	0
Kwun Tong	62	16	28	52	42	38	95	101	70	77	11	0	0
Tsuen Wan	34	16	37	34	34	26	43	64	24	25	9	2	0
Tuen Mun	42	16	18	22	31	9	77	34	30	32	10	0	0
Yuen Long	93	34	32	46	56	39	54	54	55	38	11	1	0
North	164	34	44	80	58	39	64	59	55	30	7	0	0
Tai Po	49	14	19	14	16	5	46	25	30	21	4	1	0
Sha Tin	70	34	28	30	35	11	77	41	29	20	10	2	0
Sai Kung	7	4	8	8	13	4	13	15	19	18	4	0	0
Islands	10	4	7	8	9	1	5	4	9	1	0	0	0
Kwai Tsing	54	16	20	19	35	13	64	49	29	28	2	1	0

(iv) School Year: 2012/13

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Central & Western	11	3	7	12	12	2	17	4	12	5	2	0
Wan Chai	10	7	4	8	6	2	5	10	8	8	1	0
Eastern	34	17	9	18	19	7	63	23	54	48	9	2
Southern	6	5	5	6	11	2	19	7	10	15	2	0
Sham Shui Po	69	33	44	45	60	22	117	59	74	58	12	0
Yau Tsim Mong	24	14	41	47	36	26	68	34	47	37	13	0
Kowloon City	47	19	18	36	28	11	100	50	50	37	6	0
Wong Tai Sin	43	24	16	21	22	17	58	27	39	25	1	0
Kwun Tong	59	27	26	35	56	26	93	106	87	60	21	1
Tsuen Wan	54	33	21	24	42	15	43	30	28	33	5	0
Tuen Mun	66	22	20	28	32	14	79	41	40	25	9	0
Yuen Long	104	49	44	39	34	36	77	34	67	31	8	1
North	98	29	37	43	50	20	64	42	74	27	4	0
Tai Po	47	18	26	35	12	8	57	28	35	23	6	0
Sha Tin	36	23	25	27	22	12	64	31	39	23	2	0
Sai Kung	9	10	7	9	14	5	23	14	13	23	4	0
Islands	1	7	6	4	2	4	2	1	5	5	1	0
Kwai Tsing	47	16	18	20	26	22	51	36	61	36	7	0

(v) School Year: 2013/14

District	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Central & Western	22	5	5	10	11	2	8	7	8	3	1	0
Wan Chai	14	4	2	5	4	0	4	7	7	8	3	0
Eastern	79	9	10	18	15	5	73	36	51	36	11	4
Southern	12	6	5	6	8	4	21	9	12	10	1	0
Sham Shui Po	94	18	28	28	66	21	91	37	27	61	11	1
Yau Tsim Mong	51	24	31	32	33	19	54	41	47	32	5	0
Kowloon City	54	16	24	20	20	9	85	17	48	37	3	0
Wong Tai Sin	62	14	7	13	26	7	57	25	38	23	8	0
Kwun Tong	72	18	23	28	47	28	102	97	83	56	17	1
Tsuen Wan	60	21	18	29	11	6	43	23	22	24	1	0
Tuen Mun	87	21	23	17	15	7	72	27	50	25	3	0
Yuen Long	136	29	33	54	41	17	72	36	40	21	4	0
North	168	17	16	18	32	15	94	30	30	41	2	0
Tai Po	41	16	19	30	19	9	50	28	44	36	6	0
Sha Tin	90	17	27	29	34	8	72	22	38	20	7	0
Sai Kung	16	4	7	8	6	9	36	20	15	28	6	0
Islands	8	2	3	5	6	0	2	3	1	2	0	0
Kwai Tsing	52	17	21	22	31	15	46	22	23	27	6	0

- Notes:
- (1) The figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.
  - (2) The figures refer to the number of students from the Mainland studying at the respective class levels as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.
  - (3) The figures for Primary 1 include students from the Mainland who might have studied in kindergartens in Hong Kong.
  - (4) The figures for the 2013/14 school year are provisional and subject to revisions.
  - (5) The figures refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.
  - (6) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from 2012/13 school year.

Number of cross-boundary students studying in kindergartens (including kindergarten-cum-child care centres), primary schools, secondary schools commuting via various land-based boundary control points from the 2009/10 to 2013/14 school years

Control Point	Level	2009/10	2010/11	2011/12	2012/13	2013/14
Shenzhen Bay Control Point	Kindergarten	329	736	1 567	2 281	3 159
	Primary	149	260	466	971	1 920
	Secondary	34	50	94	108	123
Lok Ma Chau Control Point	Kindergarten	144	107	60	335	331
	Primary	211	318	98	279	295
	Secondary	61	63	65	98	148
Man Kam To Control Point	Kindergarten	4	28	4	0	213
	Primary	313	315	358	610	795
	Secondary	15	9	14	9	20
Sha Tau Kok Control Point	Kindergarten	385	445	412	433	387
	Primary	564	502	469	544	582
	Secondary	220	194	163	136	155
Lok Ma Chau Spur Line Control Point	Kindergarten	971	1 432	2 090	2 814	3 651
	Primary	1 158	1 485	1 923	2 462	3 316
	Secondary	320	432	575	725	818
Lo Wu Control Point	Kindergarten	848	1 038	1 575	1 591	1 545
	Primary	1 695	1 695	1 962	1 883	2 173
	Secondary	617	790	970	1 077	1 240

Notes: (1) The figures quoted above are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung (starting from the 2012/13 school year) Districts.

(2) The figures refer to the position as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY****EDB234****(Question Serial No. 0816)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 30):

Please list out the percentage share of the provision allocated to the University Grants Committee (UGC) in the overall provision for education from 2011-12 to 2013-14, as well as the percentage share of the estimated provision allocated to the UGC in the overall estimated provision for education in 2014-15.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The required information is tabulated below:

Financial year	Total financial provision for University Grants Committee (UGC) (Head 190) # (\$million)	Total expenditure on education (\$million)	Total financial provision for UGC (Head 190) as a percentage of total expenditure on education
	[a]	[b]	[a / b]
2011-12 (Actual)	11,708	67,891	17.2%
2012-13 (Actual)	15,316	76,600	20.0%
2013-14 (Revised estimate)	15,716	76,856	20.4%
2014-15 (Estimate)	15,602	75,372	20.7%

# Total financial provision for UGC (Head 190) includes subventions for the UGC-funded institutions; salaries, allowances and other operating expenses of the UGC Secretariat; as well as provision for the Sixth Matching Grant Scheme.

**CONTROLLING OFFICER'S REPLY**

**EDB235**

**(Question Serial No. 0988)**

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 (Member Question No. 16):

- a) Based on the data from the past 3 school years, please give a breakdown of the supply and demand as well as the balance of international school places by District Council district.
- b) The Chief Executive states in the Policy Address that the Government is monitoring the supply and demand of international school places and facilitating the development of international schools. What are the details and estimated expenditures involved?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including those provided by English Schools Foundation and private international schools), students enrolled and vacancies by the districts in which the international schools are located in the past three school years (i.e. 2011/12 to 2013/14 school years) is set out at Annex for illustration purpose.

According to the findings of a consultancy study completed in late 2012, it is projected that based on the position of the 2011/12 school year, there will be a shortfall of around 4 200 primary places in the 2016/17 school year. We have allocated four vacant school premises and four greenfield sites between 2007 and 2009 for the expansion and development of international schools. To address the projected shortfall, we have already completed the allocation of three vacant school premises in Eastern District, Kwun Tong and Southern District for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. In light of the remaining projected shortfall in primary places, we are prepared to further increase the supply through allocating additional vacant premises and sites for international school development. Two premises and three sites in the Southern District, Sai Kung and Tai Po are identified for this purpose. We target to launch an Expression of Interest exercise in the first quarter of 2014 to ascertain the development needs of the international school sector and their interests in the premises and sites identified.

Recurrent administrative expenditure and manpower involved in the monitoring of supply and demand of international school places and the management of school allocation exercises will be absorbed by this Bureau. At present, the work relating to facilitating and supporting international school development in light of the demand is overseen by a Deputy Secretary, a Principal Assistant Secretary, an Assistant Secretary and a Senior Executive Officer in the Bureau, amongst their other duties.



**Number of international school places,  
number of students enrolled and vacancies from 2011/12 to 2013/14 school years**

	2011/2012			2012/2013			2013/2014		
	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies	Number of places	Number of students enrolled	Vacancies
<b>Hong Kong</b>									
Central & Western	3 814	3 422	392	3 717	3 452	265	3 577	3 138	439
Wan Chai	3 275	2 909	366	2 707	2 510	197	3 133	2 991	142
Eastern	6 614	5 450	1 164	7 001	5 702	1 299	7 205	6 040	1 165
Southern	10 066	9 381	685	10 215	9 479	736	10 204	9 442	762
<i>Sub-total</i>	23 769	21 162	2 607	23 640	21 143	2 497	24 119	21 611	2 508
<b>Kowloon</b>									
Yau Tsim Mong	-	-	-	-	-	-	-	-	-
Sham Shui Po	550	532	18	550	529	21	105	83	22
Kowloon City	6 846	6 233	613	7 360	6 475	885	7 475	6 683	792
Wong Tai Sin	-	-	-	-	-	-	-	-	-
Kwun Tong	-	-	-	560	384	176	276	268	8
<i>Sub-total</i>	7 396	6 765	631	8 470	7 388	1 082	7 856	7 034	822
<b>New Territories</b>									
Sai Kung	720	719	1	720	717	3	1 292	1 201	91
Sha Tin	2 124	2 096	28	2 124	2 109	15	2 119	2 103	16
Tai Po	1 426	1 016	410	1 475	1 114	361	1 526	1 134	392
North	200	168	32	240	207	33	300	262	38
Yuen Long	240	76	164	123	65	58	123	56	67
Tuen Mun	-	-	-	731	657	74	830	821	9
Tsuen Wan	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	-	-	-	417	391	26
Island	1 055	995	60	1 159	974	185	1 102	967	135
<i>Sub-total</i>	5 765	5 070	695	6 572	5 843	729	7 709	6 935	774
<b>Total</b> (rounded to the nearest 100)	<b>36 900</b>	<b>33 000</b>	<b>3 900</b>	<b>38 700</b>	<b>34 400</b>	<b>4 300</b>	<b>39 700</b>	<b>35 600</b>	<b>4 100</b>

## Notes:

- (1) Figures include English Schools Foundation (ESF) schools and private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at mid-September of the respective years.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.

**CONTROLLING OFFICER'S REPLY**

**EDB236**

**(Question Serial No. 0989)**

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 (Member Question No. 17):

The Chief Executive stated in his Policy Address that the Government will subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. What are the details of these selected disciplines?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the disciplines to be selected.

**CONTROLLING OFFICER'S REPLY**

**EDB237**

**(Question Serial No. 0990)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 19):

The Chief Executive has stated in the Policy Address that an endowment fund of \$1 billion will be established to provide long-term support for the sustainable development and implementation of the Hong Kong Qualifications Framework. What are the details and allocation of the related investment? What are the investment return targets in the next 3 financial years?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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.

We shall make appropriate investment arrangements for the QF Fund, and details are being worked out. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year.

**CONTROLLING OFFICER'S REPLY****EDB238****(Question Serial No. 1402)**

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 (Member Question No. 18):

The Chief Executive stated in his Policy Address that a pilot training and support scheme will be launched at the Vocational Training Council (VTC). Please advise on the main career types at which the scheme will be launched. What is the estimated expenditure for implementing the scheme for different careers?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB239**

**(Question Serial No. 0151)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office

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

Director of Bureau: Secretary for Education

Question (Member Question No. 82):

What is the estimate for the pay and allowances for the Under Secretary for Education and the Political Assistant to Secretary for Education in 2014-15?

Asked by: Hon. WONG Yuk-man

Reply:

For budgetary purposes, the estimates for the salary expenditure for the Under Secretary for Education and the Political Assistant to Secretary for Education in 2014-15 are \$2.20 million and \$1.18 million respectively.

**CONTROLLING OFFICER'S REPLY****EDB240****(Question Serial No. 2176)**

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 (Member Question No. 17):

In paragraph 106 of the Budget, it is mentioned that “The Vocational Training Council (VTC) will launch a pilot training and support scheme to attract new entrants for industries with keen demand for labour. Under the scheme, structured apprenticeship training programmes will be integrated with clear career progression pathways. The 2 000 apprentices joining the scheme will receive an allowance from Government and the industries.”

What are the details of the support scheme? Which of the industries will be incorporated into the scheme? What will be the amount of subsidy provided to the students?

Asked by: Hon. YICK Chi-ming, Frankie

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.



**CONTROLLING OFFICER'S REPLY**

**EDB241**

**(Question Serial No.2178 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3 ) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 19):

Among the Matters Requiring Special Attention in 2014-15, the Bureau indicated that it will further enhance the provision of the Learning Support Grant for public sector secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs.

What are the details of the enhanced provision? Besides, will the Bureau consider offering differential grant of different amounts based on the special circumstances of Band 1 to Band 3 schools (such as based on the number of students with special educational needs)?

Asked by: Hon. YICK Chi-ming, Frankie

Reply:

To help public sector mainstream schools (including secondary schools) cater for students with special educational needs (SEN), the Education Bureau (EDB) has all along been providing them with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of LSG received by each school is calculated according to the number of students with SEN enrolled and the tier of support the students require.

To further enhance the support for mainstream schools to cater for students with SEN, EDB will increase the rates of LSG by 30% in the 2014/15 school year, i.e. the annual grant per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. In subsequent school years, the grant rates and the ceiling of the LSG for each school will be adjusted annually according to the change in the Composite Consumer Price Index. Schools may pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services, etc. to render appropriate support for the students with SEN.

In gist, individual schools have been receiving different amounts of LSG according to the number of students with SEN admitted and different grant rates will be provided for students requiring different tiers of support.

**CONTROLLING OFFICER'S REPLY****EDB242****(Question Serial No. 1062)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 8):

In the past three academic years, among the applicants for assistance under the “Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS)” and the “Financial Assistance Scheme for Post-secondary Students (FASP)”, how many are from families in receipt of Comprehensive Social Security Assistance (CSSA) and what are their respective percentage shares? Please provide information using the tables below.

Table 1 – Applicants of TSFS whose families are CSSA recipients

Number of applicants disbursed with financial assistance and its percentage share
Number of applicants disbursed with grants and its percentage share
Number of applicants provided with loans to meet living expenses and its percentage share
Number of applicants disbursed with loans to meet living expenses and its percentage share

Table 2 – Applicants of FASP whose families are CSSA recipients

Number of applicants disbursed with financial assistance and its percentage share
Number of applicants disbursed with grants and its percentage share
Number of applicants provided with loans to meet living expenses and its percentage share
Number of applicants disbursed with loans to meet living expenses and its percentage share

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2011/12 to 2013/14 academic years, the number of successful applications from families in receipt of CSSA under TSFS and FASP are as follows –

Table 1 – Applicants of TSFS whose families are CSSA recipients

Academic Year	2011/12	2012/13	2013/14*
Total number of successful applicants	26 330	30 184	27 012
Number of CSSA applicants disbursed with financial assistance (percentage share)	5 270 (20.02%)	6 029 (19.97%)	5 106 (18.90%)
Number of CSSA applicants disbursed with grants (percentage share)	5 270 (20.02%)	6 029 (19.97%)	5 106 (18.90%)
Number of CSSA applicants provided with loans to meet living expenses (percentage share)	5 270 (20.02%)	6 029 (19.97%)	5 106 (18.90%)
Number of CSSA applicants disbursed with loans to meet living expenses (percentage share)	1 881 (7.14%)	2 130 (7.06%)	1 631 (6.04%)

\* As at 31.1.2014

Table 2 – Applicants of FASP whose families are CSSA recipients

Academic Year	2011/12	2012/13	2013/14*
Total number of successful applicants	22 878	28 383	24 263
Number of CSSA applicants disbursed with financial assistance (percentage share)	5 916 (25.86%)	6 958 (24.51%)	5 985 (24.67%)
Number of CSSA applicants disbursed with grants (percentage share)	5 916 (25.86%)	6 958 (24.51%)	5 985 (24.67%)
Number of CSSA applicants provided with loans to meet living expenses (percentage share)	5 916 (25.86%)	6 958 (24.51%)	5 985 (24.67%)
Number of CSSA applicants disbursed with loans to meet living expenses (percentage share)	2 732 (11.94%)	2 462 (8.67 %)	1 664 (6.86%)

\* As at 31.1.2014

**CONTROLLING OFFICER'S REPLY****EDB243****(Question Serial No. 2755)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 51):

It is stated under this Programme that the Student Financial Assistance Agency (SFAA) will continue to step up efforts to recover student loans in arrears and tackle the default problem. Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), would the Administration advise this Committee of the following –

- (a) the number of student loan default cases, the amount in default, and the default rate in relation to the number of loan repayment accounts in the past year;
- (b) the breakdown of the number of default cases by different debt ages and their percentages in relation to the number of loan repayment accounts in the past year;
- (c) the number of applications for deferment of loan repayment, and their percentages in relation to the number of default cases and the number of loan repayment accounts in 2012-13 and 2013-14;
- (d) the number of applications for deferment of loan repayment received, the number of applications completed, the number of applications approved and the approval rate in 2012-13 and 2013-14;
- (e) the breakdown of the number of applications for deferment of loan repayment rejected by the Administration for various reasons and their percentages in 2012-13 and 2013-14;
- (f) the breakdown of the number of applications for deferment of loan repayment for various reasons and their percentages in 2012-13 and 2013-14; and

- (g) the number of default cases that were referred to the Department of Justice (DoJ), the number of cases against which claims were filed directly to the Small Claims Tribunal (SCT), and their percentages in relation to the number of loan repayment accounts in 2012-13 and 2013-14?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Regarding TSFS, FASP, NLSFT, NLSPS and ENLS, the required information is provided as follows –

- (a) Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. The number of student loan default cases, the amount in default, and the default rate in relation to the number of loan repayment accounts in the 2013/14 academic year (as at 31 January 2014) –

	<b>2013/14 Academic Year*</b>
<b>(A) TSFS</b>	
No. of default cases	1 764
Amount in default (\$ million)	37.06
No. of loan repayment accounts	23 557
Default rate in terms of accounts	7.49%
<b>(B) FASP</b>	
No. of default cases	1 829
Amount in default (\$ million)	20.50
No. of loan repayment accounts	21 561
Default rate in terms of accounts	8.48%
<b>(C) NLSFT</b>	
No. of default cases	1 678
Amount in default (\$ million)	23.90
No. of loan repayment accounts	22 627
Default rate in terms of accounts	7.42%
<b>(D) NLSPS</b>	
No. of default cases	2 871
Amount in default (\$ million)	62.07
No. of loan repayment accounts	28 284
Default rate in terms of accounts	10.15%
<b>(E) ENLS</b>	
No. of default cases	8 015
Amount in default (\$ million)	101.19
No. of loan repayment accounts	68 133
Default rate in terms of accounts	11.76%

	<b>2013/14 Academic Year*</b>
<b>Total</b>	
No. of default cases	16 157
Amount in default (\$ million)	244.72
No. of loan repayment accounts	164 162
Default rate in terms of accounts	9.84%

\* As at 31 January 2014

- (b) The breakdown of the number of default cases (excluding default cases in which legal recovery action had been initiated, loan borrowers had declared bankrupt / applied for Individual Voluntary Arrangement (IVA) or whose deferment applications or write-off applications were under processing by the SFAA) by debt ages and their percentages in relation to the number of loan repayment accounts in the 2013/14 academic year (as at 31 January 2014) –

<b>2013/14 Academic Year*</b>	<b>Debt Age</b>		
	<b>Within 1 Year</b>	<b>1-2 Years</b>	<b>Total</b>
No. of loan repayment accounts	164 162		
No. of default cases <sup>+</sup>	6 246	664	6 910
Default rate in terms of accounts	3.81%	0.40%	4.21%

\* As at 31 January 2014

<sup>+</sup> The figures exclude default cases in which legal recovery action had been initiated, including those referred to the DoJ and filed directly to the SCT, and loan borrowers had declared bankrupt / applied for IVA or whose deferment applications or write-off applications were under processing.

- (c) The number of applications for deferment of loan repayment received from defaulters, and their percentages in relation to the number of default cases and the number of loan repayment accounts in the 2012/13 and 2013/14 academic years –

	<b>Academic Year</b>	
	<b>2012/13</b>	<b>2013/14*</b>
No. of deferment applications received	2 001	920
No. of default cases	15 661	16 157
No. of loan repayment accounts	164 006	164 162
% of deferment applications in terms of default cases	12.78%	5.69%
% of deferment applications in terms of loan repayment accounts	1.22%	0.56%

\* As at 31 January 2014

- (d) The number of deferment applications received from loan borrowers<sup>@</sup>, the number of completed and approved applications, and the approval rate in the 2012/13 and 2013/14 academic years –

	Academic Year	
	2012/13	2013/14*
No. of deferment applications received <sup>#</sup>	8 346	3 648
No. of deferment applications completed <sup>^</sup>	8 075	3 891
No. of deferment applications approved	6 929	3 225
Approval Rate	85.81%	82.88%

<sup>@</sup> Excluding defaulters.

\* As at 31 January 2014

<sup>#</sup> Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their study. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets to alleviate the financial burden of fresh graduates.

<sup>^</sup> The number of cases completed in an academic year includes cases carried forward from the previous academic year and therefore the number of applications completed may be higher than the number of applications received. The number of cases completed comprises number of cases approved, rejected and withdrawn.

- (e) The number of rejected deferment applications made by loan borrowers<sup>@</sup> by application reasons and their percentages in the 2012/13 and 2013/14 academic years –

	Academic Year	
	2012/13	2013/14*
	No. of rejected deferment applications <sup>^^</sup> (%)	
Financial hardship	911 (79.49%)	550 (82.58%)
Further full-time study	232 (20.25%)	116 (17.42%)
Serious illness	3 (0.26%)	0 (0.00%)
<b>Total</b>	1 146 (100.00%)	666 (100.00%)
No. of deferment applications completed	8 075	3 891
% of rejected deferment applications	14.19%	17.12%

<sup>@</sup> Excluding defaulters.

\* As at 31 January 2014

<sup>^^</sup> For most cases, the deferment applications were rejected due to the lack of documentary evidence from the loan borrowers. Other applications were rejected due to unjustified circumstances. Some of the applications rejected in a given year were received in a previous year.

- (f) The number of deferment applications received from loan borrowers<sup>@</sup> by application reasons and their percentage in the 2012/13 and 2013/14 academic years –

	Academic Year	
	2012/13	2013/14*
	No. of deferment applications received (%)	
Financial hardship	4 090 (49.01%)	1 877 (51.45%)
Further full-time study	4 256 (50.99%)	1 771 (48.55%)
Serious illness	0 (0.00%)	0 (0.00%)
<b>Total</b>	8 346 (100.00%)	3 648 (100.00%)

<sup>@</sup> Excluding defaulters.

\* As at 31 January 2014

- (g) The number of default cases that were referred to the DoJ or filed directly to the SCT by the SFAA, and their percentages in relation to the number of loan repayment accounts and the number of default cases in the 2012/13 and 2013/14 academic years –

	<b>Academic Year</b>	
	<b>2012/13</b>	<b>2013/14*</b>
No. of default cases referred to DoJ	2 965	1 520
No. of default cases filed directly to SCT by SFAA	891	718
No. of loan repayment accounts	164 006	164 162
% of default cases referred to DoJ in terms of loan repayment accounts	1.81%	0.93%
% of default cases filed directly to SCT in terms of loan repayment accounts	0.54%	0.44%
No. of default cases	15 661	16 157
% of default cases referred to DoJ	18.93%	9.41%
% of default cases filed directly to SCT	5.69%	4.44%
Total % of default cases against which legal action had been initiated in respective academic year	24.62%	13.85%
No. of default cases against which legal action had been initiated and were still outstanding at end of respective academic year	7 611	8 494

\* As at 31 January 2014



**CONTROLLING OFFICER'S REPLY**

**EDB244**

**(Question Serial No. 2756)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 52):

Would the Administration please advise of the following:

- (a) the number of students receiving grants and the number of students provided with full assistance under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS); the number of students receiving the Student Travel Subsidy; and the number of students obtaining living expenses loan in different institutions in the 2013/14 academic year;
- (b) the number of students receiving grants and the number of students provided with full assistance under the Financial Assistance Scheme for Post-secondary Students (FASP); the number of students receiving the Student Travel Subsidy; and the number of students obtaining living expenses loan in different institutions in the 2013/14 academic year;
- (c) the number of students receiving non-means-tested loan under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) in different institutions in the 2013/14 academic year;
- (d) the number of students receiving non-means-tested loan under the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) in different institutions in the 2013/14 academic year;
- (e) the number of loan accounts fully repaid, the average repayment periods, and its percentage share in the total number of repaying loan accounts under the NLSFT in the 2013/14 academic year;
- (f) the number of loan accounts fully repaid, the average repayment periods, and its percentage share in the total number of repaying loan accounts under the NLSPS in the 2013/14 academic year.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) In the 2013/14 academic year (up to 31 January 2014), the number of students receiving grant, the number of students receiving full grant and the number of students receiving loan under TSFS in different institutions are as follows –

Institution	Number of students receiving		
	Grant *	Full Grant *	Loan
(A) City University of Hong Kong	3 354	1 985	1 061
(B) Hong Kong Baptist University	1 849	1 123	595
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	6 890	4 395	947
(D) Hong Kong University of Science and Technology	1 769	1 000	617
(E) Lingnan University	926	587	338
(F) The Chinese University of Hong Kong	3 696	2 155	1 237
(G) The Hong Kong Academy for Performing Arts	140	83	53
(H) The Hong Kong Institute of Education	1 588	952	546
(I) The Hong Kong Polytechnic University	4 822	2 884	1 478
(J) The Prince Philip Dental Hospital	7	5	1
(K) The University of Hong Kong	2 259	1 331	884
<b>Total</b>	<b>27 300</b>	<b>16 500</b>	<b>7 757</b>

\* Grants are normally disbursed to eligible students by two instalments after the means test assessment. Since the second instalment for some students were effected after 31 January 2014, the number of students offered with (instead of paid with) grant/ full grant are provided here.

The total number of students eligible for TSFS and in receipt of travel subsidy in the 2013/14 academic year (up to 31 January 2014) is set out below. As the information is maintained on a scheme basis, the Student Financial Assistance Agency (SFAA) does not have readily available information on the breakdown of the beneficiaries by institutions.

	Number of students eligible for TSFS
Eligible for full level of travel subsidy	4 231
Eligible for half level of travel subsidy	2 399
<b>Total</b>	<b>6 630</b>

(b) In the 2013/14 academic year (up to 31 January 2014), the number of students receiving grant, the number of students receiving full grant and the number of students receiving loan under FASP in different institutions are as follows –

Institution	Number of students receiving		
	Grant*	Full Grant*	Loan
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	2 498	1 628	600
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	1 394	920	365
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong	3 737	2 400	671
(D) Hong Kong University of Science and Technology	7	5	0
(E) The Community College at Lingnan University/ Lingnan Institute of Further Education	1 462	995	237
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	984	623	187
(G) The Hong Kong Institute of Education	450	291	128
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	3 632	2 069	866
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	3 330	2 118	661
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	2 332	1 440	615
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	291	202	74
(L) Hong Kong Institute of Technology	96	63	23
(M) Hang Seng Management College	884	544	258
(N) Tung Wah College	388	248	201

Institution	Number of students receiving		
	Grant*	Full Grant*	Loan
(O) Hong Kong College of Technology	220	149	53
(P) Hong Kong Shue Yan University	1 582	928	497
(Q) Chu Hai College of Higher Education	545	353	179
(R) Hong Kong Art School	26	16	4
(S) Yew Chung Community College	10	6	2
(T) The Hospital Authority	235	149	86
(U) Sacred Heart Canossian College of Commerce	23	13	3
(V) Savannah College of Arts and Design, Inc.	4	3	3
(W) Centennial College	71	50	27
(X) Kaplan Business and Accountancy School	1	0	1
(Y) YMCA College of Careers	11	8	2
(Z) Hong Kong Buddhist College	5	3	1
(AA) St. Teresa's Hospital School of Nursing	12	5	1
<b>Total</b>	<b>24 230</b>	<b>15 229</b>	<b>5 745</b>

\* Grants are normally disbursed to eligible students by two instalments after the means test assessment. Since the second instalment for some students were effected after 31 January 2014, the number of students offered with (instead of paid with) grant/ full grant are provided here.

The total number of students eligible for FASP and in receipt of travel subsidy in the 2013/14 academic year (up to 31 January 2014) is set out below. As the information is maintained on a scheme basis, SFAA does not have readily available information on the breakdown of the beneficiaries by institutions.

	Number of students eligible for FASP
Eligible for full level of travel subsidy	9 774
Eligible for half level of travel subsidy	4 862
<b>Total</b>	<b>14 636</b>

- (c) In the 2013/14 academic year (up to 31 January 2014), the number of students receiving loan under the NLSFT in different institutions are as follows –

<b>Institution</b>	<b>No. of students receiving loan</b>
(A) City University of Hong Kong	1 201
(B) Hong Kong Baptist University	708
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	1 219
(D) Hong Kong University of Science and Technology	753
(E) Lingnan University	347
(F) The Chinese University of Hong Kong	1 295
(G) The Hong Kong Academy for Performing Arts	104
(H) The Hong Kong Institute of Education	470
(I) The Hong Kong Polytechnic University	1 325
(J) The Prince Philip Dental Hospital	3
(K) The University of Hong Kong	1 092
<b>Total</b>	<b>8 517</b>

- (d) In the 2013/14 academic year (up to 31 January 2014), the number of students receiving loan under NLSFS in different institutions are as follows –

<b>Institutions</b>	<b>Number of students receiving loan</b>
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 347
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	813
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong	1 297
(D) Hong Kong University of Science and Technology	1
(E) The Community College at Lingnan University/ Lingnan Institute of Further Education	509

<b>Institutions</b>	<b>Number of students receiving loans</b>
<b>(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies</b>	398
<b>(G) The Hong Kong Institute of Education</b>	291
<b>(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development</b>	1 616
<b>(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education</b>	1 360
<b>(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education</b>	964
<b>(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers</b>	150
<b>(L) Hong Kong Institute of Technology</b>	29
<b>(M) Hang Seng Management College</b>	665
<b>(N) Tung Wah College</b>	496
<b>(O) Hong Kong College of Technology</b>	135
<b>(P) Hong Kong Shue Yan University</b>	602
<b>(Q) Chu Hai College of Higher Education</b>	315
<b>(R) Hong Kong Art School</b>	24
<b>(S) Yew Chung Community College</b>	12
<b>(T) The Hospital Authority</b>	96
<b>(U) Sacred Heart Canossian College of Commerce</b>	7
<b>(V) Savannah College of Arts and Design, Inc.</b>	60
<b>(W) Centennial College</b>	71
<b>(X) Kaplan Business and Accountancy School</b>	5
<b>(Y) YMCA College of Careers</b>	8
<b>(Z) Hong Kong Buddhist College</b>	3

<b>Institutions</b>	<b>Number of students receiving loans</b>
<b>(AA) St. Teresa's Hospital School of Nursing</b>	10
<b>Total</b>	11 284

- (e) The number of loan accounts fully repaid in the 2013/14 academic year (up to 31 January 2014) and the percentage share in the total number of loan repayment accounts of NLSFT are as follows –

No. of loan accounts fully repaid	2 006
No. of loan repayment accounts	22 627
Percentage share of loan accounts fully repaid in terms of loan repayment accounts	8.87%

- (f) The number of loan accounts fully repaid in the 2013/14 academic year (up to 31 January 2014) and the percentage share in the total number of loan repayment accounts of NLSPS are as follows –

No. of loan accounts fully repaid	1 572
No. of loan repayment accounts	28 284
Percentage share of loan accounts fully repaid in terms of loan repayment accounts	5.56%

In respect of the fully repaid accounts of NLSFT and NLSPS, we do not have information on the average repayment periods of loan accounts concerned. Prior to the implementation of the measure to extend the standard repayment period from ten years to 15 years commencing from the 2012/13 academic year, loan borrowers under NLSFT/NLSPS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

**CONTROLLING OFFICER'S REPLY****EDB245****(Question Serial No. 2280)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 18):

Regarding the student financial assistance schemes administered by the Student Financial Assistance Agency (SFAA), please advise this Committee of the following:

- (a) In the past three years, what was the total number of student loan default cases? Please reply using the table below.

2011/12 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			
2012/13 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			



2013/14 Academic Year			
Schemes	No. of default cases	Amount in default	No. of recovered cases
Tertiary Student Finance Scheme – Publicly-funded Programmes			
Financial Assistance Scheme for Post-secondary Students			
Non-means-tested Loan Schemes			

- (b) In the past three years, what was the total number of cases involving application for deferment of loan repayment or writing off of the loan on the ground of loss of earning capacity?
- (c) Will the SFAA refer default cases to relevant service providers for the recovery of student loans? If yes, what was the expenditure involved in the past three years?
- (d) What are the procedures in recovering defaulted student loans in the SFAA? What was the expenditure involved last year?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

- (a) The number of student loan default cases, the amount in default and the number of recovered cases in the past three academic years are as follows –

2011/12 Academic Year			
Schemes	No. of default cases	Amount in default (\$ million)	No. of recovered cases <sup>#</sup>
Tertiary Student Finance Scheme – Publicly-funded Programmes	2 034	52.60	2 158
Financial Assistance Scheme for Post-secondary Students	1 418	20.98	1 613
Non-means-tested Loan Schemes	13 189	210.55	13 304
<b>Total</b>	<b>16 641</b>	<b>284.13</b>	<b>17 075</b>
2012/13 Academic Year			
Schemes	No. of default cases	Amount in default (\$ million)	No. of recovered cases <sup>#</sup>
Tertiary Student Finance Scheme – Publicly-funded Programmes	1 653	39.53	1 792
Financial Assistance Scheme for Post-secondary Students	1 379	17.87	1 710
Non-means-tested Loan Schemes	12 629	195.89	12 565
<b>Total</b>	<b>15 661</b>	<b>253.29</b>	<b>16 067</b>

2013/14 Academic Year*			
Schemes	No. of default cases	Amount in default (\$ million)	No. of recovered cases <sup>#</sup>
Tertiary Student Finance Scheme – Publicly-funded Programme	1 764	37.06	977
Financial Assistance Scheme for Post-secondary Students	1 829	20.50	1 204
Non-means-tested Loan Schemes	12 564	187.16	7 429
<b>Total</b>	<b>16 157</b>	<b>244.72</b>	<b>9 610</b>

\* As at 31 January 2014

# The number of default cases has no direct relevance to the number of recovered cases in an academic year. The former shows the default position as at the end of the academic year. The latter represents the number of defaulters who have responded to our loan recovery actions within that academic year.

- (b) In the past three academic years, the number of applications for deferment of loan repayment on the ground of serious illness and writing off of the loans on the ground of permanent disability are as follows

Schemes	Academic Year					
	2011/12		2012/13		2013/14*	
	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications	No. of deferment applications	No. of write-off applications
Tertiary Student Finance Scheme – Publicly-funded Programmes	4	0	1	1	0	3
Financial Assistance Scheme for Post-secondary Students	2	0	0	0	0	0
Non-means-tested Loan Schemes	8	0	4	1	0	1
<b>Total</b>	<b>14</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>4</b>

\* As at 31 January 2014

Note: Each application for deferment or write-off may involve more than one loan repayment account of one or more financial assistance scheme(s).

- (c) We do not have the practice of referring default cases to other companies for the recovery of student loans.

- (d) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. We will issue reminders to the loan borrowers concerned and their indemnifiers requesting them to settle the overdue loan instalments by a specified date. Defaulters will be advised to approach us for assistance, such as restructuring their loans or applying for deferment of loan repayment. In addition, a dedicated team of the Default Division of the SFAA, which was set up in 2013, will make phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring). If no payment or response is received, we will proceed to take loan recovery action against the loan borrowers and their indemnifiers through legal means by referring the cases to the Department of Justice (DoJ) or filing claims to the Small Claims Tribunal (SCT) directly.

In considering the recovery action to be taken against the default cases, we will review the amount of arrears, the total outstanding amount, the age of debt and the repayment history of the individual default cases. Default cases which are less complicated (e.g. with one loan account) and with total outstanding amount not more than \$50,000 will be selected for filing directly to the SCT by the SFAA. More complicated default cases or with outstanding amount over \$50,000 will be forwarded to the DoJ for taking legal recovery action.

In the 2013/14 academic year, the estimated expenditure involved in recovering defaulted student loans is \$24.3 million, mainly salaries provision for staff involved in the work.

**CONTROLLING OFFICER'S REPLY****EDB246****(Question Serial No. 3020)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 20):

- (a) Please provide in the table below information on the following student financial assistance schemes in the past five years (2009/10 to 2013/14):

	No. of applications	No. of applications approved	No. of students offered grants	No. of students receiving full grant	Average grant level	No. of students offered loans	Average loan amount	Total government expenditure involved
TSFS								
FASP								
NLSFT								
NLSPS								
ENLS								

TSFS - Tertiary Student Finance Scheme – Publicly-funded programmes

FASP - Financial Assistance Scheme for Post-secondary Students

NLSFT - Non-means-tested Loan Scheme for Full-time Tertiary Students

NLSPS - Non-means-tested Loan Scheme for Post-secondary Students

ENLS - Extended Non-means-tested Loan Scheme

- (b) Please provide the number of student loan borrowers by institutions and programmes (publicly-funded degree, sub-degree and self-financing degree), amounts of loan disbursed (highest, lowest, average and median), length of repayment periods, as well as the district of residence, type of housing (public/Home Ownership Scheme/private), sex and age profile of students under TSFS, FASP, NLSFT, NLSPS and ENLS respectively in the past five years (2009/10 to 2013/14).

- (c) Please provide the number of students offered financial assistance and the number of students receiving full grant by institution, department and year of study under TSFS and FASP respectively in the past five years (2009/10 to 2013/14).
- (d) Please provide the number of students receiving loans by institution, department and year of study under NLSFT, NLSFS and ENLS respectively in the past five years (2009/10 to 2013/14), and the average loan amount under these schemes.
- (e) Please provide the average loan amount, median loan amount, average monthly repayment amount, median monthly repayment amount and default rate amongst tertiary students who obtained loans from the Student Financial Assistance Agency in the past five years (2009/10 to 2013/14).

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The information on student financial assistance provided to students under TSFS, FASP, NLSFT, NLSFS and ENLS in the 2009/10 to 2013/14 academic years is as follows –

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>TSFS</b>					
Number of applications	31 932	31 185	29 210	33 923	32 084
Number of applications approved	28 406	28 003	26 330	30 184	27 012
Number of students receiving grant	28 289	27 901	26 241	30 091	27 300^
Number of students receiving full grant	10 105	10 147	16 149	17 942	16 500^
Average grant disbursed (\$)	29,336	29,752	35,479	36,923	36,787
Number of students receiving loans	11 229	10 114	8 834	9 648	7 757
Average loan disbursed (\$)	25,101	25,594	28,657	29,535	30,130
Total amount of assistance disbursed (\$ million)	1,111.76	1,088.98	1,184.17	1,396.01	1,225.32
<b>FASP</b>					
Number of applications	25 731	28 133	27 760	33 934	31 228
Number of applications approved	20 497	22 515	22 878	28 383	24 263
Number of students receiving grant	20 427	22 467	22 844	28 353	24 230^
Number of students receiving full grant	8 033	9 089	14 424	17 200	15 229^
Average grant disbursed (\$)	34,606	35,287	41,684	43,232	39,885
Number of students receiving loans	9 057	9 833	9 428	8 685	5 745
Average loan disbursed (\$)	25,599	26,177	29,300	30,699	27,523
Total amount of assistance disbursed (\$ million)	938.75	1,050.18	1,228.47	1,492.37	1,125.42

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>NLSFT</b>					
Number of applications	6 967	6 681	6 092	9 851	10 110
Number of applications approved	6 939	6 635	6 052	9 751	9 947
Number of students receiving loans	6 348	6 014	5 357	8 508	8 517
Average loan disbursed (\$)	35,354	35,673	36,896	38,099	38,094
Total amount of loan disbursed (\$ million)	224.43	214.54	197.65	324.15	324.45
<b>NLSPS#</b>					
Number of applications	13 593	14 834	14 622	20 045	19 378
Number of applications approved	13 290	14 489	14 224	19 507	18 848
Number of students receiving loans	8 066	9 025	8 393	11 572	11 284
Average loan disbursed (\$)	59,560	60,228	66,071	50,973	46,598
Total amount of loan disbursed (\$ million)	480.41	543.56	554.53	589.86	525.81
<b>ENLS</b>					
Number of applications	13 842	12 628	8 133	8 481	6 571
Number of applications approved	13 842	12 628	8 133	8 481	6 202
Number of students receiving loans	12 256	11 403	7 529	7 687	5 799
Average loan disbursed (\$)	42,218	41,535	45,319	47,091	40,455
Total amount of loan disbursed (\$ million)	517.42	473.62	341.21	361.99	234.60

\* As at 31 January 2014.

^ Figures represent the number of students offered with grant/full grant.

# In the 2009/10 to 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

(b) The information on the number of student loan borrowers in different institutions, the number of student loan borrowers by different level of study, and the lowest, average, median and highest amounts of loan disbursed to student loan borrowers under TSFS, FASP, NLSFT, NLSPS and ENLS is as follows –

- (i) The number of student loan borrowers in different institutions under TSFS, FASP, NLSFT, NLSPS and ENLS in the 2009/10 to 2013/14 academic years –

#### TSFS

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(A) City University of Hong Kong	1 675	1 480	1 330	1 377	1 061
(B) Hong Kong Baptist University	797	780	674	710	595
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	1 757	1 480	1 130	1 100	947
(D) Hong Kong University of Science and Technology	803	735	642	765	617
(E) Lingnan University	492	447	438	429	338
(F) The Chinese University of Hong Kong	1 527	1 360	1 157	1 468	1 237
(G) The Hong Kong Academy for Performing Arts	67	66	70	52	53
(H) The Hong Kong Institute of Education	627	632	666	773	546
(I) The Hong Kong Polytechnic University	2 180	2 016	1 751	1 905	1 478
(J) The Prince Philip Dental Hospital	3	3	2	2	1
(K) The University of Hong Kong	1 301	1 115	974	1 067	884
<b>Total</b>	<b>11 229</b>	<b>10 114</b>	<b>8 834</b>	<b>9 648</b>	<b>7 757</b>

\* As at 31 January 2014.

#### FASP

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 231	1 278	1 090	872	600
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	380	553	576	562	365
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong / VTC School of Business and Information Systems	1 837	1 638	1 345	1 006	671
(D) Hong Kong University of Science and Technology	0	0	0	0	0
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education	241	327	380	426	237
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	427	567	523	437	187
(G) The Hong Kong Institute of Education	56	100	158	197	128

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 404	1 528	1 607	1 370	866
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	977	1 099	996	1 112	661
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	885	941	1 014	898	615
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	152	246	153	155	74
(L) Hong Kong Institute of Technology	38	24	28	24	23
(M) Hang Seng Management College/ Hang Seng School of Commerce	50	130	184	308	258
(N) Tung Wah College	0	0	50	176	201
(O) Hong Kong College of Technology	154	117	105	83	53
(P) Hong Kong Shue Yan University	822	836	811	648	497
(Q) Chu Hai College of Higher Education	264	275	256	241	179
(R) Hong Kong Art School	7	7	2	11	4
(S) Yew Chung Community College	1	1	1	5	2
(T) The Hospital Authority	110	153	140	118	86
(U) Sacred Heart Canossian College of Commerce	0	0	2	5	3
(V) Savannah College of Arts and Design, Inc.	0	0	1	3	3
(W) Centennial College	0	0	0	23	27
(X) Kaplan Business and Accountancy School	0	0	0	1	1
(Y) YMCA College of Careers	0	0	0	4	2
(Z) Hong Kong Buddhist College	0	0	0	0	1
(AA)St. Teresa's Hospital School of Nursing	0	0	0	0	1
(AB)Hong Kong Central College	21	13	6	0	0
<b>Total</b>	<b>9 057</b>	<b>9 833</b>	<b>9 428</b>	<b>8 685</b>	<b>5 745</b>

\* As at 31 January 2014.

#### NLSFT

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(A) City University of Hong Kong	902	857	796	1 236	1 201
(B) Hong Kong Baptist University	503	506	467	730	708
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	1 044	968	763	1 102	1 219



Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(D) Hong Kong University of Science and Technology	433	450	398	697	753
(E) Lingnan University	273	258	216	341	347
(F) The Chinese University of Hong Kong	773	774	682	1 246	1 295
(G) The Hong Kong Academy for Performing Arts	89	84	87	105	104
(H) The Hong Kong Institute of Education	348	350	344	522	470
(I) The Hong Kong Polytechnic University	1 097	965	881	1 389	1 325
(J) The Prince Philip Dental Hospital	1	3	7	7	3
(K) The University of Hong Kong	885	799	716	1 133	1 092
<b>Total</b>	<b>6 348</b>	<b>6 014</b>	<b>5 357</b>	<b>8 508</b>	<b>8 517</b>

\* As at 31 January 2014.

#### NLSPS

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	922	1 012	880	1 167	1 347
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	455	646	618	844	813
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong / VTC School of Business and Information Systems	1 554	1 412	1 188	1 311	1 297
(D) Hong Kong University of Science and Technology	0	3	2	1	1
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education	296	392	431	672	509
(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	478	648	604	610	398
(G) The Hong Kong Institute of Education	89	129	200	303	291
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 257	1 371	1 347	1 675	1 616

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	857	1 124	903	1 562	1 360
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	811	896	779	910	964
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	186	220	171	173	150
(L) Hong Kong Institute of Technology	40	33	35	30	29
(M) Hang Seng Management College / Hang Seng School of Commerce	36	143	209	621	665
(N) Tung Wah College	0	0	83	388	496
(O) Hong Kong College of Technology	202	170	118	125	135
(P) Hong Kong Shue Yan University	630	553	524	597	602
(Q) Chu Hai College of Higher Education	169	165	178	333	315
(R) Hong Kong Art School	9	15	9	31	24
(S) Yew Chung Community College	0	0	1	9	12
(T) The Hospital Authority	64	91	74	83	96
(U) Sacred Heart Canossian College of Commerce	0	0	14	24	7
(V) Savannah College of Arts and Design, Inc.	0	0	22	47	60
(W) Centennial College	0	0	0	45	71
(X) Kaplan Business and Accountancy School	0	0	0	3	5
(Y) YMCA College of Careers	0	0	0	8	8
(Z) Hong Kong Buddhist College	0	0	0	0	3
(AA) St. Teresa's Hospital School of Nursing	0	0	0	0	10
(AB) Hong Kong Central College	11	2	3	0	0
<b>Total</b>	<b>8 066</b>	<b>9 025</b>	<b>8 393</b>	<b>11 572</b>	<b>11 284</b>

\* As at 31 January 2014.

#### ENLS @

The Government completed a review of the Non-means-tested Loan Schemes in 2012 and implemented a package of measures to improve the operation of the schemes, including revision of the course eligibility criteria of ENLS. From the 2012/13 academic year, the number of category of eligible courses under ENLS has been revised from nine to five categories.

The number of students receiving loans in respect of each of the nine categories of eligible courses/course providers under ENLS in the 2009/10 to 2011/12 academic years are as follows –

Category of Eligible Courses	Academic Year		
	2009/10	2010/11	2011/12
Category 1 – Courses offered by the Open University of Hong Kong	405	377	338
Category 2 – Courses offered by the Hong Kong Shue Yan University	8	8	4
Category 3 – Part-time publicly-funded programmes or self-financing, local award-bearing programmes (i.e. programmes of study leading to the award of local academic qualifications) or training or development courses at the post-secondary level offered by publicly-funded institutions (including their Schools of Professional and Continuing Education)	2 658	2 329	2 347
Category 4 – Project Yi Jin	3 006	3 329	785
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	3 472	3 201	2 868
Category 6 – Post-secondary courses, adult education courses, continuing and professional education courses offered by schools registered under section 13(a) or exempted from registration under section 9(1) of the Education Ordinance (Chapter 279)	2 093	1 704	841
Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)	42	52	82
Category 8 – Training or development courses provided or funded by statutory bodies	163	116	77
Category 9 – Continuing and professional education courses offered by other institutions approved by the Controller, Student Financial Assistance Agency	419	327	238
<b>Total</b>	<b>12 266 ##</b>	<b>11 443 ##</b>	<b>7 580 ##</b>

The number of students receiving loans in respect of each of the five categories of eligible courses/course providers under ENLS in the 2012/13 and 2013/14 academic years are as follows –

Category of Eligible Courses	Academic Year	
	2012/13	2013/14*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status <sup>++</sup>	3 887	2 930
Category 2 – Courses under Yi Jin Diploma	1 110	867
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 009
<b>Total</b>	<b>7 713 ##</b>	<b>5 815 ##</b>

\* As at 31 January 2014.

@ The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loans in respect of each category of eligible courses/course providers under ENLS is provided.

<sup>++</sup> Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

<sup>##</sup> Some students received loans for courses in different categories in the same academic year and therefore the total number of students receiving loans by categories is larger than the figure in (a) above.

(ii) The number of student loan borrowers by different study levels of the programmes covered under TSFS, FASP, NLSFT and NLSPS in the 2009/10 to 2013/14 academic years –

#### TSFS

Level of Study	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Degree or above	8 729	7 896	7 091	8 013	6 439
Sub-degree	2 500	2 218	1 743	1 635	1 318
<b>Total</b>	<b>11 229</b>	<b>10 114</b>	<b>8 834</b>	<b>9 648</b>	<b>7 757</b>

\* As at 31 January 2014.

#### FASP

Level of Study	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Degree / Top-up degree	2 516	2 793	2 970	3 169	2 616
Sub-degree	6 541	7 040	6 458	5 516	3 129
<b>Total</b>	<b>9 057</b>	<b>9 833</b>	<b>9 428</b>	<b>8 685</b>	<b>5 745</b>

\* As at 31 January 2014.

#### NLSFT

Level of Study	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Degree or above	4 977	4 735	4 274	7 007	6 977
Sub-degree	1 371	1 279	1 083	1 501	1 540
<b>Total</b>	<b>6 348</b>	<b>6 014</b>	<b>5 357</b>	<b>8 508</b>	<b>8 517</b>

\* As at 31 January 2014.

#### NLSPS

Level of Study	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Degree / Top-up degree	2 266	2 397	2 434	4 152	4 874
Sub-degree	5 800	6 628	5 959	7 420	6 410
<b>Total</b>	<b>8 066</b>	<b>9 025</b>	<b>8 393</b>	<b>11 572</b>	<b>11 284</b>

\* As at 31 January 2014.

The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not have information on the distribution of student loan borrowers by the study levels of the programmes under ENLS.

(iii) The lowest, average, median and highest loan amounts disbursed under TSFS, FASP, NLSFT, NLSPS and ENLS in the 2009/10 to 2013/14 academic years –

Loan disbursed (\$)	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(A) TSFS</b> (loans are to cover living expenses)					
Lowest	360	740	1,890	1,180	2,040
Average	25,101	25,594	28,657	29,535	30,130
Median	30,000	30,000	37,000	39,000	40,000
Highest **	55,320	55,870	56,940	59,470	61,440
<b>(B) FASP</b> (loans are to cover living expenses)					
Lowest	737	745	1,000	1,189	2,000
Average	25,599	26,177	29,300	30,699	27,523
Median	30,610	30,917	37,960	39,650	25,000
Highest **	60,370	60,610	62,250	65,740	68,110
<b>(C) NLSFT</b> (loans are to cover tuition fees)					
Lowest	3,320	2,610	4,000	3,630	2,110
Average	35,354	35,673	36,896	38,099	38,094
Median	42,100	42,100	42,100	42,100	42,100
Highest	42,100	42,100	42,100	42,100	43,940
<b>(D) NLSPS</b> (loans are to cover tuition fees starting from the 2012/13 academic year. Before 2012/13, loans were to cover tuition fees, academic expenses and living expenses)					
Lowest	1,080	1,120	1,370	1,460	1,190
Average	59,560	60,228	66,071	50,973	46,598
Median	60,000	60,000	67,935	49,500	48,750
Highest	130,000	143,710	278,960	247,731	255,798
<b>(E) ENLS</b> (loans are to cover tuition fees)					
Lowest	1,740	2,700	2,320	2,100	3,000
Average	42,218	41,535	45,319	47,091	40,455
Median	31,650	29,500	29,500	36,250	38,400
Highest	585,000	790,000	520,000	300,000	312,300

\* As at 31 January 2014.

\*\* Under TSFS and FASP, some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of an academic year on a discretionary basis.

Prior to the implementation of the measure to extend the standard repayment period to 15 years commencing from the 2012/13 academic year, student loan borrowers under TSFS and FASP were required to repay their loans by 20 quarterly instalments in five years while those under NLSFT, NLSPS and ENLS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the student loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

We do not have information on the distribution of student loan borrowers by districts of residence, types of housing, sex and age profile.

- (c) The number of students receiving grant and the number of students receiving full grant under TSFS and FASP in different institutions in the 2009/10 to 2013/14 academic years are set out below. We do not have readily available information on the breakdown of the beneficiaries by department and year of study.

**TSFS**

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(A) City University of Hong Kong</b>					
Number of students receiving grant	3 499	3 388	3 361	3 890	3 354
Number of students receiving full grant	1 184	1 167	2 026	2 290	1 985
<b>(B) Hong Kong Baptist University</b>					
Number of students receiving grant	1 592	1 654	1 597	1 991	1 849
Number of students receiving full grant	518	588	990	1 205	1 123
<b>(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council</b>					
Number of students receiving grant	9 111	8 608	7 529	7 402	6 890
Number of students receiving full grant	3 595	3 393	4 834	4 553	4 395
<b>(D) Hong Kong University of Science and Technology</b>					
Number of students receiving grant	1 640	1 642	1 581	2 030	1 769
Number of students receiving full grant	553	601	942	1 141	1 000
<b>(E) Lingnan University</b>					
Number of students receiving grant	972	922	895	1 035	926
Number of students receiving full grant	344	326	552	660	587
<b>(F) The Chinese University of Hong Kong</b>					
Number of students receiving grant	3 146	3 216	3 022	3 948	3 696
Number of students receiving full grant	1 100	1 140	1 816	2 270	2 155

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(G) The Hong Kong Academy for Performing Arts</b>					
Number of students receiving grant	143	144	143	125	140
Number of students receiving full grant	59	51	84	65	83
<b>(H) The Hong Kong Institute of Education</b>					
Number of students receiving grant	1 165	1 288	1 433	1 808	1 588
Number of students receiving full grant	444	492	908	1 073	952
<b>(I) The Hong Kong Polytechnic University</b>					
Number of students receiving grant	4 696	4 798	4 567	5 354	4 822
Number of students receiving full grant	1 521	1 611	2 717	3 201	2 884
<b>(J) The Prince Philip Dental Hospital</b>					
Number of students receiving grant	14	17	14	9	7
Number of students receiving full grant	7	7	5	5	5
<b>(K) The University of Hong Kong</b>					
Number of students receiving grant	2 311	2 224	2 099	2 499	2 259
Number of students receiving full grant	780	771	1 275	1 479	1 331
<b>Total</b>					
Number of students receiving grant	28 289	27 901	26 241	30 091	27 300
Number of students receiving full grant	10 105	10 147	16 149	17 942	16 500

\* As at 31 January 2014. Figures represent number of students offered with grant/full grant.

**FASP**

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education</b>					
Number of students receiving grant	2 430	2 652	2 483	2 769	2 498
Number of students receiving full grant	924	1 079	1 549	1 706	1 628
<b>(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education</b>					
Number of students receiving grant	738	1 106	1 239	1 739	1 394
Number of students receiving full grant	304	479	831	1 089	920
<b>(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong/ VTC School of Business &amp; Information Systems</b>					
Number of students receiving grant	5 698	5 079	4 659	4 546	3 737
Number of students receiving full grant	2 296	2 069	3 034	2 823	2 400
<b>(D) Hong Kong University of Science and Technology</b>					
Number of students receiving grant	5	1	1	1	7
Number of students receiving full grant	3	0	1	1	5
<b>(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education</b>					
Number of students receiving grant	505	774	944	1 874	1 462
Number of students receiving full grant	201	343	662	1 228	995
<b>(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies</b>					
Number of students receiving grant	986	1 425	1 349	1 434	984
Number of students receiving full grant	427	604	867	915	623
<b>(G) The Hong Kong Institute of Education</b>					
Number of students receiving grant	137	200	332	484	450
Number of students receiving full grant	58	89	225	304	291



Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development</b>					
Number of students receiving grant	2 861	3 268	3 735	4 223	3 632
Number of students receiving full grant	1 070	1 205	2 153	2 314	2 069
<b>(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education</b>					
Number of students receiving grant	2 081	2 481	2 446	4 182	3 330
Number of students receiving full grant	870	1 098	1 585	2 538	2 118
<b>(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education</b>					
Number of students receiving grant	1 761	1 954	2 099	2 394	2 332
Number of students receiving full grant	665	764	1 274	1 459	1 440
<b>(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers</b>					
Number of students receiving grant	343	490	382	430	291
Number of students receiving full grant	146	224	263	298	202
<b>(L) Hong Kong Institute of Technology</b>					
Number of students receiving grant	68	76	84	116	96
Number of students receiving full grant	36	36	58	82	63
<b>(M) Hang Seng Management College/ Hang Seng School of Commerce</b>					
Number of students receiving grant	137	270	369	864	884
Number of students receiving full grant	44	84	221	506	544
<b>(N) Tung Wah College</b>					
Number of students receiving grant	0	0	89	328	388
Number of students receiving full grant	0	0	57	194	248

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(O) Hong Kong College of Technology</b>					
Number of students receiving grant	370	309	275	268	220
Number of students receiving full grant	157	132	180	171	149
<b>(P) Hong Kong Shue Yan University</b>					
Number of students receiving grant	1 600	1 602	1 612	1 632	1 582
Number of students receiving full grant	540	563	960	907	928
<b>(Q) Chu Hai College of Higher Education</b>					
Number of students receiving grant	438	456	442	634	545
Number of students receiving full grant	181	195	299	389	353
<b>(R) Hong Kong Art School</b>					
Number of students receiving grant	10	13	7	34	26
Number of students receiving full grant	3	5	6	19	16
<b>(S) Yew Chung Community College</b>					
Number of students receiving grant	1	1	1	13	10
Number of students receiving full grant	1	1	1	11	6
<b>(T) The Hospital Authority</b>					
Number of students receiving grant	227	287	269	269	235
Number of students receiving full grant	92	111	185	174	149
<b>(U) Sacred Heart Canossian College of Commerce</b>					
Number of students receiving grant	0	0	15	52	23
Number of students receiving full grant	0	0	6	26	13

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(V) Savannah College of Arts and Design, Inc.</b>					
Number of students receiving grant	0	0	1	3	4
Number of students receiving full grant	0	0	1	3	3
<b>(W) Centennial College</b>					
Number of students receiving grant	0	0	0	43	71
Number of students receiving full grant	0	0	0	31	50
<b>(X) Kaplan Business and Accountancy School</b>					
Number of students receiving grant	0	0	0	1	1
Number of students receiving full grant	0	0	0	0	0
<b>(Y) YMCA College of Careers</b>					
Number of students receiving grant	0	0	0	15	11
Number of students receiving full grant	0	0	0	10	8
<b>(Z) Hong Kong Buddhist College</b>					
Number of students receiving grant	0	0	0	5	5
Number of students receiving full grant	0	0	0	2	3
<b>(AA) St. Teresa's Hospital School of Nursing</b>					
Number of students receiving grant	0	0	0	0	12
Number of students receiving full grant	0	0	0	0	5
<b>(AB) Hong Kong Central College</b>					
Number of students receiving grant	31	23	11	0	0
Number of students receiving full grant	15	8	6	0	0

Institution	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>Total</b>					
Number of students receiving grant	20 427	22 467	22 844	28 353	24 230
Number of students receiving full grant	8 033	9 089	14 424	17 200	15 229

\* As at 31 January 2014. Figures represent number of students offered with grant/full grant.

- (d) The number of students receiving loans in different institutions as well as the average loan amount disbursed under NLSFT, NLSPS and ENLS in the 2009/10 to 2013/14 academic years are provided in (a) and (b) above. We do not maintain statistical breakdown on the distribution of student loan borrowers by department and year of study.
- (e) The information on the average loan amount and the median loan amount of student loan borrowers who obtained loans under TSFS, FASP, NLSFT, NLSPS and ENLS in the 2009/10 to 2013/14 academic years is provided in (b) above. As regards the information on their average and median monthly repayment amount, we do not keep track of the students based on the academic year of their obtaining loans as students may complete their study and hence commence loan repayment at different times. Based on the loan information of student loan borrowers who graduated and commenced loan repayment in the 2009/10 to 2012/13 academic years, the average loan amount, the median loan amount, the average monthly repayment amount and the median monthly repayment amount are as follows –

Loan/repayment amount (\$)	Academic Year			
	2009/10	2010/11	2011/12	2012/13
<b>TSFS</b>				
Average loan amount ^^	51,584	51,087	50,519	55,507
Median loan amount ^^	42,305	40,110	37,250	44,920
Average monthly repayment amount	917	909	898	332~
Median monthly repayment amount	752	713	663	269~
<b>FASP</b>				
Average loan amount ^^	25,068	37,239	44,830	52,478
Median loan amount ^^	29,606	35,670	37,065	40,000
Average monthly loan repayment	446	662	797	314~
Median monthly loan repayment	527	634	659	240~
<b>NLSFT</b>				
Average loan amount ^^	65,951	68,019	68,053	72,877
Median loan amount ^^	51,400	58,370	61,400	64,100
Average monthly loan repayment	696	725	696	466~
Median monthly loan repayment	535	603	628	410~
<b>NLSPS#</b>				
Average loan amount ^^	88,647	92,085	94,607	103,249
Median loan amount ^^	77,972	80,000	83,227	87,000
Average monthly loan repayment	906	1,000	963	661~
Median monthly loan repayment	820	838	835	557~

Loan/repayment amount (\$)	Academic Year			
	2009/10	2010/11	2011/12	2012/13
<b>ENLS</b>				
Average loan amount ^^	45,788	46,868	53,912	58,675
Median loan amount ^^	36,000	29,800	42,000	49,200
Average monthly loan repayment	506	474	455	366~
Median monthly loan repayment	362	302	418	307~

^^ The average loan amount and the median loan amount are calculated based on the total amount of loans disbursed to the student loan borrowers upon their commencement of repayment in a particular academic year. The figures are therefore different from the figures in (a) and (b) above which are calculated based on the amount of loans disbursed in a particular academic year.

~ Based on a 15-year repayment period. For TSFS and FASP, the interest rate is 1% per annum. For NLSFT, NLSPS and ENLS, the prevailing interest rate is 1.395% per annum.

# In the 2009/10 to 2011/12 academic years, the NLSPS loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSPS loans are to cover tuition fees only.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2013/14 academic year is not yet available.

We do not maintain information on the default rate<sup>§</sup> of student loan borrowers based on when they obtained loans. The default rate of student loan borrowers under TSFS, FASP, NLSFT, NLSPS and ENLS in the 2009/10 to 2013/14 academic years is as follows –

Scheme	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>TSFS</b>	7.44%	6.71%	6.70%	6.04%	7.49%
<b>FASP</b>	9.28%	8.58%	8.42%	6.29%	8.48%
<b>NLSFT</b>	8.83%	7.66%	7.36%	7.03%	7.42%
<b>NLSPS</b>	13.84%	12.25%	11.78%	10.48%	10.15%
<b>ENLS</b>	17.53%	15.44%	13.70%	12.52%	11.76%
<b>Overall</b>	12.45%	11.28%	10.64%	9.55%	9.84%

\* As at 31 January 2014.

§ Student loan borrowers who fail to repay two or more consecutive quarterly instalments / six or more consecutive monthly instalments for one or more loan repayment account(s) are considered as defaulters. The default rate is the percentage of the number of default cases in relation to the number of loan repayment accounts as at the end of the academic year concerned, unless otherwise specified.

**CONTROLLING OFFICER'S REPLY****EDB247****(Question Serial No. 3021)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 21):

- Please provide, in the table below, information on the titles of all publicly-funded scholarships, the average and median values of award of each scholarship, as well as the numbers of local and non-local students awarded scholarships in the past five years (2009/10 to 2013/14).

Table 1

Title of scholarship	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved

- Please provide, in the table below, information on non-local students granted publicly-funded scholarships in the past five years (2009/10 to 2013/14), such as nationality/place of origin, average value of award, median value of award and the amount of public expenditure involved.

Table 2a

Title of scholarship	Number of non-local students granted publicly-funded scholarships								
	Mainland China (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (please specify)

Table 2b

Place of origin of non-local students granted publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
Mainland China					
Taiwan					
USA					
UK					
Japan					
South Korea					
France					
Canada					
Others (please specify)					

3. Please provide detailed information on the titles of all publicly-funded university scholarships, as well as the numbers, with percentage, of local students and non-local students granted scholarships by institution, department and year of study in the past five years (2009/10 to 2013/14).

Asked by: Hon. IP Kin-yuen

Reply:

1. Regarding the publicly-funded scholarships that are administered by the Student Financial Assistance Agency (SFAA) in the past five school years from 2009/10 to 2013/14, the information required is set out in Table 1 below –

Table 1

Title of scholarship	Academic Year	Median value of award	Average value of award	Number of local students awarded scholarships (%)	Number of non-local students awarded scholarships (%)	Total amount of government expenditure involved (\$ million)	
Government Scholarships <sup>a</sup>	2009/10	\$9,870	\$9,870	40 (100%)	0 (0%)	0.39	
	2010/11			40 (100%)		0.39	
	2011/12			41 (100%)		0.40	
Scholarships for Prospective English Teachers <sup>b</sup>	2010/11	\$50,000	\$52,500	44 (91.7%)	4 (8.3%)	2.52	
	2011/12			80 <sup>c</sup> (95.2%)	4 (4.8%)	4.32	
	2012/13			\$50,962	151 <sup>c</sup> (96.8%)	5 (3.2%)	7.95
	2013/14			\$50,719	163 <sup>c</sup> (97.6%)	4 (2.4%)	8.47

*Remarks*

<sup>a</sup> The scheme grants awards to students with outstanding performance in the Hong Kong Certificate of Education Examination to pursue the two-year Hong Kong Advanced Level Examination (HKALE) courses. The scheme was dissolved as from 2012/13 upon the graduation of the last batch of awardees for the HKALE courses.

- <sup>b</sup> The scholarship was established in 2010/11 as one of a series of measures to enhance the professionalism of English teachers in Hong Kong. The aim of the scholarship is to attract persons proficient in English to pursue relevant local bachelor degree programmes and / or teacher training programmes which will qualify them to become English teachers on graduation.
- <sup>c</sup> The figure includes renewal awards for students pursuing bachelor degree programmes at Year 2 or above and / or teacher training programmes.

2. Tables 2a and b below list the information on non-local students awarded publicly-funded scholarships in the past five school years from 2009/10 to 2013/14 –

Table 2a

Title of scholarship	School Year	Number of non-local students awarded the publicly-funded scholarships								
		Mainland (%)	Taiwan (%)	USA (%)	UK (%)	Japan (%)	South Korea (%)	France (%)	Canada (%)	Others (Please specify)
Scholarships for Prospective English Teachers	2010/11	4 (100%)	-	-	-	-	-	-	-	-
	2011/12	4 (100%)	-	-	-	-	-	-	-	-
	2012/13	5 (100%)	-	-	-	-	-	-	-	-
	2013/14	4 (100%)	-	-	-	-	-	-	-	-

Table 2b

Place of origin of non-local students awarded the publicly-funded scholarships	Total number of students (%)	Number of scholarships	Average value of award	Median value of award	Total amount of government expenditure involved
<b>Mainland</b>					
2010/11	4 (100%)	4	\$80,000	\$80,000	\$320,000
2011/12	4 (100%)	4	\$80,000	\$80,000	\$320,000
2012/13	5 (100%)	5	\$80,000	\$80,000	\$400,000
2013/14	4 (100%)	4	\$80,000	\$80,000	\$320,000
Taiwan	-	-	-	-	-
USA	-	-	-	-	-
UK	-	-	-	-	-
Japan	-	-	-	-	-
South Korea	-	-	-	-	-
France	-	-	-	-	-
Canada	-	-	-	-	-
Others(Please specify)	-	-	-	-	-



3. Details of the awardees for the Scholarships for Prospective English Teachers, which was set up in the 2010/11 school year and has remained the only publicly-funded university scholarship administered by SFAA, are listed in the tables below by year –

<b>2010/11 School Year ( Total: 44 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Baptist University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language & Literature) - local students: 2 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 2 (100%) - non-local students : 0 (0%)
The Chinese University of Hong Kong - local students: 20 (100%) - non-local students: 0 (0%)	Year 1: - local students: 20 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 17 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 3 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 7 (70%) - non-local students: 3 (30%)	Year 1: - local students: 7 (70%) - non-local students: 3 (30%)	Faculty of Humanities - local students: 5 (62.5%) - non-local students: 3 (37.5%)
		Programmes co-organized by Faculty of Humanities and Faculty of Liberal Arts and Social Sciences - local students: 2 (100%) - non-local students: 0 (0%)
The University of Hong Kong - local students: 12 (92.3%) - non-local students: 1 (7.7%)	Year 1: - local students: 12 (92.3%) - non-local students: 1 (7.7%)	Programmes co-organized by Faculty of Education & Faculty of Arts - local students: 11 ( 91.7%) - non-local students: 1 (8.3%)
		Faculty of Arts - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)

<b>2011/12 School Year (Total: 80 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Baptist University - local students: 5 (100%) - non-local students: 0 (0%)	Year 1: - local students: 3 (100%) - non-local students: 0 (0%)  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 5 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 35 (100%) - non-local students: 0 (0%)	Year 1: - local students: 23 (100%) - non-local students: 0 (0%)  Year 2: - local students: 12 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 28 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 7 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 11 (78.6%) - non-local students: 3 (21.4%)	Year 1: - local students: 7 (87.5%) - non-local students: 1 (12.5%)  Year 2: - local students: 4 (66.7%) - non-local students: 2 (33.3%)	Faculty of Humanities - local students: 11 (78.6%) - non-local students: 3 (21.4%)
The Hong Kong Polytechnic University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
The University of Hong Kong - local students: 25 (96.3%) - non-local students: 1 (3.7%)	Year 1: - local students: 14 (100%) - non-local students: 0 (0%)  Year 2: - local students: 11 (91.7%) - non-local students: 1 (8.3%)	Faculty of Education & Faculty of Arts - local students: 19 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 4 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 2 (66.7%) - non-local students: 1 (33.3%)
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)

<b>2012/13 School Year (Total: 151 Local + 5 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3 : Nil	Department of English - local students: 1 (100%) - non-local students : 0 (0%)
Hong Kong Baptist University - local students: 13 (100%) - non-local students: 0 (0%)	Year 1: - local students: 8 (100%) - non-local students: 0 (0%)  Year 2: - local students: 3 (100%) - non-local students: 0 (0%)  Year 3: - local students : 2 (100%) - non-local students : 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 13 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: - local students : 2 (100%) - non-local students : 0 (0%)	Department of English - local students: 4 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 68 (100%) - non-local students: 0 (0%)	Year 1: - local students: 42 (100%) - non-local students: 0 (0%)  Year 2: - local students: 17 (100%) - non-local students: 0 (0%)  Year 3: - local students : 9 (100%) - non-local students : 0 (0%)	Faculty of Education - local students: 48 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 20 (100%) - non-local students: 0 (0%)
The Hong Kong Institute of Education - local students: 14 (82.4%) - non-local students: 3 (17.6%)	Year 1: - local students: 4 (100%) - non-local students: 0 (0%)  Year 2: - local students: 6 (85.7%) - non-local students: 1 (14.3%)  Year 3: - local students : 4 (66.7%) - non-local students : 2 (33.3%)	Faculty of Humanities - local students: 14 (82.4%) - non-local students: 3 (17.6%)

<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
The Hong Kong Polytechnic University - local students: 1 (50%) - non-local students: 1 (50%)	Year 1: - local students: 0 (0%) - non-local students: 1 (100%)  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil	Department of English - local students: 1 (50%) - non-local students: 1 (50%)
The University of Hong Kong - local students: 47 (97.9%) - non-local students: 1 (2.1%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%)  Year 2: - local students: 9 (100%) - non-local students: 0 (0%)  Year 3: - local students : 11 (91.7%) - non-local students : 1 (8.3%)	Faculty of Education & Faculty of Arts - local students: 39 (100%) - non-local students: 0 (0%)
		Faculty of Education - local students: 5 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 3 (75%) - non-local students: 1 (25%)
Hong Kong Shue Yan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: Nil	Department of English Language and Literature - local students: 2 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)  Year 2: Nil  Year 3: Nil	School of Education & Languages - local students: 1 (100%) - non-local students: 0 (0%)

<b>2013/14 School Year (Total: 163 Local + 4 Non-local Awardees)</b>		
<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
City University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 17 (100%) - non-local students: 0 (0%)	Year 1: - local students: 5 (100%) - non-local students: 0 (0%)  Year 2: - local students: 7 (100%) - non-local students : 0 (0%)  Year 3: - local students : 3 (100%) - non-local students: 0 (0%)  Year 4: - local students: 2 (100%) - non-local students : 0 (0%)	Faculty of Arts (Department of English language & Literature) - local students: 17 (100%) - non-local students: 0 (0%)
Lingnan University - local students: 2 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 2 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English - local students: 2 (100%) - non-local students: 0 (0%)
The Chinese University of Hong Kong - local students: 83 (100%) - non-local students: 0 (0%)	Year 1: - local students: 27 (100%) - non-local students: 0 (0%)  Year 2: - local students: 29 (100%) - non-local students: 0 (0%)  Year 3: - local students : 16 (100%) - non-local students : 0 (0%)  Year 4: - local students : 11 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 58 (100%) - non-local students: 0 (0%)  Faculty of Arts (Department of English) - local students: 25 (100%) - non-local students: 0 (0%)

<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
<p>The Hong Kong Institute of Education</p> <p>- local students: 13 (81.3%)</p> <p>- non-local students: 3 (18.7%)</p>	<p>Year 1:</p> <p>- local students: 5 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 2:</p> <p>- local students: 2 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 3:</p> <p>- local students : 6 (85.7%)</p> <p>- non-local students: 1 (14.3%)</p> <p>Year 4:</p> <p>- local students: 0 (0%)</p> <p>- non-local students: 2 (100%)</p>	<p>Faculty of Humanities</p> <p>- local students: 13 (81.3%)</p> <p>- non-local students: 3 (18.7%)</p>
<p>The Hong Kong Polytechnic University</p> <p>- local students: 2 (66.7%)</p> <p>- non-local students: 1 (33.3%)</p>	<p>Year 1:</p> <p>- local students: 1 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 2:</p> <p>- local students: 0 (0%)</p> <p>- non-local students: 1 (100%)</p> <p>Year 3:</p> <p>- local students : 1 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4: Nil</p>	<p>Department of English</p> <p>- local students: 2 (66.7%)</p> <p>- non-local students: 1 (33.3%)</p>
<p>The University of Hong Kong</p> <p>- local students: 43 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Year 1:</p> <p>- local students: 10 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 2:</p> <p>- local students: 14 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 3:</p> <p>- local students : 9 (100%)</p> <p>- non-local students: 0 (0%)</p> <p>Year 4:</p> <p>- local students: 10 (100%)</p> <p>- non-local students: 0 (0%)</p>	<p>Faculty of Education &amp; Faculty of Arts</p> <p>- local students: 34 (100%)</p> <p>- non-local students: 0 (0%)</p> <hr/> <p>Faculty of Education</p> <p>- local students: 6 (100%)</p> <p>- non-local students: 0 (0%)</p> <hr/> <p>Faculty of Arts</p> <p>- local students: 3 (100%)</p> <p>- non-local students: 0 (0%)</p>

<b>By Institution</b>	<b>By Year of Study</b>	<b>By Department / Faculty / Programme of Study</b>
Hong Kong Shue Yan University - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	Department of English Language and Literature - local students: 1 (100%) - non-local students: 0 (0%)
The Open University of Hong Kong - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: Nil  Year 2: - local students: 1 (100%) - non-local students: 0 (0%)  Year 3: Nil  Year 4: Nil	School of Education & Languages - local students: 1 (100%) - non-local students: 0 (0%)

**CONTROLLING OFFICER'S REPLY****EDB248****(Question Serial No. 3022)**Head: (173) Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistance  
(700) General non-recurrent  
Item 508 Continuing Education FundProgramme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)Director of Bureau: Secretary for EducationQuestion (Member Question No. 22):

1. Please use the table below to provide information on the following student financial assistance schemes for the past five years (i.e. 2009/10 to 2013/14):

	Number of Applications	Number of beneficiaries	Average assistance disbursed (\$)	Median of assistance disbursed (\$)	Total Amount of assistance disbursed (\$ million)
Kindergarten and Child Care Centre Fee Remission Scheme					
Pre-primary Education Voucher Scheme					
Examination Fee Remission Scheme					
Subsidy Scheme for Internet Access Charges					
School Textbook Assistance Scheme					
Student Travel Subsidy Scheme					
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme					
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students					
Financial Assistance Scheme for Designated Evening Adult Education Courses					
Tuition fee reimbursement under the Yi Jin Diploma					
Tertiary Student Finance Scheme - Publicly-funded Programmes and Student Travel Subsidy for Tertiary or Post-secondary Students					
Continuing Education Fund					



2. How will the Government enhance or improve its measures on financial assistance for the present and future? What is the amount involved?

Asked by: Hon. IP Kin-yuen

Reply:

1. The requested information for the above student financial assistance schemes for the past five years is set out in the Appendix.
2. The Government is committed to ensuring that no students will be deprived of education because of the lack of means, and that continuous learning should be supported. Premised on this, the Government reviews the student financial assistance schemes from time to time to assess their effectiveness, and to ascertain whether the schemes can achieve the objectives they are set up for. Where areas for improvement are identified, enhancement measures will be put in place promptly so that students in need will be provided with the necessary assistance. Specifically, in the 2014/15 school year, the Government will launch the following improvement measures –
  - (a) to incorporate the enhanced flat rate grant under the School Textbook Assistance Scheme (STAS), which was funded under the Community Care Fund in 2013/14, into the Government's regular assistance programme. The regularisation will involve raising the amount of flat rate grant under STAS by \$1,000 (for full-grant students) or \$500 (for half-grant students) in addition to the annual price adjustment in the 2014/15 school year. This measure is estimated to incur an additional expenditure of \$208.2 million in 2014/15;
  - (b) to lift the fee remission ceilings under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), as a one-off improvement measure, from the weighted average to the 75th percentile of the school fees of kindergartens under the Pre-primary Education Voucher Scheme (PEVS) in the 2014/15 and 2015/16 school years. This, together with the enhancement of the voucher value under the PEVS, will provide greater support to parents on kindergarten education of their children pending the recommendations of the Committee on Free Kindergarten Education on how to practically implement free kindergarten education. This lifting of the fee remission ceilings for the KCFRS for the 2014/15 and 2015/16 school years is estimated to incur an additional expenditure of around \$92 million and \$28 million respectively; and
  - (c) to enhance financial assistance for needy students pursuing below sub-degree programmes in two aspects, including the introduction of a tuition fee reimbursement mechanism, and provision of a flat-rate academic expenses grant for students. This programme is funded by the Community Care Fund in the 2013/14 school year, and will be incorporated into the Government's regular assistance programme from the 2014/15 school year. It is estimated that the programme will incur an annual recurrent expenditure of about \$68 million.

**Appendix**

<b>2009/10 School Year</b>	<b>Number of Applications</b>	<b>Number of beneficiaries</b>	<b>Average Assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total Amount of assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	45 572	31 662	(i) CCC: 17,886 (ii) KG: 7,424	(i) CCC: 15,920 (ii) KG: 5,000	271.7
Pre-primary Education Voucher Scheme (PEVS)	46 845 <sup>+</sup>	46 437 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	12 052	11 835	1,319	943	15.6
Subsidy Scheme for Internet Access Charges <sup>#</sup>	N.A.				
School Textbook Assistance Scheme	282 596	281 899	1,539	1,339	433.7
Student Travel Subsidy for primary and secondary level students	196 102	192 478	1,261	983	242.7
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students*					
Financial Assistance Scheme for Designated Evening Adult Education Courses	733	733	4,426	2,625	3.1
Tuition fee reimbursement under the Project Yi Jin	18 456	18 456	8,852	7,965	163.4
Student Travel Subsidy for Tertiary or Post-secondary Students	46 495	43 225	2,375	2,013	102.7
Continuing Education Fund <sup>@</sup>	52 972	50 933	6,554	6,912	352.6

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

<sup>#</sup> The Subsidy Scheme for Internet Access Charges was implemented with effect from the 2010/11 school year.

<sup>\*</sup> These two Community Care Fund Programmes are implemented in the 2013/14 school year.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

2010/11 School Year	Number of Applications	Number of beneficiaries	Average Assistance disbursed (\$)	Median of assistance disbursed (\$)	Total Amount of Assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 940	28 254	(i) CCC: 18,742 (ii) KG: 7,146	(i) CCC: 16,752 (ii) KG: 4,392	239.0
Pre-primary Education Voucher Scheme <sup>+</sup>	48 888 <sup>+</sup>	48 266 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	3 356	3 316	2,259	2,244	7.5
Subsidy Scheme for Internet Access Charges (family-based applications)	182 510	181 619	830	650	150.7
School Textbook Assistance Scheme	266 852	266 072	1,656	1,417	440.6
Student Travel Subsidy for primary and secondary level students	189 778	185 592	1,310	1,015	243.0
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students*					
Financial Assistance Scheme for Designated Evening Adult Education Courses	925	925	3,849	3,020	3.6
Tuition fee reimbursement under the Project Yi Jin	19 596	19 596	8,917	7,965	174.7
Student Travel Subsidy for Tertiary or Post-secondary Students	48 226	45 061	2,418	2,027	109.0
Continuing Education Fund <sup>@</sup>	45 136	43 477	7,017	7,440	322.0

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

\* These two Community Care Fund Programmes are implemented in the 2013/14 school year.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

<b>2011/12 School Year</b>	<b>Number of Applications</b>	<b>Number of beneficiaries</b>	<b>Average Assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total Amount of Assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	38 972	36 117	(i) CCC: 22,117 (ii) KG: 10,037	(i) CCC: 20,115 (ii) KG: 9,766	399.5
Pre-primary Education Voucher Scheme <sup>+</sup>	50 398 <sup>+</sup>	50 030 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	39 124	38 798	1,936	2,160	75.1
Subsidy Scheme for Internet Access Charges (family-based applications)	186 430	181 747	1,026	1,300	186.5
School Textbook Assistance Scheme	285 278	276 003	2,381	1,964	657.2
Student Travel Subsidy for primary and secondary level students	197 626	183 017	1,576	1,260	288.5
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students*					
Financial Assistance Scheme for Designated Evening Adult Education Courses	837	837	4,344	2,988	3.6
Tuition fee reimbursement under the Project Yi Jin	7 941	7 941	6,082	3,420	48.3
Student Travel Subsidy for Tertiary or Post-secondary Students	47 035	43 737	2,935	2,472	128.3
Continuing Education Fund <sup>@</sup>	34 850	33 606	7,212	7,888	247.4

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

\* These two Community Care Fund Programmes are implemented in the 2013/14 school year.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

<b>2012/13 School Year</b>	<b>Number of Applications</b>	<b>Number of beneficiaries</b>	<b>Average Assistance disbursed (\$)</b>	<b>Median of assistance disbursed (\$)</b>	<b>Total Amount of Assistance disbursed (\$ million)</b>
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	42 211	38 735	(i) CCC: 23,465 (ii) KG: 10,638	(i) CCC: 22,368 (ii) KG: 10,284	448.2
Pre-primary Education Voucher Scheme <sup>+</sup>	49 765 <sup>+</sup>	49 314 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme	25 703	25 575	2,048	2,268	52.4
Subsidy Scheme for Internet Access Charges (family-based applications)	175 194	169 856	1,034	1,300	175.6
School Textbook Assistance Scheme	261 861	252 216	2,566	3,274	647.2
Student Travel Subsidy for primary and secondary level students	183 646	168 157	1,702	1,332	286.3
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	N.A.				
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students*					
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>^</sup>	758	758	4,328	2,988	3.3
Tuition fee reimbursement under the Yi Jin Diploma <sup>#</sup>	5 878	5 878	13,588	9,600	79.9
Student Travel Subsidy for Tertiary or Post-secondary Students	55 564	51 753	3,090	2,590	159.9
Continuing Education Fund <sup>@</sup>	29 283	28 440	7,352	8,640	218.0

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is only responsible for assessing the eligibility of applicants for the Pre-primary Education Voucher Scheme.

<sup>\*</sup> These two Community Care Fund Programmes are implemented in the 2013/14 school year.

<sup>^</sup> Figures as at 31.1.2014. A few number of 2012/13 reimbursement applications are still under processing.

<sup>#</sup> Yi Jin Diploma was introduced in the 2012/13 academic year upon the lapse of the former Project Yi Jin.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

<b>2013/14 School Year (up to 31.1.2014)</b>	Number of Applications	Number of beneficiaries	Average Assistance disbursed (\$)	Median of assistance disbursed (\$)	Total Amount of Assistance disbursed (\$ million)
Kindergarten (KG) and Child Care Centre (CCC) Fee Remission Scheme	41 724	36 906	(i) CCC: 14,071 (ii) KG: 6,168	(i) CCC: 13,380 (ii) KG: 5,809	243.1
Pre-primary Education Voucher Scheme <sup>+</sup>	48 301 <sup>+</sup>	47 977 Certificates of Eligibility issued <sup>&amp;</sup>			
Examination Fee Remission Scheme <sup>¥</sup>	23 038	22 970	2,019	2,268	46.4
Subsidy Scheme for Internet Access Charges (family-based applications)	165 558	159 515	1,034	1,300	164.9
School Textbook Assistance Scheme	244 091	233 737	2,789	3,494	651.8
Student Travel Subsidy for primary and secondary level students	173 857	154 949	1,993	1,584	308.8
Community Care Fund – Enhancement of the Flat-rate Grant under the School Textbook Assistance Scheme*	233 737	232 193	791	1,000	183.6
Community Care Fund – Enhanced Travel Subsidy for Needy Special School Students*	1 693	1 693	960	835	1.6
Financial Assistance Scheme for Designated Evening Adult Education Courses <sup>@</sup>	856	856	5,171	N.A.	4.4
Tuition fee reimbursement under the Yi Jin Diploma <sup>@</sup>	6 787	6 787	11,894	N.A.	80.7
Student Travel Subsidy for Tertiary or Post-secondary Students <sup>#</sup>	44 701	21 269	3,414	2,996	72.6
Continuing Education Fund <sup>@</sup>	22 131	21 603	7,556	8,784	167.2

<sup>+</sup> Application is family-based.

<sup>&</sup> The Agency is responsible for assessing the eligibility of applicants under Pre-primary Education Voucher Scheme.

<sup>¥</sup> These are the figures as at 28.2.2014 based on the application details verified with the Hong Kong Examinations and Assessment Authority in February 2014.

\* These two Community Care Fund Programmes are implemented in the 2013/14 school year.

<sup>@</sup> Estimated whole year figures. Reimbursement for 2013/14 applications will be processed in the 2014-15 financial year.

<sup>#</sup> Bulk of the disbursement for travel subsidy to the remaining eligible tertiary or post-secondary students has been effected after January 2014 when the lists of students residing in hostels and the details of some courses under the Financial Assistance Scheme for Post-secondary Students held in the second semester are ascertained.

<sup>@</sup> The Continuing Education Fund is open to applications throughout the year. The figures shown here relate to financial rather than academic years. The Fund is under the purview of the Labour and Welfare Bureau.

**CONTROLLING OFFICER'S REPLY****EDB249****(Question Serial No. 2867)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 46):

Regarding the one-off improvement measure of the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), please advise this Committee of the following:

- (1) What is the financial implication of the measure to lift the fee remission ceilings under the KCFRS “to the 75<sup>th</sup> percentile of the school fees of kindergartens under the Pre-primary Education Voucher Scheme”?
- (2) For the past 3 years, how many singly and doubly non-permanent resident children have received fee remission under the KCFRS? What was the amount of disbursement involved?

Asked by: Hon. IP Kwok-him

Reply:

- (1) The one-off improvement measure to lift the fee remission ceilings under the KCFRS from the weighted average to the 75<sup>th</sup> percentile of the school fees of kindergartens under the Pre-primary Education Voucher Scheme in the 2014/15 and 2015/16 school years is estimated to incur an additional expenditure of around \$92 million and \$28 million respectively.
- (2) In the 2011/12, 2012/13 and 2013/14 school years, the number of doubly non-permanent resident children receiving fee remission under the KCFRS and the disbursement involved for this group of children are appended below –

School Year	Number of doubly non-permanent resident children receiving fee remission under the KCFRS	Total disbursement involved (\$ million)
2011/12	2 636	32.32
2012/13	3 263	41.34
2013/14 (up to 31.1.2014)	3 277	23.74*

\* Fee remission under the KCFRS is disbursed on a monthly basis. Disbursement for 2013/14 up to 31.1.2014 is for a period of six months only.

The Agency does not have detailed breakdown on the number of children who are in receipt of fee remission under the KCFRS, with either one of the parents being a non-Hong Kong resident.

**CONTROLLING OFFICER'S REPLY**

**EDB250**

**(Question Serial No. 2868)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 47):

The Student Financial Assistance Agency (SFAA) will step up efforts to recover student loans in arrears and tackle the default problem. In this regard, please advise this Committee of the following:

- (a) the situation of student loans in arrears in the past three years and the reasons of default;
- (b) measures taken in the past to tackle the student loan default problem, the outcomes and whether financial implications are involved; and
- (c) the meaning of "step up efforts".

Asked by: Hon. IP Kwok-him

Reply:

- (a) Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPTS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), the number of default cases, the amount in default and the default rate in relation to the number of loan repayment accounts in the 2011/12 to 2013/14 academic years are as follows –



	Academic Year		
	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>			
No. of default cases	2 034	1 653	1 764
Amount in default (\$ million)	52.60	39.53	37.06
No. of loan repayment accounts	30 356	27 377	23 557
Default rate in terms of accounts	6.70%	6.04%	7.49%
<b>(B) FASP</b>			
No. of default cases	1 418	1 379	1 829
Amount in default (\$ million)	20.98	17.87	20.50
No. of loan repayment accounts	16 845	21 926	21 561
Default rate in terms of accounts	8.42%	6.29%	8.48%
<b>(C) NLSFT</b>			
No. of default cases	1 603	1 557	1 678
Amount in default (\$ million)	29.31	24.98	23.90
No. of loan repayment accounts	21 766	22 148	22 627
Default rate in terms of accounts	7.36%	7.03%	7.42%
<b>(D) NLSPS</b>			
No. of default cases	2 439	2 637	2 871
Amount in default (\$ million)	63.73	62.83	62.07
No. of loan repayment accounts	20 699	25 159	28 284
Default rate in terms of accounts	11.78%	10.48%	10.15%
<b>(E) ENLS</b>			
No. of default cases	9 147	8 435	8 015
Amount in default (\$ million)	117.51	108.08	101.19
No. of loan repayment accounts	66 771	67 396	68 133
Default rate in terms of accounts	13.70%	12.52%	11.76%
<b>Total</b>			
No. of default cases	16 641	15 661	16 157
Amount in default (\$ million)	284.13	253.29	244.72
No. of loan repayment accounts	156 437	164 006	164 162
Default rate in terms of accounts	10.64%	9.55%	9.84%

\* As at 31 January 2014

Cases with two or more consecutive overdue quarterly instalments/ six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. We have appealed to defaulters to approach the SFAA if they have genuine financial difficulties in repaying their loans and have established mechanism to handle their applications for deferment of repayment. Except for those defaulters who have approached the SFAA to restructure their loans or to defer repayment, other defaulters ignore notices of loan repayment and reminders issued by the SFAA, and do not approach the SFAA to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFAA to repay by

instalments. The SFAA is therefore often unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFAA to seek deferment of repayment, their main reasons are financial hardship, further full-time study and serious illness.

- (b) In recent years, the SFAA has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans will be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

To tackle the default problem, the Administration has also implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.

Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers.

Through all the above concerted efforts, the overall default rate in relation to the number of loan repayment accounts has dropped from 12.45% in the 2009/10 academic year to 9.84% in the 2013/14 academic year (as at 31 January 2014). The number of default cases has also reduced by 7% from 17 374 in the 2009/10 academic year to 16 157 in the 2013/14 academic year (as at 31 January 2014), notwithstanding an increase in the number of loan repayment accounts by 17.7% (from about 139 500 to 164 200) over the same period.

The estimated expenditure involved in recovering defaulted student loans in the 2013/14 academic year is \$24.3 million, mainly salaries provision for staff involved in the work.

- (c) In the 2014-15 financial year, the SFAA will continue to make every effort to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. We will also continue to promote prudent financial management to students through close collaboration with tertiary education institutions and related organisations in preparing and delivering the message of prudent financial and credit management to youngsters through various education and promotion activities.

**CONTROLLING OFFICER'S REPLY**

**EDB251**

**(Question Serial No. 2019)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (228) Student financial assistance  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 24):

Regarding the number of applications for scholarships and merit awards, the number of scholarships, grants and awards granted, and the amount of scholarships, grants and awards disbursed, please advise:

- (a) the reasons for the increases in the number of applications and the amount of scholarships, grants and awards disbursed in the 2013/14 school year as compared to those of the 2012/13 school year; and
- (b) the reasons why the estimated amount of scholarships, grants and awards disbursed in the 2014/15 school year is greater than that of the 2013/14 school year, even though the estimated number of scholarships, grants and awards to be granted in the 2014/15 school year is fewer than that of the 2013/14 school year.

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

Reply:

- (a) The Student Financial Assistance Agency currently administers a number of privately-donated and publicly-funded scholarships, grants and awards schemes for students at various levels of studies. In the 2013/14 school year, the projected number of applications and the estimated amount of scholarships, grants and awards to be disbursed are both higher than those of the 2012/13 school year. This is mainly attributable to an increase of around 400 awards to be distributed under the privately-donated award schemes of the Education Scholarships Fund (ESF) and the setting up of a new privately-donated bursary scheme in the 2013/14 school year, which attracted more than 100 students to apply in the first year. Arising from the increase in the number of awards to be granted from ESF and the new bursary scheme, the amount of scholarships, grants and awards to be paid out in 2013/14 is projected to increase.
- (b) The major reason for the projected decrease in the number of applications in the 2014/15 school year is due to the anticipated suspension of distribution of awards under ESF. Awards under ESF are granted only when the Fund has accumulated sufficient income from time deposit for distribution. Given the current low return from time deposit, the interest income that can be generated in the year is not sufficient to support distribution of awards every year. Specifically, there is not enough interest income to meet the cost for distribution of some 400 awards under the Fund in 2014/15, after the round of distribution in 2013/14. The drop in the total number of applications is also partly attributable to a decrease in the senior secondary student population, thereby resulting in a reduction in the number of applications for a privately-donated grant scheme.

Notwithstanding the anticipated drop in the number of applications and the number of scholarships, grants and awards to be distributed, the estimated provision for scholarships, grants and awards in 2014/15 is more than that of 2013/14. This is mainly due to an estimated increase in the number of renewal awards under a publicly-funded scholarship scheme entitled Scholarship for Prospective English Teachers in the 2014/15 school year. Under this Scholarship, each local student will be awarded \$50,000 per year and each non-local student \$80,000 per year. The award is tenable for the normal duration of the study programme pursued ranging from one to five years. In the 2014/15 school year, it is anticipated that the number of non-local students who will be granted renewal of scholarships will increase by 18, thereby incurring an additional sum of around \$1.4 million. Coupled with more awards to be disbursed under a privately-donated bursary scheme that was newly set up in 2013/14, the net additional provision, after offsetting the reduction in scholarship monies to be disbursed for other scholarships, grants and awards, is in the region of \$1.6 million.

**CONTROLLING OFFICER'S REPLY**

**EDB252**

**(Question Serial No. 2020)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (000) Operational expenses  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 26):

With regard to the operating expenses for processing applications under the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme (STSS), and the Subsidy Scheme for Internet Access Charges (SIA), please advise this Committee of :

- (1) the expenditure incurred on vetting the income of applicants in connection with their applications for the above three schemes in the 2013/14 school year and the estimated amount for the same purpose in the 2014/15 school year;
- (2) the expenditure incurred in taking recovery action against applicants who have abused the application procedures for the above three schemes and the amount of overpayment involved in the 2013/14 school year, and the estimated operating expenses for the same purpose in the 2014/15 school year; and
- (3) the estimated increase in the operating expenses and any savings that can be achieved, if asset test is introduced for the above three schemes.

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

Reply:

- (1) In the 2013/14 school year, about 220 staff (including short-term contract staff engaged during the peak season) are engaged in processing applications for financial assistance for primary and secondary students under the above three schemes, and the staff cost is around \$40 million. The manpower required for processing applications for financial assistance for primary and secondary students in the 2014/15 school year and the staff cost involved will be maintained at around the same level.
- (2) In the 2013/14 school year, around 30 staff are engaged in conducting authentication of the successful applications and taking recovery action for overpaid subsidy from applicants under the above three schemes. Around 16 000 cases (i.e. 8.6 % of all successful applications) are selected for authentication and the staff cost involved is around \$11 million. The authentication work is in progress. Up to 31 January 2014, of all the cases authenticated so far, only 2% involves overpayment while the remaining 98% is in order. The cumulative amount of overpayment refundable for 2013/14 as a result of authentication is about \$240,000. The Agency plans to maintain the existing level of manpower to authenticate the same level of the successful applications in the 2014/15 school year and the staff cost will remain at around \$11 million.

- (3) Given that the SFAA has to process over 260 000 student applications for financial assistance for primary and secondary students each year, there is a need to strike a balance between the proper use of public money and the timely disbursement of financial assistance to the needy applicants. We are of the view that the current practice to assess the eligibility of applicants for financial assistance for primary and secondary students by means of the income test, coupled with detailed authentication on around 8% of all successful cases on a risk-based sampling approach, can ensure the appropriate provision of financial assistance to needy primary and secondary students and is a suitable way of operation.

It is existing policy to have income tests for primary and secondary students applying for student finance. Introduction of asset tests to the three schemes will involve radical policy changes, the implications of which, including impact on needy families, staffing, operational and technical impact on SFAA, and public reaction, have yet to be fully assessed.

**CONTROLLING OFFICER'S REPLY****EDB253****(Question Serial No. 3203)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(102) Non-means-tested loan scheme

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 63):

- (a) Please provide the number of students receiving grant and the number of students receiving full grant under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in different institutions in the academic years 2012/13 and 2013/14.
- (b) Please provide the number of students receiving loan under the Non-means-tested Loan Schemes in different institutions in the 2012/13 and 2013/14 academic years.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) In the 2012/13 and 2013/14 academic years, the number of students receiving grant and the number of students receiving full grant under TSFS and FASP in different institutions are as follows –

**TSFS**

Institution	Academic Year	
	2012/13	2013/14*
<b>(A) City University of Hong Kong</b>		
Number of students receiving grant	3 890	3 354
Number of students receiving full grant	2 290	1 985
<b>(B) Hong Kong Baptist University</b>		
Number of students receiving grant	1 991	1 849
Number of students receiving full grant	1 205	1 123

Institution	Academic Year	
	2012/13	2013/14*
<b>(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council</b>		
Number of students receiving grant	7 402	6 890
Number of students receiving full grant	4 553	4 395
<b>(D) Hong Kong University of Science and Technology</b>		
Number of students receiving grant	2 030	1 769
Number of students receiving full grant	1 141	1 000
<b>(E) Lingnan University</b>		
Number of students receiving grant	1 035	926
Number of students receiving full grant	660	587
<b>(F) The Chinese University of Hong Kong</b>		
Number of students receiving grant	3 948	3 696
Number of students receiving full grant	2 270	2 155
<b>(G) The Hong Kong Academy for Performing Arts</b>		
Number of students receiving grant	125	140
Number of students receiving full grant	65	83
<b>(H) The Hong Kong Institute of Education</b>		
Number of students receiving grant	1 808	1 588
Number of students receiving full grant	1 073	952
<b>(I) The Hong Kong Polytechnic University</b>		
Number of students receiving grant	5 354	4 822
Number of students receiving full grant	3 201	2 884
<b>(J) The Prince Philip Dental Hospital</b>		
Number of students receiving grant	9	7
Number of students receiving full grant	5	5



Institution	Academic Year	
	2012/13	2013/14*
<b>(K) The University of Hong Kong</b>		
Number of students receiving grant	2 499	2 259
Number of students receiving full grant	1 479	1 331
<b>Total</b>		
Number of students receiving grant	<b>30 091</b>	<b>27 300</b>
Number of students receiving full grant	<b>17 942</b>	<b>16 500</b>

\*As at 31 January 2014. Figures represent the number of students offered with grant/full grant.

#### FASP

Institution	Academic Year	
	2012/13	2013/14*
<b>(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education</b>		
Number of students receiving grant	2 769	2 498
Number of students receiving full grant	1 706	1 628
<b>(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education</b>		
Number of students receiving grant	1 739	1 394
Number of students receiving full grant	1 089	920
<b>(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong</b>		
Number of students receiving grant	4 546	3 737
Number of students receiving full grant	2 823	2 400
<b>(D) Hong Kong University of Science and Technology</b>		
Number of students receiving grant	1	7
Number of students receiving full grant	1	5
<b>(E) The Community College at Lingnan University/ Lingnan Institute of Further Education</b>		
Number of students receiving grant	1 874	1 462
Number of students receiving full grant	1 228	995

Institution	Academic Year	
	2012/13	2013/14*
<b>(F) The Chinese University of Hong Kong/ The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies</b>		
Number of students receiving grant	1 434	984
Number of students receiving full grant	915	623
<b>(G) The Hong Kong Institute of Education</b>		
Number of students receiving grant	484	450
Number of students receiving full grant	304	291
<b>(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development</b>		
Number of students receiving grant	4 223	3 632
Number of students receiving full grant	2 314	2 069
<b>(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education</b>		
Number of students receiving grant	4 182	3 330
Number of students receiving full grant	2 538	2 118
<b>(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education</b>		
Number of students receiving grant	2 394	2 332
Number of students receiving full grant	1 459	1 440
<b>(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers</b>		
Number of students receiving grant	430	291
Number of students receiving full grant	298	202
<b>(L) Hong Kong Institute of Technology</b>		
Number of students receiving grant	116	96
Number of students receiving full grant	82	63
<b>(M) Hang Seng Management College</b>		
Number of students receiving grant	864	884
Number of students receiving full grant	506	544

Institution	Academic Year	
	2012/13	2013/14*
<b>(N) Tung Wah College</b>		
Number of students receiving grant	328	388
Number of students receiving full grant	194	248
<b>(O) Hong Kong College of Technology</b>		
Number of students receiving grant	268	220
Number of students receiving full grant	171	149
<b>(P) Hong Kong Shue Yan University</b>		
Number of students receiving grant	1 632	1 582
Number of students receiving full grant	907	928
<b>(Q) Chu Hai College of Higher Education</b>		
Number of students receiving grant	634	545
Number of students receiving full grant	389	353
<b>(R) Hong Kong Art School</b>		
Number of students receiving grant	34	26
Number of students receiving full grant	19	16
<b>(S) Yew Chung Community College</b>		
Number of students receiving grant	13	10
Number of students receiving full grant	11	6
<b>(T) The Hospital Authority</b>		
Number of students receiving grant	269	235
Number of students receiving full grant	174	149
<b>(U) Sacred Heart Canossian College of Commerce</b>		
Number of students receiving grant	52	23
Number of students receiving full grant	26	13

Institution	Academic Year	
	2012/13	2013/14*
<b>(V) Savannah College of Arts and Design, Inc.</b>		
Number of students receiving grant	3	4
Number of students receiving full grant	3	3
<b>(W) Centennial College</b>		
Number of students receiving grant	43	71
Number of students receiving full grant	31	50
<b>(X) Kaplan Business and Accountancy School</b>		
Number of students receiving grant	1	1
Number of students receiving full grant	0	0
<b>(Y) YMCA College of Careers</b>		
Number of students receiving grant	15	11
Number of students receiving full grant	10	8
<b>(Z) Hong Kong Buddhist College</b>		
Number of students receiving grant	5	5
Number of students receiving full grant	2	3
<b>(AA) St. Teresa's Hospital School of Nursing</b>		
Number of students receiving grant	0	12
Number of students receiving full grant	0	5
<b>Total</b>		
<b>Number of students receiving grant</b>	<b>28 353</b>	<b>24 230</b>
<b>Number of students receiving full grant</b>	<b>17 200</b>	<b>15 229</b>

\*As at 31 January 2014. Figures represent the number of students offered with grant/full grant.

(b) In the 2012/13 and 2013/14 academic years, the number of students receiving loans under the three non-means-tested loan schemes in different institutions are as follows –

**Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT)**

Institution	Academic Year	
	2012/13	2013/14*
(A) City University of Hong Kong	1 236	1 201
(B) Hong Kong Baptist University	730	708
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	1 102	1 219
(D) Hong Kong University of Science and Technology	697	753
(E) Lingnan University	341	347
(F) The Chinese University of Hong Kong	1 246	1 295
(G) The Hong Kong Academy for Performing Arts	105	104
(H) The Hong Kong Institute of Education	522	470
(I) The Hong Kong Polytechnic University	1 389	1 325
(J) The Prince Philip Dental Hospital	7	3
(K) The University of Hong Kong	1 133	1 092
<b>Total</b>	<b>8 508</b>	<b>8 517</b>

\* As at 31 January 2014.

**Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS)**

Institution	Academic Year	
	2012/13	2013/14*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 167	1 347
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	844	813
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong	1 311	1 297
(D) Hong Kong University of Science and Technology	1	1
(E) The Community College at Lingnan University/ Lingnan Institute of Further Education	672	509
(F) The Chinese University of Hong Kong / The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	610	398

Institution	Academic Year	
	2012/13	2013/14*
(G) The Hong Kong Institute of Education	303	291
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 675	1 616
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	1 562	1 360
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	910	964
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	173	150
(L) Hong Kong Institute of Technology	30	29
(M) Hang Seng Management College	621	665
(N) Tung Wah College	388	496
(O) Hong Kong College of Technology	125	135
(P) Hong Kong Shue Yan University	597	602
(Q) Chu Hai College of Higher Education	333	315
(R) Hong Kong Art School	31	24
(S) Yew Chung Community College	9	12
(T) The Hospital Authority	83	96
(U) Sacred Heart Canossian College of Commerce	24	7
(V) Savannah College of Arts and Design, Inc.	47	60
(W) Centennial College	45	71
(X) Kaplan Business and Accountancy School	3	5
(Y) YMCA College of Careers	8	8
(Z) Hong Kong Buddhist College	0	3
(AA) St. Teresa's Hospital School of Nursing	0	10
<b>Total</b>	<b>11 572</b>	<b>11 284</b>

\* As at 31 January 2014.

**Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) <sup>@</sup>**

Category of Eligible Courses	Academic Year	
	2012/13	2013/14*
Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status <sup>++</sup>	3 887	2 930
Category 2 – Courses under Yi Jin Diploma	1 110	867
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	2 707	2 009
<b>Total</b>	<b>7 713</b>	<b>5 815 <sup>^</sup></b>

\* As at 31 January 2014.

@ The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loans in respect of each of the five categories of eligible courses/course providers under ENLS is provided.

<sup>++</sup> Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

<sup>^</sup> Some students received loans for courses in different categories in the same academic year.

**CONTROLLING OFFICER'S REPLY****EDB254****(Question Serial No. 3208)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 59):

The number of applications for and the subsidy to be disbursed under the Student Travel Subsidy Scheme in the 2014/15 school year are estimated to be 223 793 and \$482.8 million respectively. Please provide a breakdown of the estimates by primary and secondary students and post-secondary students.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The estimated number of applications for and the subsidy to be disbursed under the Student Travel Subsidy Scheme for primary and secondary students and post-secondary students in the 2014/15 school year are as follows –

	<b>Estimated number of applications</b>	<b>Estimated amount of subsidy to be disbursed</b>
Primary and Secondary Students	169 859	\$309.7 million
Post-secondary Students	53 934	\$173.1 million
<b>Total</b>	<b>223 793</b>	<b>\$482.8 million</b>



**CONTROLLING OFFICER'S REPLY****EDB255****(Question Serial No. 3209)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 61):

In the 2012/13 and 2013/14 academic years, how many applications for deferment of loan repayment were received under various financial assistance and loan schemes for post-secondary students, and how many applications were approved?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2012/13 and 2013/14 academic years, the number of applications for deferment of loan repayment received and approved under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) are as follows –

	Academic Year	
	2012/13	2013/14*
<b>(A) TSFS</b>		
(i) No. of deferment applications received <sup>#</sup>	1 127	385
(ii) No. of deferment applications completed <sup>^</sup>	1 188	434
(iii) No. of deferment cases approved	998	327
(iv) Approval Rate [(iii)/(ii)]	84%	75%
<b>(B) FASP</b>		
(i) No. of deferment applications received <sup>#</sup>	2 204	739
(ii) No. of deferment applications completed <sup>^</sup>	1 719	1 254
(iii) No. of deferment cases approved	1 567	1 108
(iv) Approval Rate [(iii)/(ii)]	91%	88%

	Academic Year	
	2012/13	2013/14*
<b>(C) NLSFT</b>		
(i) No. of deferment applications received <sup>#</sup>	608	319
(ii) No. of deferment applications completed <sup>^</sup>	674	283
(iii) No. of deferment cases approved	576	237
(iv) Approval Rate [(iii)/(ii)]	85%	84%
<b>(D) NLSPS</b>		
(i) No. of deferment applications received <sup>#</sup>	2 701	1 147
(ii) No. of deferment applications completed <sup>^</sup>	2 668	958
(iii) No. of deferment cases approved	2 361	806
(iv) Approval Rate [(iii)/(ii)]	88%	84%
<b>(E) ENLS</b>		
(i) No. of deferment applications received <sup>#</sup>	1 706	1 058
(ii) No. of deferment applications completed <sup>^</sup>	1 826	962
(iii) No. of deferment cases approved	1 427	747
(iv) Approval Rate [(iii)/(ii)]	78%	78%
<b>(F) All Schemes [(A) to (E)]</b>		
(i) No. of deferment applications received <sup>#</sup>	8 346	3 648
(ii) No. of deferment applications completed <sup>^</sup>	8 075	3 891
(iii) No. of deferment cases approved	6 929	3 225
(iv) Approval Rate [(iii)/(ii)]	86%	83%

\* As at 31 January 2014

<sup>#</sup> Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their study. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets to alleviate the financial burden of fresh graduates.

<sup>^</sup> The number of cases completed in an academic year includes cases carried forward from the previous academic year and therefore the number of applications completed may be higher than the number of applications received. The number of cases completed comprises number of cases approved, rejected and withdrawn.

**CONTROLLING OFFICER'S REPLY****EDB256****(Question Serial No. 3210)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 61):

In the 2012/13 and 2013/14 school years, how many parents with children attending kindergarten-cum-child care centres could receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2012/13 and 2013/14 school years, the number of parents with children attending kindergarten-cum-child care centres who receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme are appended below –

<b>School Year</b>	<b>2012/13</b>	<b>2013/14 (up to 31.1.2014)</b>
Children aged 3 or above attending kindergarten classes	9 100	8 528
Children aged between 0 and 3 receiving whole-day child care services	1 144	737
<b>Total</b>	<b>10 244</b>	<b>9 265</b>

**CONTROLLING OFFICER'S REPLY****EDB257****(Question Serial No. 3237)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 60):

What is the annual interest income from various kinds of loans in the 2012/13 and 2013/14 academic years?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2012/13 and 2013/14 academic years, the amounts of interest received under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS) and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) are as follows –

Scheme	Academic Year	
	2012/13 (\$ million)	2013/14 * (\$ million)
TSFS	7.86	3.89
FASP	3.63	2.20
NLSFT	32.91	14.06
NLSPS	49.31	24.10
ENLS	63.13	27.64

\* As at 31 January 2014

**CONTROLLING OFFICER'S REPLY**

**EDB258**

**(Question Serial No. 2468)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 510):

Regarding the "Loan Fund" in the 2014-15 Government Budget:

Under Head 254—Loans to Students Subhead 101:

A revised estimate of \$279,609,000 in 2013-14 for students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts.

Please advise in the 2013/14 academic year :-

- 1) What is the total amount received by students in different institutions?
- 2) What is the number of students receiving loans in different institutions?

Under Head 254—Loans to Students Subhead 102 Non-means-tested loan scheme:

In the 2013/14 academic year :-

- 1) What is the total amount received by students in different institutions covered under the scheme?
- 2) What is the number of students receiving loans in different institutions covered under the scheme?

Under Head 254—Loans to Students Subhead 103 Means-tested loan for post-secondary students:

In the 2013/14 academic year : -

- 1) What is the total amount received by students in different institutions covered under the scheme?
- 2) What is the number of students receiving loans in different institutions covered under the scheme?

Asked by: Hon. LEUNG Kwok-hung

Reply:

Head 254—Loans to Students Subhead 101

The Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) provides means-tested financial assistance to eligible full-time students of publicly-funded institutions. Financial assistance is provided in the form of grants and/or loans. The loan element is intended to help towards students' living expenses and is disbursed under Head 254 Subhead 101. In the 2013/14 academic year, the number of students receiving loans in different institutions and the amount disbursed are as follows –

<b>Institution</b>	<b>2013/14 Academic Year*</b>	
	<b>No. of students receiving loans</b>	<b>Amount disbursed (\$ million)</b>
City University of Hong Kong	1 061	31.39
Hong Kong Baptist University	595	17.99
Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	947	30.50
Hong Kong University of Science and Technology	617	17.87
Lingnan University	338	10.44
The Chinese University of Hong Kong	1 237	36.12
The Hong Kong Academy for Performing Arts	53	1.69
The Hong Kong Institute of Education	546	16.34
The Hong Kong Polytechnic University	1 478	44.48
The Prince Philip Dental Hospital	1	0.04
The University of Hong Kong	884	26.86
<b>Total</b>	<b>7 757</b>	<b>233.72</b>

\* As at 31 January 2014.

Head 254—Loans to Students Subhead 103

The Financial Assistance Scheme for Post-secondary Students (FASP) provides means-tested grant and/or loan to eligible full-time students pursuing locally-accredited, self-financing post-secondary education programmes leading to sub-degree or degree level. The loan element is intended to help towards students' living expenses and is disbursed under Head 254 Subhead 103. In the 2013/14 academic year, the number of students receiving loans in different institutions and the amount disbursed are as follows –

<b>Institution</b>	<b>2013/14 Academic Year*</b>	
	<b>No. of students receiving loans</b>	<b>Amount disbursed (\$ million )</b>
City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	600	11.46
Hong Kong Baptist University/ School of Continuing Education/ College of International Education	365	12.01
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong	671	21.46
The Community College at Lingnan University/ Lingnan Institute of Further Education	237	7.78
The Chinese University of Hong Kong / The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	187	5.97
The Hong Kong Institute of Education	128	3.99
The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	866	22.09
The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	661	21.37
The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	615	10.92
Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	74	2.56
Hong Kong Institute of Technology	23	0.86
Hang Seng Management College	258	8.34
Tung Wah College	201	3.27
Hong Kong College of Technology	53	1.72
Hong Kong Shue Yan University	497	14.50
Chu Hai College of Higher Education	179	5.52
Hong Kong Art School	4	0.16
Yew Chung Community College	2	0.05
The Hospital Authority	86	2.80
Sacred Heart Canossian College of Commerce	3	0.10

<b>Institution</b>	<b>2013/14 Academic Year*</b>	
	<b>No. of students receiving loans</b>	<b>Amount disbursed (\$ million)</b>
Savannah College of Arts and Design, Inc.	3	0.12
Centennial College	27	0.92
Kaplan Business and Accountancy School	1	0.05
YMCA College of Careers	2	0.04
Hong Kong Buddhist College	1	0.04
St. Teresa's Hospital School of Nursing	1	0.02
<b>Total</b>	<b>5 745</b>	<b>158.12</b>

\* As at 31 January 2014.

#### Head 254—Loans to Students Subhead 102

Non-means-tested loan schemes (NLS) provide loans to students who do not wish or fail to go through the means test under the TSFS and FASP or who pursue specific post-secondary/continuing and professional education courses to cover their tuition fees. NLS loans are disbursed under Head 254 Subhead 102. In the 2013/14 academic year, the number of students receiving loans in different institutions and the amount disbursed are as follows –

#### **Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT)**

<b>Institution</b>	<b>2013/14 Academic Year*</b>	
	<b>No. of students receiving loans</b>	<b>Amount disbursed (\$ million)</b>
City University of Hong Kong	1 201	47.82
Hong Kong Baptist University	708	28.59
Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	1 219	33.79
Hong Kong University of Science and Technology	753	30.29
Lingnan University	347	13.90
The Chinese University of Hong Kong	1 295	52.25
The Hong Kong Academy for Performing Arts	104	4.04
The Hong Kong Institute of Education	470	18.11
The Hong Kong Polytechnic University	1 325	51.24
The Prince Philip Dental Hospital	3	0.09
The University of Hong Kong	1 092	44.33
<b>Total</b>	<b>8 517</b>	<b>324.45</b>

\* As at 31 January 2014.



**Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS)**

<b>Institution</b>	<b>2013/14 Academic Year*</b>	
	<b>No. of students receiving loans</b>	<b>Amount disbursed (\$ million )</b>
City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 347	47.56
Hong Kong Baptist University/ School of Continuing Education/ College of International Education	813	43.23
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ Technological and Higher Education Institution of Hong Kong	1 297	61.20
Hong Kong University of Science and Technology	1	0.06
The Community College at Lingnan University/ Lingnan Institute of Further Education	509	22.95
The Chinese University of Hong Kong / The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	398	20.30
The Hong Kong Institute of Education	291	18.28
The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 616	69.88
The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College/ The University of Hong Kong School of Professional and Continuing Education	1 360	69.20
The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	964	28.51
Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	150	7.61
Hong Kong Institute of Technology	29	1.06
Hang Seng Management College	665	40.59
Tung Wah College	496	20.98
Hong Kong College of Technology	135	5.86
Hong Kong Shue Yan University	602	30.98
Chu Hai College of Higher Education	315	16.39
Hong Kong Art School	24	1.04
Yew Chung Community College	12	0.58
The Hospital Authority	96	2.67
Sacred Heart Canossian College of Commerce	7	0.30

Institution	2013/14 Academic Year*	
	No. of students receiving loans	Amount disbursed (\$ million)
Savannah College of Arts and Design, Inc.	60	10.09
Centennial College	71	5.52
Kaplan Business and Accountancy School	5	0.24
YMCA College of Careers	8	0.33
Hong Kong Buddhist College	3	0.11
St. Teresa's Hospital School of Nursing	10	0.29
<b>Total</b>	<b>11 284</b>	<b>525.81</b>

\* As at 31 January 2014.

**Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS)<sup>@</sup>**

Category of Eligible Courses	2013/14 Academic Year*	
	No. of students receiving loans	Amount disbursed (\$ million)
<b>Category 1 – Courses accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or accredited by institutions by virtue of their self-accreditation status or Programme Area Accreditation status<sup>++</sup></b>	2 930	117.70
<b>Category 2 – Courses under Yi Jin Diploma</b>	867	25.92
<b>Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses</b>	4	0.04
<b>Category 4 – Training or development courses provided or funded by local statutory bodies</b>	5	0.09
<b>Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)</b>	2 009	90.85
<b>Total</b>	<b>5 815<sup>^</sup></b>	<b>234.60</b>

\* As at 31 January 2014.

@ The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not maintain statistical breakdown on institution basis. The information on the number of students receiving loans and the amount disbursed in respect of each of the five categories of eligible courses/course providers under ENLS is provided.

++ Including figures on students pursuing certain non-accredited courses. As a transition, courses previously included in the approved list before the revision of course eligibility criteria implemented in the 2012/13 academic year are granted with the provisional qualified status if accreditation is being sought. Students pursuing these courses are eligible for loans under ENLS. Also, a grandfathering arrangement is put in place to enable existing students of courses previously included in the approved list to obtain loans under ENLS to complete the study programme in case the courses pursued fail to obtain the accreditation.

^ Some students received loans for courses in different categories in the same academic year.

**CONTROLLING OFFICER'S REPLY**

**EDB259**

**(Question Serial No. 2378)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 21):

The Student Financial Assistance Agency (SFAA) provides financial assistance in the form of loans to students of different levels. There have been reports on cases of default on repayment by loan borrowers in recent years. In this connection, would the Administration advise this Committee of the following:

- (a) For student loans disbursed by the SFAA, what were the percentages of bad debts in relation to the number of loan repayment accounts over the past three years? What were the amounts involved?
- (b) Will the Administration implement new measures to prevent and deal with the bad debt issues in relation to student loans? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

- (a) As student loans are funded by public money, the SFAA endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. The number of write-off cases in respect of student loans disbursed by the SFAA, namely under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), and the amount involved in the 2011/12 to 2013/14 academic years are as follows –

	Academic year		
	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>			
No. of write-off cases (Note)	13	19	9
No. of loan repayment accounts	30 356	27 377	23 557
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.07%	0.04%
Amount involved (\$ million)	0.35	0.74	0.53
<b>(B) FASP</b>			
No. of write-off cases (Note)	4	7	6
No. of loan repayment accounts	16 845	21 926	21 561
Percentage of write-off cases in terms of loan repayment accounts	0.02%	0.03%	0.03%
Amount involved (\$ million)	0.25	0.33	0.10
<b>(C) NLSFT</b>			
No. of write-off cases (Note)	9	8	4
No. of loan repayment accounts	21 766	22 148	22 627
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.04%	0.02%
Amount involved (\$ million)	0.38	0.41	0.28
<b>(D) NLSPS</b>			
No. of write-off cases (Note)	3	9	11
No. of loan repayment accounts	20 699	25 159	28 284
Percentage of write-off cases in terms of loan repayment accounts	0.01%	0.04%	0.04%
Amount involved (\$ million)	0.09	0.60	0.83
<b>(E) ENLS</b>			
No. of write-off cases (Note)	27	46	40
No. of loan repayment accounts	66 771	67 396	68 133
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.07%	0.06%
Amount involved (\$ million)	0.76	2.00	1.39
<b>Total</b>			
No. of write-off cases (Note)	56	89	70
No. of loan repayment accounts	156 437	164 006	164 162
Percentage of write-off cases in terms of loan repayment accounts	0.04%	0.05%	0.04%
Amount involved (\$ million)	1.83	4.08	3.13

\* As at 31 January 2014

Note: Under the SFAA's prevailing write-off policy, the SFAA will only consider writing off the outstanding loan if the borrower is deceased/permanently unfit for work on account of severe disability, both the loan borrower and the indemnifier(s) are bankrupt or upon the advice of the Department of Justice (DoJ). A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the SFAA.

- (b) To tackle the default problem, the Administration has implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.

The SFAA will continue to step up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. In recent years, we have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the DoJ and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans will be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers. We will continue to strengthen our cooperation with tertiary education institutions and related organisations in delivering the message of prudent financial and credit management to youngsters through various education and promotion activities.

**CONTROLLING OFFICER'S REPLY****EDB260****(Question Serial No. 1953)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 2):

The Government has been supporting needy students through student financial assistance schemes. However, the methodology for assessment of eligibility is complicated and different from that adopted for the newly-set poverty line. Please provide the respective number of primary and secondary students in Hong Kong receiving full and half levels of assistance, as well as those who are eligible for but have not applied to receive the assistance by household income (50%, 60%, 70% and 80% of the median household income).

Asked by: Hon. LEUNG Yiu-chung

Reply:

The Student Financial Assistance Agency adopts a standard income-test mechanism to assess the eligibility of the applicants for financial assistance. The income test operates on an "Adjusted Family Income" formula which takes into account the gross annual income of the family and the number of family members. Generally speaking, if the monthly family income of an applicant is around 50% of the relevant monthly median household income, he/she will be eligible for full level of assistance. If the monthly family income is around or below the monthly median household income, the applicant will be eligible for half level of assistance in respect of the primary and secondary students.

The number of primary and secondary students receiving financial assistance under the School Textbook Assistance Scheme (STAS)<sup>1</sup> by family size, range of equivalent monthly family income and level of assistance for the 2013/14 school year (up to 31 January 2014) is set out in the Appendix. We have no information on the number of students who are eligible for but have not applied for assistance.

<sup>1</sup> Financial assistance schemes available for needy primary and secondary students include STAS, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme. STAS covers the largest number of recipients among these schemes.

<b>2013/14 School Year (up to 31.1.2014)</b>				
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary and secondary students receiving <u>full</u> grant textbook assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary and secondary students receiving <u>half</u> grant textbook assistance
1	0 - 5,422	6	5,423 - 10,484	0
2 <sup>Note</sup>	0 - 8,133	12 347	8,134 - 15,727	2 248
3 <sup>Note</sup>	0 - 13,128	34 153	13,129 - 20,969	18 871
4	0 - 15,097	57 722	15,098 - 26,212	49 499
5	0 - 16,267	21 035	16,268 - 31,454	19 641
6	0 - 18,978	7 902	18,979 - 36,696	6 569
7	0 - 21,689	1 971	21,690 - 41,939	1 093
8	0 - 24,401	402	24,402 - 47,181	175
9	0 - 27,112	51	27,113 - 52,424	30
10	0 - 29,823	16	29,824 - 57,666	0
11	0 - 32,534	6	32,535 - 62,908	0
<b>Total</b>		<b>135 611</b>		<b>98 126</b>

Note : 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY**

**EDB261**

**(Question Serial No. 1608)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 45):

In 2014-15, the Student Financial Assistance Agency (SFAA) will step up efforts to recover student loans in arrears and tackle the default problem. In this connection, would the Administration advise this Committee on the following:

- (a) in tabular form the number of default cases and the amount in default under various student financial assistance schemes over the past five years;
- (b) in tabular form the total amount of defaulted student loans successfully recovered by the SFAA over the past five years;
- (c) measures taken by the Administration over the past five years to recover student loans in arrears and tackle the default problem. What results are attained by these measures; and
- (d) measures to be taken by the Administration in 2014-15 to step up efforts to recover student loans in arrears and tackle the default problem. What is the estimated expenditure?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) Cases with two or more consecutive overdue quarterly instalments/ six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/ continuing and professional education courses) (ENLS), the number of default cases and the amount in default in the 2009/10 to 2013/14 academic years are as follows –



	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>					
No. of default cases	2 796	2 297	2 034	1 653	1 764
Amount in default (\$ million)	69.79	60.49	52.60	39.53	37.06
<b>(B) FASP</b>					
No. of default cases	972	1 146	1 418	1 379	1 829
Amount in default (\$ million)	7.26	13.93	20.98	17.87	20.50
<b>(C) NLSFT</b>					
No. of default cases	1 946	1 641	1 603	1 557	1 678
Amount in default (\$ million)	39.93	34.54	29.31	24.98	23.90
<b>(D) NLSPS</b>					
No. of default cases	1 909	2 000	2 439	2 637	2 871
Amount in default (\$ million)	50.32	57.70	63.73	62.83	62.07
<b>(E) ENLS</b>					
No. of default cases	9 751	9 440	9 147	8 435	8 015
Amount in default (\$ million)	117.39	121.19	117.51	108.08	101.19
<b>Total</b>					
No. of default cases	17 374	16 524	16 641	15 661	16 157
Amount in default (\$ million)	284.69	287.85	284.13	253.29	244.72

\* As at 31 January 2014

- (b) The total amount of defaulted student loans recovered in the 2009/10 to 2013/14 academic years are as follows –

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Amount recovered (\$ million)	108.84	149.62	171.06	168.07	79.79

\* As at 31 January 2014

- (c) In recent years, the SFAA has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans could be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

To tackle the default problem, the Administration has also implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.

Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers.

Through all the above concerted efforts, the overall default rate in relation to the number of loan repayment accounts has dropped from 12.45% in the 2009/10 academic year to 9.84% in the 2013/14 academic year (as at 31 January 2014). The number of default cases has also reduced by 7% from 17 374 in the 2009/10 academic year to 16 157 in the 2013/14 academic year (as at 31 January 2014), notwithstanding an increase in the number of loan repayment accounts by 17.7% (from about 139 500 to 164 200) over the same period. The information on the overall default rate for the past five academic years is shown below –

	Academic year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
No. of default cases	17 374	16 524	16 641	15 661	16 157
No. of loan repayment accounts	139 506	146 472	156 437	164 006	164 162
Default rate in terms of accounts	12.45%	11.28%	10.64%	9.55%	9.84%

\*As at 31 January 2014

- (d) In the 2014-15 financial year, the SFAA will continue to make every effort to tackle the default problem and to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. We will also continue to promote prudent financial management to students through close collaboration with tertiary education institutions and related organisations in preparing and delivering the message of prudent financial and credit management to youngsters through various education and promotion activities.

The estimated expenditure involved in recovering defaulted student loans in the 2014/15 academic year is \$26.1 million, mainly salaries provision for staff involved in the work.

**CONTROLLING OFFICER'S REPLY****EDB262****(Question Serial No. 1268)**

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 (Member Question No. 41):

The University Grants Committee (UGC) subsidises about 15 000 first-year first-degree (FYFD) places at the post-secondary institutions annually. In this regard, will the Administration inform us of the actual number of students who pursued UGC-funded FYFD programmes at various institutions in the previous year (2013/2014 academic year) and its breakdown by local, Mainland and overseas students? What is the amount of subsidy involved? Meanwhile, the Administration plans to increase senior year undergraduate intakes from 4 000 to 5 000 annually. What is the estimated manpower and expenditure involved? In addition, what is the actual number of students who pursued postgraduate programmes at all of the institutions in the previous year (2013/2014 academic year) and its breakdown by local, Mainland and overseas students? What is the expenditure involved?

Asked by: Hon. CHAN Chi-chuen

Reply:

The student enrolment of the University Grants Committee (UGC)-funded undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes by institution, level of study and place of origin for the 2013/14 academic year is set out at Annex.

Subvention for the UGC-funded institutions is estimated at \$15.0 billion and \$15.3 billion in the 2013/14 and 2014/15 academic years respectively. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. As funding for publicly-funded Ug (including senior year places), TPg and RPg places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit costs per annum of a UGC-funded Ug, TPg and RPg place for the 2012/13 academic year were \$201,000, \$192,000 and \$491,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). Information for the 2013/14 academic year is not yet available. As regards non-local students in Ug and TPg programmes, who are primarily admitted through over-enrolment beyond approved student numbers, they are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

The Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million. The UGC will work closely with the institutions to put the additional places to the most effective use.

Student Enrolment (Headcount) of UGC-funded Undergraduate and Postgraduate Programmes by Institution, Level of Study and Place of Origin, 2013/14 (Provisional)

Institution	Level of Study	Place of Origin@			
		Local students	Students from Mainland China	Other non-local students	Total
City University of Hong Kong	Undergraduate	10 246	810	313	11 369
	Taught Postgraduate	48	4	1	53
	Research Postgraduate	79	480	107	666
	<b>Sub-total</b>	<b>10 373</b>	<b>1 294</b>	<b>421</b>	<b>12 088</b>
Hong Kong Baptist University	Undergraduate	5 661	692	12	6 365
	Taught Postgraduate	435	-	-	435
	Research Postgraduate	60	160	31	251
	<b>Sub-total</b>	<b>6 156</b>	<b>852</b>	<b>43</b>	<b>7 051</b>
Lingnan University	Undergraduate	2 399	147	24	2 570
	Research Postgraduate	25	33	17	75
	<b>Sub-total</b>	<b>2 424</b>	<b>180</b>	<b>41</b>	<b>2 645</b>
The Chinese University of Hong Kong	Undergraduate	14 109	1 374	406	15 889
	Taught Postgraduate	1 045	15	2	1 062
	Research Postgraduate	462	1 247	74	1 783
	<b>Sub-total</b>	<b>15 616</b>	<b>2 636</b>	<b>482</b>	<b>18 734</b>
The Hong Kong Institute of Education	Undergraduate	5 016	235	11	5 262
	Taught Postgraduate	854	4	1	859
	Research Postgraduate	11	20	5	36
	<b>Sub-total</b>	<b>5 881</b>	<b>259</b>	<b>17</b>	<b>6 157</b>
The Hong Kong Polytechnic University	Undergraduate	11 884	1 104	261	13 249
	Taught Postgraduate	15	-	-	15
	Research Postgraduate	152	448	78	678
	<b>Sub-total</b>	<b>12 051</b>	<b>1 552</b>	<b>339</b>	<b>13 942</b>
The Hong Kong University of Science and Technology	Undergraduate	7 529	694	571	8 794
	Research Postgraduate	159	1 044	149	1 352
	<b>Sub-total</b>	<b>7 688</b>	<b>1 738</b>	<b>720</b>	<b>10 146</b>
The University of Hong Kong	Undergraduate	12 433	1 465	823	14 721
	Taught Postgraduate	916	65	21	1 002
	Research Postgraduate	603	1 333	229	2 165
	<b>Sub-total</b>	<b>13 952</b>	<b>2 863</b>	<b>1 073</b>	<b>17 888</b>
All institutions	Undergraduate	69 277	6 521	2 421	78 219
	Taught Postgraduate	3 313	88	25	3 426
	Research Postgraduate	1 551	4 765	690	7 006
	<b>Total</b>	<b>74 141</b>	<b>11 374</b>	<b>3 136</b>	<b>88 651</b>

## Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. @ The place of origin for non-local students refers to their nationality.
3. Figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes 'nil'.

**CONTROLLING OFFICER'S REPLY****EDB263****(Question Serial No. 0979)**

**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 (Member Question No. 26):**

It is mentioned that the Education Bureau (EDB) will continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub. In this connection, could the Government:

- (1) Tabulate the number of non-local students (please indicate their countries/regions of origin) doing post-secondary programmes, first-degree programmes and postgraduate programmes in Hong Kong in the past five year, as well as the expenditure incurred by the Government;

**Year: (e.g. 2013)**

	Post-secondary programmes		First-degree programmes		Postgraduate programmes	
	No. of students	Government Expenditure	No. of students	Government Expenditure	No. of students	Government Expenditure
<b>UK</b>						
<b>Taiwan</b>						
<b>.....</b>						
<b>Mainland China</b>						

- (2) Further to question (1), what are the respective items and amounts incurred in terms of Government expenditure?
- (3) What are the numbers of Mainland students doing post-secondary programmes, first-degree programmes and postgraduate programmes in Hong Kong in the past five year? What are the respective proportions of Mainland and local students doing the above programmes?
- (4) What are the numbers and countries/regions of origin of students doing local research postgraduate programmes (Master of Philosophy and Doctor of Philosophy) in the past five years?

**Asked by:** Hon. CHAN Han-pan

**Reply:**

- (1) In accordance with Government's policy, in respect of non-local students, institutions may enroll up to 20% of the approved student number targets of University Grants Committee (UGC)-funded sub-degree, undergraduate and taught postgraduate programmes. The number of non-local students of UGC-funded programmes by level of study and place of origin for the academic years of 2009/10 to 2013/14 is set out at **Annex A**.

- (2) The bulk of the cost of publicly funded sub-degree, undergraduate and postgraduate programmes is subsidised by recurrent grant from the UGC. The funding provided by the UGC is subsumed under the block grant to institutions on the basis of approved student places, and hence it would not be possible to attribute specific amount of funding to students from different places of origin. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places. At present, institutions normally charge non-local students at a level higher than that of local students.
- (3) The number of local and non-local students of UGC-funded programmes by level of study and place of origin for the academic years of 2009/10 to 2013/14 is set out at **Annex B**.
- (4) The number of local and non-local students of UGC-funded research postgraduate programmes by nature and place of origin for the academic years of 2009/10 to 2013/14 is set out at **Annex C**.

**Non-local Students (Headcount) of UGC-funded Programmes by Level of Study  
by Place of Origin, 2009/10 to 2013/14**

2009/10 Academic Year	Sub-degree	Undergraduate	Taught postgraduate	Research postgraduate
The Mainland of China	2	4 562	35	3 830
Other parts of Asia (excluding Taiwan)	2	413	12	128
Taiwan	-	23	-	18
The rest of the world (excluding the UK)	2	187	6	97
UK	-	6	-	9
<b>Total</b>	<b>6</b>	<b>5 191</b>	<b>53</b>	<b>4 083</b>

2010/11 Academic Year	Sub-degree	Undergraduate	Taught postgraduate	Research postgraduate
The Mainland of China	2	4 638	43	4 041
Other parts of Asia (excluding Taiwan)	1	667	12	194
Taiwan	-	54	-	22
The rest of the world (excluding the UK)	2	228	8	139
UK	-	11	2	11
<b>Total</b>	<b>5</b>	<b>5 598</b>	<b>65</b>	<b>4 406</b>

2011/12 Academic Year	Sub-degree	Undergraduate	Taught postgraduate	Research postgraduate
The Mainland of China	-	4 583	55	4 298
Other parts of Asia (excluding Taiwan)	1	947	17	248
Taiwan	-	110	-	32
The rest of the world (excluding the UK)	1	264	13	174
UK	-	10	2	14
<b>Total</b>	<b>2</b>	<b>5 914</b>	<b>87</b>	<b>4 767</b>

2012/13* Academic Year	Sub-degree	Undergraduate	Taught postgraduate	Research postgraduate
The Mainland of China	-	6 315	62	4 586
Other parts of Asia (excluding Taiwan)	1	1 502	19	302
Taiwan	-	248	-	32
The rest of the world (excluding the UK)	-	324	10	228
UK	-	10	3	18
<b>Total</b>	<b>1</b>	<b>8 399</b>	<b>94</b>	<b>5 166</b>

2013/14 <sup>#</sup> Academic Year	Sub-degree	Undergraduate	Taught postgraduate	Research postgraduate
The Mainland of China	-	6 521	88	4 765
Other parts of Asia (excluding Taiwan)	-	1 755	13	352
Taiwan	-	341	-	33
The rest of the world (excluding the UK)	-	316	11	284
UK	-	9	1	21
<b>Total</b>	-	<b>8 942</b>	<b>113</b>	<b>5 455</b>

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. The above statistics are compiled based on prevailing country classification when collecting the data from institutions.
3. \* To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
4. ‘-’ denotes ‘nil’.
5. # Provisional figures.
6. Figures may not add up to the corresponding totals owing to rounding.



**Local and Non-local Students (Headcount) of UGC-funded Postgraduate Programmes  
by Place of Origin, 2009/10 to 2013/14**

Level of study	Place of origin	2009/10	2010/11	2011/12	2012/13	2013/14 <sup>#</sup>
Sub-degree	Local Students	7 003 (99.9%)	6 978 (99.9%)	6 925 (100.0%)	6 502 (100.0%)	7 280 (100.0%)
	The Mainland of China	2 (*)	2 (*)	- (-)	- (-)	- (-)
	Others	4 (0.1%)	3 (*)	2 (*)	1 (*)	- (-)
	<b>Total</b>	<b>7 009</b>	<b>6 983</b>	<b>6 927</b>	<b>6 503</b>	<b>7 280</b>
Undergraduate	Local Students	51 419 (90.8%)	51 967 (90.3%)	52 498 (89.9%)	67 952 (89.0%)	69 277 (88.6%)
	The Mainland of China	4 562 (8.1%)	4 638 (8.1%)	4 583 (7.8%)	6 315 (8.3%)	6 521 (8.3%)
	Others	629 (1.1%)	960 (1.7%)	1 331 (2.3%)	2 084 (2.7%)	2 421 (3.1%)
	<b>Total</b>	<b>56 610</b>	<b>57 565</b>	<b>58 412</b>	<b>76 351</b>	<b>78 219</b>
Taught postgraduate	Local Students	3 558 (98.5%)	3 513 (98.2%)	3 599 (97.6%)	3 627 (97.5%)	3 313 (96.7%)
	The Mainland of China	35 (1.0%)	43 (1.2%)	55 (1.5%)	62 (1.7%)	88 (2.6%)
	Others	18 (0.5%)	22 (0.6%)	32 (0.9%)	32 (0.9%)	25 (0.7%)
	<b>Total</b>	<b>3 611</b>	<b>3 578</b>	<b>3 686</b>	<b>3 721</b>	<b>3 426</b>
Research postgraduate	Local Students	2 239 (35.4%)	2 056 (31.8%)	1 805 (27.5%)	1 652 (24.2%)	1 551 (22.1%)
	The Mainland of China	3 830 (60.6%)	4 041 (62.5%)	4 298 (65.4%)	4 586 (67.3%)	4 765 (68.0%)
	Others	253 (4.0%)	365 (5.7%)	468 (7.1%)	580 (8.5%)	690 (9.9%)
	<b>Total</b>	<b>6 322</b>	<b>6 462</b>	<b>6 572</b>	<b>6 819</b>	<b>7 006</b>

## Notes:

- Figures include taught postgraduate students and research postgraduate students funded by UGC within normal study periods.
- The place of origin of non-local students is determined having regard to their nationality.
- Figures in brackets denote percentage share to total student enrolment. Percentage may not add up to 100% owing to rounding.
- <sup>#</sup> Provisional figures.
- '-' denotes 'nil'.
- '\*' denotes less than 0.05%.
- Figures may not add up to the corresponding totals owing to rounding.

**Local and Non-local Students (Headcount) of UGC-funded Research Postgraduate Programmes  
by Place of Origin, 2009/10 to 2013/14**

Level of study	Place of origin	2009/10	2010/11	2011/12	2012/13	2013/14 <sup>#</sup>
Master of Philosophy (MPhil)	Local student	1 062	912	717	635	611
	The Mainland of China	879	763	675	704	711
	Other parts of Asia	32	39	45	43	46
	The rest of the world	24	30	31	28	26
	<b>Total</b>	<b>1 997</b>	<b>1 744</b>	<b>1 467</b>	<b>1 411</b>	<b>1 394</b>
Doctor of Philosophy (PhD)	Local student	1 177	1 144	1 089	1 018	940
	The Mainland of China	2 952	3 277	3 623	3 882	4 054
	Other parts of Asia	114	177	235	291	340
	The rest of the world	82	120	158	217	279
	<b>Total</b>	<b>4 325</b>	<b>4 718</b>	<b>5 105</b>	<b>5 408</b>	<b>5 612</b>

## Notes:

1. Figures include research postgraduate students funded by UGC within normal study periods.
2. The place of origin of non-local students is determined having regard to their nationality.
3. <sup>#</sup> Provisional figures.
4. Figures may not add up to the corresponding totals owing to rounding.

**CONTROLLING OFFICER'S REPLY****EDB264****(Question Serial No. 0071)**

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 (Member Question No. 2):

Please list by year the number of candidates sitting the Hong Kong Advanced Level Examination and the Hong Kong Diploma of Secondary Education Examination (figures since 2012 only), the number of funded undergraduate places provided by UGC-funded post-secondary institutions under the four-year and three-year academic structures, the number of students admitted through non-Joint University Programmes Admission System routes, as well as the number of students having met the basic entry requirements but were not admitted in the past five academic years, i.e., 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations, the approved student number targets of the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places, the number of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through the Joint University Programmes Admission System (JUPAS), and the number of local students admitted through the non-JUPAS route in the past five years from the 2009/10 to 2013/14 academic years are set out at the Annex.

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students through the JUPAS and non-JUPAS routes. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). For the 2013/14 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts is also offering 150 publicly-funded undergraduate intake places. The self-financing sector is also offering some 7 000 intake places in full-time locally-accredited self-financing undergraduate programmes. According to the 2013 Secondary 6 Students' Pathway Survey conducted by EDB in October to December 2013, about 8% of the Secondary 6 graduates who responded to the survey (or some 5 600 graduates out of a total of 65 400 graduates of the 2012/13 school year who responded) have chosen to pursue further studies outside Hong Kong.

**Admission of local students to UGC-funded first-year-first-degree (FYFD) places  
through JUPAS and non-JUPAS routes from 2009/10 to 2013/14**

	Approved Student Number Target of UGC-funded FYFD Places	JUPAS			Non-JUPAS	
		No. of Candidates Sitting for the HKAL/HKDSE Examinations in the Relevant Year <sup>(1)</sup>	No. of Candidates Meeting the General Entrance Requirements of the UGC-funded FYFD Programmes <sup>(1)</sup>	No. of Candidates Meeting General Entrance Requirements but did not enter UGC-funded FYFD Programmes through JUPAS <sup>(2)</sup>	No. of Applications to UGC-funded FYFD Programmes Submitted by Local Students <sup>(3)</sup> <sub>(4)</sub>	No. of Local Students Admitted <sup>(3)</sup>
<b>HKAL Examination</b>						
2009/10	14 500	37 905 (8 157)	17 891 (712)	6 707	40 584	2 574
2010/11	14 620	38 964 (8 075)	18 430 (714)	7 163	43 391	2 535
2011/12	14 620	41 058 (8 957)	19 059 (667)	7 666	43 819	2 603
2012/13	15 000	40 515 (8 887)	18 820 (454)	7 219	47 023 <sup>(5)</sup>	2 706
<b>HKDSE Examination</b>						
2012/13	15 000	72 620 (1 141)	26 636 (42)	13 040	15 704 <sup>(5)</sup>	1 066
2013/14	15 000	81 355 (10 450)	28 451 (1 256)	16 250	58 186	2 475 <sup>(6)</sup>

**Notes :**

- (1) Provided by the Hong Kong Examinations and Assessment Authority. Figures in ( ) refer to private candidates. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.
- (2) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but

subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but later received a UGC-funded sub-degree place via JUPAS; those who participated in the Early Admission Scheme (which ceased operation in the 2012/13 academic year), etc.

- (3) Local students applying via the non-JUPAS route include those applicants holding qualifications other than HKAL/HKDSE examinations, e.g. degree graduates pursuing a second degree, sub-degree graduates and students, secondary students holding international qualifications such as International Baccalaureate (IB) and the General Certificate of Education (GCE), etc.
- (4) Provided by the eight UGC-funded institutions. Each individual local student can only submit one application to each institution to apply for several programmes (except for HKIEd which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one institution, and hence the UGC is unable to attribute the actual number of applicants applying to the UGC-funded programme via non-JUPAS.
- (5) For the 2012/13 academic year, some institutions have included the number of local applicants applying for 3-year and/or 4-year programmes in both figures as breakdown by cohort was not available.
- (6) Provisional figures.

**CONTROLLING OFFICER'S REPLY**

**EDB265**

**(Question Serial No. 3299)**

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 (Member Question No. 41):

1. Please list the number of students with special education needs pursuing tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special education needs and all tertiary students for the past 5 financial years.
2. Please list the number of students with special education needs graduated from tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages in the total number of students with special education needs and all tertiary graduates for the past 5 financial years.
3. Please list the number of students with special education needs pursuing tertiary programmes outside Hong Kong for the past 5 financial years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The number of full-time students with special educational needs (SEN) enrolled in University Grants Committee (UGC)-funded sub-degree and undergraduate programmes and the respective percentages to the total student enrolment from the 2009/10 to 2013/14 academic years are at Annex A. The number of full-time SEN students enrolled in the final year of UGC-funded sub-degree and undergraduate programmes and the respective percentages to the final year student enrolment from the 2009/10 to 2013/14 academic years are at Annex B. We do not have figures on graduates of UGC-funded programmes with SEN.

We do not have any data regarding SEN students pursuing tertiary education outside Hong Kong in the past five years.

**Number of Full-time Students with Special Educational Needs (SEN) in UGC-funded  
Sub-degree and Undergraduate Programmes, 2009/10 to 2013/14**

headcount

Academic year	Level of study	Total number of SEN students	Percentage share to total number of students
2009/10	Sub-degree	7	0.2%
	Undergraduate	187	0.3%
	<b>Total</b>	<b>194</b>	<b>0.3%</b>
2010/11	Sub-degree	11	0.2%
	Undergraduate	197	0.4%
	<b>Total</b>	<b>208</b>	<b>0.3%</b>
2011/12	Sub-degree	13	0.3%
	Undergraduate	181	0.3%
	<b>Total</b>	<b>194</b>	<b>0.3%</b>
2012/13	Sub-degree	12	0.2%
	Undergraduate	244	0.3%
	<b>Total</b>	<b>256</b>	<b>0.3%</b>
2013/14#	Sub-degree	11	0.2%
	Undergraduate	247	0.3%
	<b>Total</b>	<b>258</b>	<b>0.3%</b>

Note:

# Provisional figures.

**Number of Full-time Final Year Students with Special Educational Needs (SEN)  
in UGC-funded Sub-degree and Undergraduate Programmes, 2009/10 to 2013/14**

headcount

Academic year	Level of study	Total number of final year students with SENs	Percentage share to total number of final year students
2009/10	Sub-degree	4	0.2%
	Undergraduate	61	0.3%
	<b>Total</b>	<b>65</b>	<b>0.3%</b>
2010/11	Sub-degree	5	0.2%
	Undergraduate	77	0.4%
	<b>Total</b>	<b>82</b>	<b>0.4%</b>
2011/12	Sub-degree	6	0.3%
	Undergraduate	62	0.3%
	<b>Total</b>	<b>68</b>	<b>0.3%</b>
2012/13	Sub-degree	6	0.3%
	Undergraduate	81	0.5%
	<b>Total</b>	<b>87</b>	<b>0.4%</b>
2013/14#	Sub-degree	6	0.3%
	Undergraduate	54	0.3%
	<b>Total</b>	<b>60</b>	<b>0.3%</b>

Note:

# Provisional figures.



**CONTROLLING OFFICER'S REPLY****EDB266****(Question Serial No. 1055)**

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 (Member Question No. 14):

What is the number of students with disabilities enrolled in sub-degree and undergraduate programmes in the past 6 years, broken down by the type of disabilities? (please fill in the table below)

Specific Learning Disabilities	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012-13		
2013/14		
Intellectual Disabilities	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Autism Spectrum Disorders	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Attention Deficit / Hyperactivity Disorder	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Physical Disability	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		

2012/13		
2013/14		
Visual Impairment	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Hearing Impairment	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Speech and Language Impairment	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		
Others	Sub-degree	Undergraduate
2008/09		
2009/10		
2010/11		
2011/12		
2012/13		
2013/14		

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of full-time University Grants Committee (UGC)-funded sub-degree and undergraduate students with special education needs by type of disability and level of study from the 2008/09 to 2013/14 academic years is set out at Annex.

**Number of full-time UGC-funded sub-degree and undergraduate students with special education needs by type of disability and level of study, 2008/09 to 2013/14**

<b>Type of Disability</b>	<b>Academic Year</b>	<b>Sub-degree</b>	<b>Undergraduate<sup>(Note 1)</sup></b>
Specific Learning Disabilities <sup>(Note 2)</sup>	2008/09	N.A.	N.A.
	2009/10	N.A.	N.A.
	2010/11	N.A.	N.A.
	2011/12	1	8
	2012/13	1	13
	2013/14 <sup>(Note 3)</sup>	-	18
Autism Spectrum Disorders	2008/09	-	2
	2009/10	-	3
	2010/11	2	5
	2011/12	2	6
	2012/13	2	9
	2013/14 <sup>(Note 3)</sup>	1	8
Attention Deficit / Hyperactivity Disorder <sup>(Note 2)</sup>	2008/09	N.A.	N.A.
	2009/10	N.A.	N.A.
	2010/11	N.A.	N.A.
	2011/12	1	6
	2012/13	-	10
	2013/14 <sup>(Note 3)</sup>	-	12
Physical Disability	2008/09	5	41
	2009/10	3	29
	2010/11	3	36
	2011/12	3	32
	2012/13	2	32
	2013/14 <sup>(Note 3)</sup>	1	33
Visual Impairment	2008/09	-	42
	2009/10	-	37
	2010/11	-	33
	2011/12	1	35
	2012/13	1	42
	2013/14 <sup>(Note 3)</sup>	1	31
Hearing Impairment	2008/09	1	56
	2009/10	3	55
	2010/11	3	47
	2011/12	1	38
	2012/13	1	55
	2013/14 <sup>(Note 3)</sup>	1	61
Speech and Language Impairment	2008/09	-	-
	2009/10	-	-
	2010/11	1	3
	2011/12	1	1
	2012/13	-	4
	2013/14 <sup>(Note 3)</sup>	-	4
Others <sup>(Note 4) (Note 5)</sup>	2008/09	1	62
	2009/10	1	63
	2010/11	2	73
	2011/12	3	55
	2012/13	5	79
	2013/14 <sup>(Note 3)</sup>	7	80

Notes :

1. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
2. The UGC has statistics on “Specific Learning Disabilities” and “Attention Deficit / Hyperactivity Disorder” as from the 2011/12 academic year. Students with these disability types for the 2008/09 to 2010/11 academic years, if any, might have been included under the type of “Others”.
3. Provisional figures.
4. There is no separate category for “Intellectual Disabilities” under the data collection of the UGC. Students with such type of disability, if any, would be covered under “Others”.
5. Including multiple types of disabilities.
6. ‘-’ denotes ‘nil’.
7. “N.A.” denotes “not available”.

**CONTROLLING OFFICER'S REPLY****EDB267****(Question Serial No. 1059)**

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 (Member Question No. 15):

Please provide the number of places and amount of subvention for full-time and part-time publicly-funded and self-financing social work undergraduate and sub-degree programmes of all post-secondary institutions for the past 5 academic years and the coming academic year.

Post-secondary Institution	Full-time/ Part-time	Publicly-funded/ Self-financing	Undergraduate/ Sub-degree	Number of Places					
				2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Post-secondary Institution	Full-time/ Part-time	Publicly-funded/ Self-financing	Undergraduate/ Sub-degree	Amount of Subvention					
				2009/10	2010/11	2011/12	2012/13	2013/14	2014/15

Asked by: Hon. CHEUNG Kwok-che

Reply:

The approved numbers of the University Grants Committee (UGC)-funded places of the sub-degree and undergraduate social work programmes from the 2009/10 to 2014/15 academic years are at **Annex A**. The bulk of recurrent grants to the institutions are in the form of a block grant, and hence the UGC is unable to attribute the actual subvention on specific academic programmes. The average student unit costs of the relevant Academic Programme Category (APC) at sub-degree and undergraduate levels for the 2009/10 to 2012/13 academic years were \$136,000 and \$184,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$31,575 and \$42,100 respectively). The student unit cost for the 2013/14 academic year and beyond is not yet available.

The number of intake places of full-time locally-accredited self-financing sub-degree and undergraduate social work programmes by institution from the 2009/10 to 2014/15 academic years are at **Annex B**. We do not have statistics on part-time social work programmes. There is no subvention provided by the Government to these self-financing programmes.

**Approved Number of Sub-degree and Undergraduate Places of the UGC-funded  
Social Work Programme by Institution, 2009/10 to 2014/15**

*full-time equivalent*

Post-secondary Institution	Full-time/ Part-time	UGC-funded Undergraduate/ Sub-degree	Number of Approved Intake Places					
			2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>First-year Intake</b>								
CityU	Full-time	Sub-degree	52	46	40	-	-	-
CityU	Full-time	Undergraduate (3-year programmes)	60	60	60	60	N.A.	N.A.
CityU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	N.A.	60	60	60
HKBU	Full-time	Undergraduate (3-year programmes)	43	43	43	43	N.A.	N.A.
HKBU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	N.A.	43	43	43
CUHK	Full-time	Undergraduate (3-year programmes)	48	48	48	48	N.A.	N.A.
CUHK	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	N.A.	48	48	48
PolyU	Full-time	Sub-degree	40	40	40	40	35	-
PolyU	Full-time	Undergraduate (3-year programmes)	39	39	39	39	N.A.	N.A.
PolyU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	N.A.	39	39	39
HKU	Full-time	Undergraduate (3-year programmes)	40	40	40	40	N.A.	N.A.
HKU	Full-time	Undergraduate (4-year programme)	N.A.	N.A.	N.A.	40	40	40
<b>Total</b>		<b>Sub-degree</b>	<b>92</b>	<b>86</b>	<b>80</b>	<b>40</b>	<b>35</b>	<b>-</b>
		<b>Undergraduate</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>460</b>	<b>230</b>	<b>230</b>
<b>Senior Year Intake</b>								
CityU	Full-time	Undergraduate	25	25	25	25	25	25
HKBU	Full-time	Undergraduate	12	12	12	12	12	12
PolyU	Full-time	Undergraduate	16	16	16	16	16	16
<b>Total</b>			<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>	<b>53</b>

## Notes:

- To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.
- All UGC-funded social work programmes for the 2009/10 to 2014/15 academic years are full-time programmes.
- '-' denotes 'nil'.
- "N.A." denotes "not applicable".
- Abbreviations for post-secondary institution are as follows:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong		

**Number of Places of Full-time Locally-accredited Self-financing  
Sub-degree and Undergraduate Social Work Programmes  
by Institution, 2009/10 to 2014/15**

Post-secondary Institution	Undergraduate/ Sub-degree	Number of Intake Places <sup>#</sup>					
		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15 <sup>*</sup>
Caritas Institute of Higher Education	Sub-degree	160	126	173	120	120	120
City University of Hong Kong – Community College of City University	Sub-degree	75	75	80	125	125	125
Hong Kong College of Technology	Sub-degree	40	110	80	80	40	80
Hong Kong Shue Yan University	Undergraduate	40	40	40	44	35	38
The Chinese University of Hong Kong – School of Continuing and Professional Studies	Sub-degree	-	-	-	-	-	50
The Hong Kong Institute of Education	Sub-degree	40	40	90	45	-	-
Vocational Training Council	Sub-degree	-	-	-	50	50	50

**Notes:**

<sup>#</sup> Including three-year sub-degree programmes under the old academic structure.

<sup>\*</sup> Figures are provisional as at 1 March 2014.

“-” indicates that no such programmes are/were offered by the institutions.

**CONTROLLING OFFICER'S REPLY****EDB268****(Question Serial No. 2253)**

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 (Member Question No. 8):

The number of non-local students pursuing publicly funded programmes increased from 8 392 in the 2008/2009 academic year to 13 661 in the 2012/2013 academic year. In this connection, please advise on the following:

a. Number of non-local students pursuing publicly funded programmes from 2009 to 2013, broken down by the following countries:

Region / Year				
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
South-East Asia				
South America				
North America				
Others				

b. Among those listed above, the number of non-local students pursuing publicly funded undergraduate programmes, broken down by the following countries:

Region / Year				
The mainland of China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				



South-East Asia				
South America				
North America				
Others				

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The numbers of non-local students in UGC-funded programmes by place of origin from the academic year of 2009/10 to 2013/14 are set out in the table below. These statistics are compiled based on prevailing classification when collecting the data from institutions.

(headcount)

Place of Origin	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14 <sup>#</sup>
<b>(a) All UGC-funded programmes</b>					
The Mainland of China	8 429	8 724	8 936	10 963	11 374
Taiwan	41	76	142	280	374
Japan and Korea	92	211	330	544	723
Other parts of Asia	463	663	883	1 281	1 397
Russia	3	7	13	21	24
European Union	142	183	220	286	307
Other European countries	19	32	39	50	54
Africa	29	40	37	49	60
Oceania	14	17	19	20	16
Central and South America	25	31	35	40	39
North America	76	91	115	127	143
Others	-	-	-	-	-
Total	9 333	10 074	10 770	13 661	14 510
<b>(b) UGC-funded undergraduate programmes</b>					
The Mainland of China	4 562	4 638	4 583	6 315	6 521
Taiwan	23	54	110	248	341
Japan and Korea	79	186	299	508	690
Other parts of Asia	334	481	648	994	1 065
Russia	2	6	9	14	14
European Union	91	109	122	153	145
Other European countries	13	23	28	33	33
Africa	19	22	20	26	19
Oceania	5	7	7	6	11
Central and South America	19	22	22	24	19
North America	44	50	66	78	84
Others	-	-	-	-	-
Total	5 191	5 598	5 914	8 399	8 942

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. <sup>#</sup> Provisional figures.
4. '-' denotes 'nil'.
5. Figures may not add up to the corresponding totals owing to rounding.

**CONTROLLING OFFICER'S REPLY**

**EDB269**

**(Question Serial No. 2295)**

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 (Member Question No. 33):

Regarding the capital works project applications processed under capital grants mentioned in the Programme:

- (a) please list out the 4 applications in 2014-15. Which University Grants Committee (UGC)-funded institutions are involved?
- (b) please give details of the projects and institutions involved in the 8 and 5 capital works project applications processed during the past two years (i.e. 2012-13 and 2013-14) respectively. Which projects are still under examination? Which projects were not approved, and on what grounds was the approval not granted (such as rejection by the UGC or withdrawal of the applications by the institutions themselves)?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

- (a) For 2014-15, it is estimated that the University Grants Committee (UGC) will receive four capital works project applications to provide academic space, student hostel places and ancillary facilities from The University of Hong Kong, The Chinese University of Hong Kong and The Hong Kong Institute of Education.
- (b) In 2012-13 and 2013-14, UGC processed eight and five capital works project applications submitted by the UGC-funded institutions respectively. The relevant details of these applications are tabulated at the Annex.

### Details of Capital Works Project Applications<sup>1</sup> Processed by UGC in 2012-13 and 2013-14

2012-13		
Capital Works Project Application	Institution	Remarks
1. 1200-place student residences	The Hong Kong University of Science and Technology (HKUST)	Application supported by UGC. HKUST will commence the detailed design in 2014-15.
2. Student residence at High West site	The University of Hong Kong (HKU)	Application supported by UGC. HKU will commence the detailed design in 2014-15
3. New Academic Building at University Drive	HKU	Application supported by UGC. HKU is working on the technical feasibility study of the project proposal.
4. Campus expansion at Ho Man Tin slope	The Hong Kong Polytechnic University (PolyU)	PolyU has been requested to review its project proposal. A revised proposal has been submitted in 2013-14.
5. Development of student hostel at 30 Renfrew Road, Kowloon Tong	Hong Kong Baptist University (HKBU)	HKBU has been requested to review its project proposal. The proposal has been resubmitted in 2013-14.
6. New indoor sports hall at Stanley Ho Sports Centre	HKU	UGC referred back these applications to HKU for elaboration and/or justifications for UGC's further consideration.
7. Western pedestrian entrance to Centennial Campus	HKU	
8. Outdoor podium at KK Leung and Swire Buildings for pedestrian circulation	HKU	

2013-14		
Capital Works Project Application	Institution	Remarks
1. Two 338-place student hostels	The Chinese University of Hong Kong (CUHK)	Applications supported by UGC. The respective universities are working on the technical feasibility studies of their project proposals.
2. Centralised general research laboratory complex (block 2)	CUHK	
3. Rejuvenation of the Main Building	HKU	
4. Campus expansion at Ho Man Tin slope	PolyU	
5. Development of student hostel at 30 Renfrew Road, Kowloon Tong	HKBU	HKBU has been requested to submit a revised proposal having regard to the Government's prevailing land utilisation policy.

<sup>1</sup> Under the established mechanism, capital works project applications that are given full support by the UGC will be put forward to the Government for policy consideration. Projects with policy support will be submitted for fund bidding under the Government's established resource allocation mechanism. Institutions' capital proposals that are selected can then proceed to the detailed design stage in consultation with relevant Government bureaux/departments. After completion of the detailed design and other pre-construction preparation by the institutions, Education Bureau will seek funding approval from the Finance Committee of the Legislative Council.

**CONTROLLING OFFICER'S REPLY**

**EDB270**

**(Question Serial No. 3005)**

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 (Member Question No. 4):

Please list, by institution and by programme, the following details in the past five years (2009/10 to 2013/14 academic years):

1. the numbers of places and students of funded Associate Degree (“AD”) and Higher Diploma (“HD”) programmes run by the University Grants Committee (“UGC”)-funded institutions; and
2. the numbers of places and students, tuition fees and surpluses of self-financing AD and HD programmes run by UGC-funded institutions.

Asked by: Hon. IP Kin-yuen

Reply:

The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree programmes by institution and broad academic programme category from the 2009/10 to 2013/14 academic years are at Annex A.

According to the information provided by the institutions, the number of intake places, actual intakes and tuition fees of full-time locally-accredited self-financing sub-degree programmes provided by the University Grants Committee (UGC)-funded institutions from the 2009/10 to 2013/14 academic years by institution and broad academic programme category are at Annex B. We do not have readily available information on the surplus of the institutions generated by the sub-degree programmes.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes by Institution and Broad Academic Programme Category, 2009/10 to 2013/14**

(full-time equivalent)

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Target	Student Enrolment	
2009/10	CityU	Sciences	-	-	1	
		Engineering and Technology	432	841	739	
		Social Sciences	52	110	107	
		Arts and Humanities	40	80	80	
		<b>Sub-total</b>	<b>524</b>	<b>1 031</b>	<b>927</b>	
	HKIEd	Sciences	16	34	72	
		Social Sciences	4	8	7	
		Arts and Humanities	43	109	200	
		Education	668^	1 171^	666	
		<b>Sub-total</b>	<b>731</b>	<b>1 323</b>	<b>946</b>	
	PolyU	Medicine, Dentistry and Health	160	292	302	
		Sciences	127	259	269	
		Engineering and Technology	767	1 577	1 677	
		Business and management	285	651	707	
		Social Sciences	40	153	144	
		Arts and Humanities	158	306	304	
		<b>Sub-total</b>	<b>1 537</b>	<b>3 238</b>	<b>3 403</b>	
	<b>Total</b>		<b>2 793</b>	<b>5 592</b>	<b>5 275</b>	
	2010/11	CityU	Sciences	-	-	1
			Engineering and Technology	432	841	729
			Social Sciences	46	98	88
			Arts and Humanities	40	80	82
			<b>Sub-total</b>	<b>518</b>	<b>1 019</b>	<b>900</b>
HKIEd		Sciences	13	31	73	
		Social Sciences	4	9	11	
		Arts and Humanities	42	105	150	
		Education	673^	1 178^	750	
		<b>Sub-total</b>	<b>731</b>	<b>1 323</b>	<b>983</b>	
PolyU		Medicine, Dentistry and Health	160	342	344	
		Sciences	127	255	276	
		Engineering and Technology	767	1 573	1 677	
		Business and management	285	741	817	
		Social Sciences	40	115	127	
		Arts and Humanities	158	316	312	
		<b>Sub-total</b>	<b>1 537</b>	<b>3 342</b>	<b>3 553</b>	
<b>Total</b>			<b>2 787</b>	<b>5 683</b>	<b>5 437</b>	
2011/12		CityU	Engineering and Technology	432	841	922
			Social Sciences	40	86	96

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Target	Student Enrolment	
		Arts and Humanities	40	80	84	
		<b>Sub-total</b>	<b>512</b>	<b>1 007</b>	<b>1 102</b>	
	HKIEd	Sciences	13	28	70	
		Social Sciences	4	8	10	
		Arts and Humanities	42	90	136	
		Education	673^	1 104^	760	
		<b>Sub-total</b>	<b>731</b>	<b>1 230</b>	<b>977</b>	
	PolyU	Medicine, Dentistry and Health	160	480	484	
		Sciences	127	255	269	
		Engineering and Technology	767	1 573	1 655	
		Business and management	285	633	690	
		Social Sciences	40	98	116	
		Arts and Humanities	158	316	314	
		<b>Sub-total</b>	<b>1 537</b>	<b>3 354</b>	<b>3 527</b>	
<b>Total</b>			<b>2 781</b>	<b>5 591</b>	<b>5 606</b>	
2012/13	CityU	Engineering and Technology	432	841	968	
		Social Sciences	-	40	48	
		Arts and Humanities	-	40	36	
		<b>Sub-total</b>	<b>432</b>	<b>921</b>	<b>1 052</b>	
	HKIEd	Sciences	16	31	60	
		Social Sciences	3	7	6	
		Arts and Humanities	34	77	111	
		Education	329	971	747	
		<b>Sub-total</b>	<b>381</b>	<b>1 086</b>	<b>924</b>	
	PolyU	Medicine, Dentistry and Health	160	480	489	
		Sciences	127	255	287	
		Engineering and Technology	767	1 573	1 620	
		Business and management	280	639	671	
		Social Sciences	40	80	100	
		Arts and Humanities	153	311	313	
		<b>Sub-total</b>	<b>1 527</b>	<b>3 338</b>	<b>3 481</b>	
	<b>Total</b>			<b>2 340</b>	<b>5 345</b>	<b>5 457</b>
	2013/14 <sup>#</sup>	CityU	Engineering and Technology	432	841	914
			Arts and Humanities	-	-	2
			<b>Sub-total</b>	<b>432</b>	<b>841</b>	<b>916</b>
		HKIEd	Sciences	16	35	111
Social Sciences			3	5	21	
Arts and Humanities			34	73	111	
Education			329	1 045	801	
<b>Sub-total</b>			<b>381</b>	<b>1 158</b>	<b>1 044</b>	
PolyU		Medicine, Dentistry and Health	-	320	319	
		Sciences	127	255	311	
		Engineering and Technology	701	1 507	1 576	

Academic Year	Institution	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Target	Student Enrolment
		Business and management	201	584	610
		Social Sciences	35	75	106
		Arts and Humanities	126	279	290
		<b>Sub-total</b>	1 190	<b>3 020</b>	<b>3 212</b>
	<b>Total</b>		<b>2 003</b>	<b>5 109</b>	<b>5 172</b>

Notes:

1. '-' denotes nil.
2. # The student enrolment for the 2013/14 academic year are provisional figures.
3. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
4. ^ The numbers include places allocated to HKIEd which was approved to use some of the sub-degree places (i.e. 234 in 2009/10 and 216 in 2010/11 and 2011/12) for enrolling students to its Bachelor of Education (Honours) (Early Childhood Education) programme.
5. Abbreviations:  
CityU      City University of Hong Kong  
HKIEd      The Hong Kong Institute of Education  
PolyU      The Hong Kong Polytechnic University

**Intake Places, Actual Intakes and Tuition Fees of Full-time Locally-accredited Self-financing Sub-degree Programmes Offered by UGC-funded Institutions  
by Institution and Broad Academic Programme Category, 2009/10 to 2013/14**

UGC-funded Institution	Broad Academic Programme Category	2009/10			2010/11			2011/12			2012/13			2013/14		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
City University of Hong Kong	Arts & Humanities	4 155	3 945	36,000 - 53,100	1 680	1 861	36,000 - 45,000	1 350	1 298	36,000 - 45,000	900	907	47,250	875	[2]	47,250
	Business & Management				1 410	1 112	45,000	1 130	1 122	45,000	1 125	1 179	47,250	1 175	[2]	47,250
	Engineering & Technology				150	175	45,000	190	239	45,000	250	219	47,250	175	[2]	47,250
	Sciences				350	379	45,000	390	352	45,000	375	405	47,250	400	[2]	47,250
	Social Sciences				825	722	45,000 - 53,100	770	787	45,000 - 53,100	875	901	47,250 - 56,250	875	[2]	47,250 - 56,250
Hong Kong Baptist University	Arts & Humanities	1 805	1 608	36,000 - 50,000	840	1 557	36,000 - 48,750	900	1 045	36,000 - 48,750	1 030	991	48,750	660	[2]	48,750
	Business & Management				360	349	48,750	370	477	48,750	780	609	48,750	430	[2]	48,750
	Education				60	87	45,780	30	70	45,780	120	151	58,720	130	[2]	66,978
	Engineering & Technology				30	0	48,750	0	0	-	0	0	-	0	[2]	-
	Sciences				90	111	48,750	140	188	48,750	310	347	48,750	310	[2]	48,750
	Social Sciences				500	409	48,750 - 50,000	545	510	48,750 - 50,000	850	755	48,750 - 50,000	525	[2]	48,750 - 50,000
Lingnan University	Arts & Humanities	1 248	1 110	35,000 - 50,000	516	613	35,000 - 50,000	562	589	35,000 - 50,000	829	960	43,800 - 50,000	415	[2]	43,800 - 50,000
	Business & Management				734	794	35,000 - 50,000	743	847	35,000 - 50,000	1 238	1 735	43,800 - 50,000	1 065	[2]	43,800 - 50,000
	Education				119	96	35,000 - 43,800	92	103	35,000 - 43,800	100	55	43,800	70	[2]	43,800
	Medicine, Dentistry & Health				0	0	-	10	0	35,000	0	0	-	0	[2]	-
	Sciences				159	83	35,000 - 43,800	84	78	35,000 - 43,800	121	59	43,800	75	[2]	43,800
	Social Sciences				354	243	35,000 - 50,000	309	381	35,000 - 50,000	592	705	43,800 - 50,000	375	[2]	43,800 - 50,000



UGC-funded Institution	Broad Academic Programme Category	2009/10			2010/11			2011/12			2012/13			2013/14		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
The Chinese University of Hong Kong	Arts & Humanities	1 266	1 216	40,333 - 47,750	420	473	40,833 - 46,000	338	391	41,133 - 46,000	451	430	45,300 - 46,500	522	<sup>[2]</sup>	46,778 - 49,748
	Business & Management				626	750	40,333 - 47,750	480	459	40,333 - 49,150	652	553	42,000 - 49,150	667	<sup>[2]</sup>	45,500 - 49,810
	Engineering & Technology				50	37	40,333 - 43,000	50	32	40,333 - 43,000	38	41	43,000	56	<sup>[2]</sup>	46,900
	Medicine, Dentistry & Health				0	0	-	0	0	-	0	0	-	115	<sup>[2]</sup>	47,613 - 49,078
	Sciences				140	187	40,333 - 46,250	140	122	40,333 - 46,250	169	259	42,000 - 49,000	124	<sup>[2]</sup>	45,225 - 47,685
	Social Sciences				96	150	40,667 - 45,000	85	97	40,667 - 45,300	110	127	45,000 - 46,500	166	<sup>[2]</sup>	47,250 - 49,130
The Hong Kong Institute of Education	Arts & Humanities	260	289	31,800 - 46,800	230	296	31,800 - 41,800	470	251	31,800 - 41,800	60	59	41,800	60	<sup>[2]</sup>	48,100
	Business & Management				30	44	41,800	80	42	41,800	0	0	-	0	<sup>[2]</sup>	-
	Education				40	60	41,800	230	177	41,800	180	227	41,800	190	<sup>[2]</sup>	48,100
	Sciences				10	0	41,800	0	0	-	0	0	-	0	<sup>[2]</sup>	-
	Social Sciences				40	45	46,800	90	45	46,800	45	47	46,800	0	<sup>[2]</sup>	-
The Hong Kong Polytechnic University	Arts & Humanities	3 625	4 137	39,600 - 49,500	1 250	824	39,600 - 49,875	810	743	39,600 - 52,470	736	624	49,200 - 52,440	670	<sup>[2]</sup>	50,400 - 53,760
	Business & Management				1 500	1 713	45,000	1 442	1 848	47,400	1 901	1 991	49,200	1 645	<sup>[2]</sup>	50,400
	Engineering & Technology				220	296	45,000 - 49,875	250	377	47,400 - 52,140	326	393	49,200 - 54,120	270	<sup>[2]</sup>	50,400 - 55,440
	Medicine, Dentistry & Health				300	324	47,925	300	276	50,520	310	331	51,240	335	<sup>[2]</sup>	52,560
	Sciences				280	397	45,000	340	454	47,400	450	491	49,200	355	<sup>[2]</sup>	50,400
	Social Sciences				500	647	45,000	600	681	47,400	777	874	49,200	725	<sup>[2]</sup>	50,400

UGC-funded Institution	Broad Academic Programme Category	2009/10			2010/11			2011/12			2012/13			2013/14		
		Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$)	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) <sup>[1]</sup>
The University of Hong Kong	Arts & Humanities	2 609	2 796	42,800 - 59,000	1 080	1 497	42,800	536	632	42,800 - 49,800	875	839	52,500	761	<sup>[2]</sup>	45,000 - 52,500
	Business & Management				885	817	46,800 - 49,133	629	577	49,800	1 219	1 879	52,500	1 439	<sup>[2]</sup>	52,500
	Engineering & Technology				285	277	46,800 - 50,300	192	313	49,800 - 50,800	490	852	52,500 - 54,600	835	<sup>[2]</sup>	52,500 - 54,600
	Medicine, Dentistry & Health				69	64	48,800 - 59,000	63	77	49,800 - 59,000	224	225	52,500 - 62,000	272	<sup>[2]</sup>	52,500 - 72,000
	Sciences				400	530	46,800 - 48,800	430	499	49,800	670	863	52,500	475	<sup>[2]</sup>	52,500
	Social Sciences				238	245	46,800 - 48,800	218	235	49,800	423	523	52,500	438	<sup>[2]</sup>	52,500

Notes:

[1] Tuition fee information does not include the three-year sub-degree programmes provided under the old academic structure.

[2] Figures not yet available.

**CONTROLLING OFFICER'S REPLY****EDB271****(Question Serial No. 3007)**

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 (Member Question No. 6):

Please list, by institution, the following details in respect of the First-Year-First-Degree programmes run by the University Grants Committee (“UGC”)-funded institutions in the past five years (2009/10 to 2013/14 academic years):

- (a) the numbers of approved places and intakes;
- (b) a breakdown, by programme and by academic qualification of students not admitted through the Joint University Programmes Admissions System ( “JUPAS” ), of the numbers and percentages of JUPAS and non-JUPAS students among the total enrolment;
- (c) a breakdown, by programme, of the numbers and percentages of local students, Mainland students and other non-local students among the total enrolment;
- (d) a breakdown, by programme and by year, of the numbers of students taking undergraduate programmes in each class and the numbers of students attending half-day and whole-day programmes; and
- (e) a breakdown, by programme, of the annual average unit costs of UGC-funded undergraduate programmes.

Asked by: Hon. IP Kin-yuen

Reply:

(a) to (c) The approved student number targets and the number of local and non-local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by institution, broad academic programme category (APC) and place of origin from the 2009/10 to 2013/14 academic years are at Annex A. The number of local students admitted to the UGC-funded FYFD places by institution, broad APC and admission route from the 2009/10 to 2013/14 academic years is at Annex B.

(d) The student enrolment of the UGC-funded undergraduate programmes by institution, broad APC and mode of study from the 2009/10 to 2013/14 academic years is at Annex C.

(e) As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. According to the institutions, the average student unit costs of undergraduate places, grouped into three broad APCs, for the 2009/10 to 2012/13 academic years are tabulated below, where the bulk is subsidized by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). Information for the 2013/14 academic year is not yet available. As regards non-local students in the undergraduate programmes, who are primarily admitted through over-enrolment beyond approved student numbers, they

are required to pay tuition fee at a level that is at least sufficient to cover the direct additional cost.

<b>Broad APCs</b>	<b>Average Student Unit Cost (\$)</b>			
	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>(1)</sup></b>
A Medicine & Dentistry	635,000	598,000	585,000	454,000
B Engineering & Laboratory Based Studies	256,000	253,000	263,000	224,000
C Others	189,000	188,000	199,000	175,000
Overall	225,000	222,000	233,000	201,000

Note

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

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places by Institution and Broad Academic Programme Category, 2009/10**

Institution	Broad Academic Programme Category	Approved student number targets	Local student		Non-local student		Total
			Number	(%)	Number	(%)	
CityU	Sciences	399	379	(95.0%)	45	(11.2%)	424
	Engineering and Technology	480	468	(97.6%)	40	(8.3%)	508
	Business and management	753	722	(95.9%)	74	(9.9%)	796
	Social Sciences	335	335	(100.1%)	39	(11.5%)	373
	Arts and Humanities	196	186	(94.6%)	14	(6.9%)	199
	Sub-total	2 162	2 089	(96.6%)	211	(9.8%)	2 300
HKBU	Medicine, Dentistry and Health	45	36	(80.0%)	10	(22.2%)	46
	Sciences	235	223	(94.9%)	45	(19.1%)	268
	Business and management	241	230	(95.5%)	32	(13.2%)	262
	Social Sciences	381	376	(98.8%)	53	(14.0%)	430
	Arts and Humanities	290	308	(106.1%)	20	(6.8%)	327
	Education	69	69	(100.0%)	1	(1.4%)	70
	Sub-total	1 261	1 242	(98.5%)	161	(12.8%)	1 403
LU	Business and management	226	198	(87.6%)	34	(15.0%)	232
	Social Sciences	157	148	(94.3%)	13	(8.3%)	161
	Arts and Humanities	276	276	(100.0%)	9	(3.3%)	285
	Sub-total	659	622	(94.4%)	56	(8.5%)	678
CUHK	Medicine, Dentistry and Health	412	450	(109.2%)	3	(0.7%)	453
	Sciences	645	589	(91.3%)	70	(10.8%)	659
	Engineering and Technology	408	358	(87.8%)	52	(12.8%)	410
	Business and management	558	515	(92.3%)	128	(23.0%)	643
	Social Sciences	509	504	(99.0%)	49	(9.6%)	553
	Arts and Humanities	408	408	(100.1%)	12	(2.9%)	420
	Education	58	57	(99.1%)	-	-	57
	Sub-total	2 997	2 881	(96.1%)	314	(10.5%)	3 195
HKIEd	Sciences	62	80	(121.2% <sup>&amp;</sup> )	6	(9.2% <sup>&amp;</sup> )	86
	Social Sciences	15	14	(87.9% <sup>&amp;</sup> )	1	(6.6% <sup>&amp;</sup> )	15
	Arts and Humanities	237	224	(90.4% <sup>&amp;</sup> )	27	(10.9% <sup>&amp;</sup> )	252
	Education	154	246	(117.6% <sup>&amp;</sup> )	16	(7.5% <sup>&amp;</sup> )	262
	Sub-total	468	565	(104.6% <sup>&amp;</sup> )	50	(9.3% <sup>&amp;</sup> )	615

Institution	Broad Academic Programme Category	Approved student number targets	Local student		Non-local student		Total
PolyU	Medicine, Dentistry and Health	434	437	(100.7%)	12	(2.7%)	449
	Sciences	282	284	(100.9%)	19	(6.6%)	303
	Engineering and Technology	702	710	(101.1%)	73	(10.4%)	783
	Business and management	579	598	(103.3%)	140	(24.2%)	738
	Social Sciences	63	65	(103.2%)	2	(3.2%)	67
	Arts and Humanities	237	245	(103.2%)	17	(7.3%)	262
	Sub-total	2 297	2 339	(101.8%)	263	(11.4%)	2 602
HKUST	Sciences	508	486	(95.8%)	45	(8.9%)	531
	Engineering and Technology	610	623	(102.2%)	72	(11.8%)	695
	Business and management	688	632	(91.9%)	86	(12.5%)	718
	Social Sciences	38	13	(34.7%)	8	(21.3%)	21
	Education	5	4	(85.0%)	-	-	4
	Sub-total	1 847	1 758	(95.2%)	211	(11.4%)	1 969
HKU	Medicine, Dentistry and Health	487	481	(98.8%)	8	(1.6%)	489
	Sciences	440	396	(90.0%)	54	(12.3%)	450
	Engineering and Technology	594	534	(89.9%)	85	(14.4%)	619
	Business and management	248	262	(105.7%)	90	(36.1%)	352
	Social Sciences	562	547	(97.4%)	124	(22.0%)	671
	Arts and Humanities	373	349	(93.7%)	22	(5.9%)	371
	Education	106	105	(99.9%)	2	(2.1%)	108
	Sub-total	2 809	2 675	(95.2%)	385	(13.7%)	3 060
<b>All Institutions</b>		<b>14 500</b>	<b>14 171</b>	<b>(97.7%)</b>	<b>1 651</b>	<b>(11.4%)</b>	<b>15 822</b>

Notes:

- Detailed breakdown of figures by place of origin were not available for 2009/10.
- Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- Overall enrolment of non-local students at the undergraduate level is subject to a maximum of 20% of the approved student number targets. They are primarily admitted by over-enrolment outside the approved numbers.
- '-' denotes nil.
- & For 2009/10 academic year, HKIEd was approved using 72 extra intake places to admit students to its Bachelor of Education (Honours) (Early Childhood Education) programme. Hence, the ratios to approved student number targets reflect such extra places for the programme
- Figures in brackets denote the ratio to approved student number targets. Percentages may not add up to the corresponding totals owing to rounding.
- Abbreviations:  
CityU City University of Hong Kong

HKBU Hong Kong Baptist University  
LU Lingnan University  
CUHK The Chinese University of Hong Kong  
HKIEd The Hong Kong Institute of Education  
PolyU The Hong Kong Polytechnic University  
HKUST The Hong Kong University of Science and Technology  
HKU The University of Hong Kong

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places by Institution,  
Broad Academic Programme Category and Admission Route,  
2010/11 to 2013/14**

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students					Total	
						The Mainland of China		Other Non-local Students		Sub-total		
	CityU	Sciences	399	373	(93.6%)	52	(13.1%)	3	(0.7%)	55	(13.7%)	428
		Engineering and Technology	480	493	(102.8%)	26	(5.5%)	7	(1.4%)	33	(6.9%)	526
		Business and management	753	728	(96.7%)	70	(9.3%)	27	(3.5%)	96	(12.8%)	825
		Social Sciences	335	340	(101.6%)	22	(6.4%)	12	(3.6%)	34	(10.0%)	373
		Arts and Humanities	196	184	(94.1%)	20	(10.4%)	2	(1.0%)	22	(11.4%)	207
	Sub-total		2 162	2 119	(98.0%)	190	(8.8%)	50	(2.3%)	240	(11.1%)	2 359
	HKBU	Medicine, Dentistry and Health	45	36	(80.0%)	9	(20.0%)	-	-	9	(20.0%)	45
		Sciences	235	222	(94.5%)	46	(19.6%)	-	-	46	(19.6%)	268
		Business and management	241	238	(98.9%)	28	(11.6%)	-	-	28	(11.6%)	266
		Social Sciences	381	380	(99.8%)	44	(11.6%)	2	(0.5%)	46	(12.2%)	426
		Arts and Humanities	290	312	(107.4%)	16	(5.4%)	-	-	16	(5.4%)	327
		Education	69	68	(98.6%)	2	(2.9%)	-	-	2	(2.9%)	70
	Sub-total		1 261	1 256	(99.6%)	145	(11.5%)	2	(0.2%)	147	(11.7%)	1 403
	LU	Business and management	201	180	(89.6%)	24	(11.9%)	1	(0.5%)	25	(12.4%)	205
		Social Sciences	139	128	(92.1%)	12	(8.6%)	3	(2.2%)	15	(10.8%)	143
		Arts and Humanities	260	259	(99.6%)	7	(2.7%)	2	(0.8%)	9	(3.5%)	268
	Sub-total		600	567	(94.5%)	43	(7.2%)	6	(1.0%)	49	(8.2%)	616
	CUHK	Medicine, Dentistry and Health	412	447	(108.5%)	3	(0.7%)	1	(0.2%)	4	(1.0%)	451
		Sciences	625	577	(92.4%)	66	(10.6%)	11	(1.7%)	77	(12.3%)	654
		Engineering and Technology	424	382	(90.2%)	50	(11.8%)	14	(3.4%)	64	(15.2%)	446
		Business and management	569	505	(88.8%)	111	(19.4%)	20	(3.6%)	131	(23.0%)	636
		Social Sciences	509	478	(93.9%)	42	(8.3%)	9	(1.8%)	51	(10.0%)	529
		Arts and Humanities	409	398	(97.2%)	8	(2.0%)	2	(0.5%)	10	(2.4%)	408
		Education	66	66	(99.2%)	-	-	-	-	-	-	66
	Sub-total		3 014	2 853	(94.7%)	280	(9.3%)	57	(1.9%)	337	(11.2%)	3 190
	HKIED	Sciences	75	98	(123.7% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	(0.4% <sup>&amp;</sup> )	6	(7.1% <sup>&amp;</sup> )	103
		Social Sciences	17	26	(143.6% <sup>&amp;</sup> )	2	(13.0% <sup>&amp;</sup> )	@	(1.3% <sup>&amp;</sup> )	3	(14.3% <sup>&amp;</sup> )	28
Arts and Humanities		282	304	(104.5% <sup>&amp;</sup> )	29	(10.1% <sup>&amp;</sup> )	2	(0.7% <sup>&amp;</sup> )	31	(10.7% <sup>&amp;</sup> )	335	
Education		194	269	(106.5% <sup>&amp;</sup> )	15	(6.0% <sup>&amp;</sup> )	2	(0.6% <sup>&amp;</sup> )	17	(6.6% <sup>&amp;</sup> )	286	
Sub-total		568	696	(108.8% <sup>&amp;</sup> )	52	(8.1% <sup>&amp;</sup> )	4	(0.6% <sup>&amp;</sup> )	56	(8.8% <sup>&amp;</sup> )	752	



Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students					Total		
						The Mainland of China		Other Non-local Students		Sub-total			
	PolyU	Medicine, Dentistry and Health	434	426	(98.1%)	6	(1.4%)	6	(1.4%)	12	(2.8%)	438	
		Sciences	283	287	(101.3%)	34	(11.8%)	4	(1.3%)	37	(13.2%)	324	
		Engineering and Technology	706	708	(100.2%)	88	(12.5%)	9	(1.3%)	97	(13.8%)	805	
		Business and management	581	584	(100.6%)	108	(18.5%)	22	(3.8%)	129	(22.3%)	713	
		Social Sciences	63	64	(101.6%)	1	(1.6%)	1	(1.6%)	2	(3.2%)	66	
		Arts and Humanities	237	232	(97.7%)	15	(6.2%)	6	(2.7%)	21	(8.8%)	253	
	Sub-total			2 304	2 300	(99.8%)	251	(10.9%)	48	(2.1%)	299	(13.0%)	2 599
	HKUST	Sciences	499	503	(100.8%)	43	(8.6%)	14	(2.9%)	57	(11.4%)	560	
		Engineering and Technology	595	594	(99.8%)	44	(7.3%)	72	(12.1%)	115	(19.4%)	709	
		Business and management	690	630	(91.3%)	43	(6.3%)	44	(6.4%)	87	(12.6%)	718	
		Social Sciences	53	30	(57.1%)	11	(19.7%)	2	(3.8%)	13	(23.5%)	43	
		Arts and Humanities	13	-	-	-	-	-	-	-	-	-	-
		Education	5	4	(85.0%)	-	-	-	-	-	-	-	4
	Sub-total			1 855	1 762	(95.0%)	140	(7.5%)	132	(7.1%)	272	(14.7%)	2 034
	HKU	Medicine, Dentistry and Health	487	483	(99.2%)	2	(0.4%)	10	(2.1%)	12	(2.5%)	495	
		Sciences	440	380	(86.4%)	51	(11.7%)	12	(2.6%)	63	(14.3%)	443	
		Engineering and Technology	594	516	(87.0%)	47	(8.0%)	46	(7.7%)	93	(15.7%)	609	
		Business and management	251	264	(105.2%)	72	(28.9%)	46	(18.2%)	118	(47.1%)	382	
		Social Sciences	565	547	(96.8%)	98	(17.4%)	50	(8.9%)	148	(26.3%)	695	
		Arts and Humanities	373	348	(93.2%)	9	(2.5%)	12	(3.3%)	22	(5.8%)	370	
		Education	106	103	(97.8%)	2	(2.1%)	1	(0.7%)	3	(2.8%)	106	
Sub-total			2 816	2 642	(93.8%)	283	(10.1%)	176	(6.3%)	459	(16.3%)	3 101	
<b>All Institutions</b>			<b>14 580</b>	<b>14 195</b>	<b>(97.4%)</b>	<b>1 384</b>	<b>(9.5%)</b>	<b>475</b>	<b>(3.3%)</b>	<b>1 859</b>	<b>(12.7%)</b>	<b>16 054</b>	
2011/12	CityU	Sciences	399	379	(95.0%)	43	(10.7%)	1	(0.3%)	44	(11.0%)	423	
		Engineering and Technology	480	487	(101.5%)	38	(7.9%)	11	(2.4%)	49	(10.3%)	536	
		Business and management	753	725	(96.3%)	65	(8.6%)	30	(3.9%)	94	(12.5%)	819	
		Social Sciences	335	334	(99.9%)	21	(6.4%)	7	(2.0%)	28	(8.4%)	362	
		Arts and Humanities	196	189	(96.5%)	21	(10.5%)	3	(1.5%)	24	(12.0%)	213	
	Sub-total			2 162	2 114	(97.8%)	187	(8.6%)	52	(2.4%)	239	(11.1%)	2 353
	HKBU	Medicine, Dentistry and Health	45	37	(82.2%)	8	(17.8%)	-	-	8	(17.8%)	45	
		Sciences	235	223	(94.9%)	43	(18.3%)	-	-	43	(18.3%)	266	
		Business and management	241	238	(98.7%)	33	(13.6%)	1	(0.4%)	34	(14.0%)	272	
		Social Sciences	381	376	(98.6%)	45	(11.8%)	1	(0.3%)	46	(12.1%)	422	
		Arts and Humanities	290	310	(107.1%)	14	(4.8%)	1	(0.3%)	15	(5.2%)	326	
		Education	69	68	(98.6%)	3	(4.3%)	-	-	3	(4.3%)	71	
	Sub-total			1 261	1 252	(99.3%)	146	(11.6%)	3	(0.2%)	149	(11.8%)	1 401

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total	
						The Mainland of China		Other Non-local Students		Sub-total			
	LU	Business and management	192	176	(91.7%)	19	(9.9%)	4	(2.1%)	23	(12.0%)	199	
		Social Sciences	132	126	(95.5%)	7	(5.3%)	1	(0.8%)	8	(6.1%)	134	
		Arts and Humanities	256	256	(100.0%)	5	(2.0%)	2	(0.8%)	7	(2.7%)	263	
	Sub-total			580	558	(96.2%)	31	(5.3%)	7	(1.2%)	38	(6.6%)	596
	CUHK	Medicine, Dentistry and Health	412	461	(111.9%)	1	(0.2%)	-	-	1	(0.2%)	462	
		Sciences	627	582	(92.8%)	73	(11.6%)	26	(4.1%)	98	(15.6%)	680	
		Engineering and Technology	424	365	(86.1%)	48	(11.2%)	18	(4.3%)	66	(15.5%)	430	
		Business and management	569	527	(92.6%)	123	(21.6%)	31	(5.5%)	154	(27.1%)	682	
		Social Sciences	509	496	(97.4%)	40	(7.9%)	11	(2.2%)	51	(10.0%)	547	
		Arts and Humanities	414	406	(98.2%)	5	(1.2%)	3	(0.7%)	8	(1.9%)	414	
		Education	71	69	(97.9%)	-	-	-	-	-	-	69	
	Sub-total			3 025	2 906	(96.1%)	289	(9.6%)	89	(2.9%)	378	(12.5%)	3 284
	HKIED	Sciences	75	76	(96.9% <sup>&amp;</sup> )	5	(6.7% <sup>&amp;</sup> )	@	*	5	(6.7% <sup>&amp;</sup> )	81	
		Social Sciences	18	24	(127.1% <sup>&amp;</sup> )	3	(18.3% <sup>&amp;</sup> )	@	*	3	(18.3% <sup>&amp;</sup> )	28	
		Arts and Humanities	296	443	(146.4% <sup>&amp;</sup> )	33	(11.0% <sup>&amp;</sup> )	1	(0.2% <sup>&amp;</sup> )	34	(11.2% <sup>&amp;</sup> )	477	
		Education	222	280	(99.3% <sup>&amp;</sup> )	13	(4.6% <sup>&amp;</sup> )	@	(0.1% <sup>&amp;</sup> )	13	(4.7% <sup>&amp;</sup> )	294	
	Sub-total			610	823	(120.7% <sup>&amp;</sup> )	55	(8.1% <sup>&amp;</sup> )	1	(0.1% <sup>&amp;</sup> )	56	(8.2% <sup>&amp;</sup> )	879
	PolyU	Medicine, Dentistry and Health	434	429	(99.0%)	7	(1.5%)	5	(1.2%)	12	(2.7%)	441	
		Sciences	284	284	(100.1%)	33	(11.6%)	4	(1.2%)	37	(12.9%)	321	
		Engineering and Technology	706	717	(101.5%)	80	(11.4%)	12	(1.7%)	92	(13.1%)	809	
		Business and management	582	595	(102.2%)	112	(19.2%)	45	(7.7%)	156	(26.9%)	751	
		Social Sciences	63	65	(103.2%)	2	(3.2%)	1	(1.6%)	3	(4.8%)	68	
		Arts and Humanities	237	235	(99.2%)	7	(2.8%)	10	(4.0%)	16	(6.8%)	251	
	Sub-total			2 306	2 325	(100.8%)	240	(10.4%)	76	(3.3%)	316	(13.7%)	2 641
	HKUST	Sciences	502	526	(104.9%)	58	(11.5%)	28	(5.5%)	85	(17.0%)	612	
		Engineering and Technology	586	581	(99.1%)	51	(8.6%)	58	(9.9%)	109	(18.5%)	689	
		Business and management	693	675	(97.5%)	51	(7.4%)	55	(8.0%)	107	(15.4%)	782	
		Social Sciences	57	47	(82.7%)	10	(16.8%)	7	(12.0%)	16	(28.8%)	63	
		Arts and Humanities	15	16	(103.3%)	-	-	2	(13.3%)	2	(13.3%)	18	
		Education	5	4	(85.0%)	-	-	-	-	-	-	4	
Sub-total			1 857	1 849	(99.6%)	169	(9.1%)	150	(8.1%)	319	(17.2%)	2 168	
HKU	Medicine, Dentistry and Health	487	496	(101.8%)	-	-	4	(0.8%)	4	(0.8%)	500		
	Sciences	440	401	(91.0%)	48	(11.0%)	15	(3.3%)	63	(14.3%)	464		
	Engineering and Technology	594	466	(78.5%)	78	(13.2%)	63	(10.6%)	141	(23.8%)	608		
	Business and management	251	276	(109.7%)	67	(26.7%)	45	(18.0%)	112	(44.8%)	388		
	Social Sciences	567	546	(96.3%)	87	(15.3%)	67	(11.8%)	154	(27.1%)	699		

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
		Arts and Humanities	374	334	(89.3%)	13	(3.3%)	16	(4.3%)	29	(7.7%)	363
		Education	106	101	(95.8%)	2	(1.7%)	4	(3.8%)	6	(5.5%)	107
		Sub-total	2 819	2 620	(92.9%)	295	(10.5%)	214	(7.6%)	509	(18.1%)	3 129
<b>All Institutions</b>			<b>14 620</b>	<b>14 447</b>	<b>(98.8%)</b>	<b>1 412</b>	<b>(9.7%)</b>	<b>592</b>	<b>(4.0%)</b>	<b>2 004</b>	<b>(13.6%)</b>	<b>16 451</b>
2012/13 (3-year programme)	CityU	Sciences	404	388	(96.0%)	50	(12.5%)	4	(0.9%)	54	(13.4%)	442
		Engineering and Technology	466	472	(101.4%)	26	(5.6%)	12	(2.5%)	38	(8.1%)	510
		Business and management	727	701	(96.4%)	68	(9.3%)	26	(3.6%)	94	(12.9%)	795
		Social Sciences	324	301	(92.9%)	27	(8.4%)	8	(2.5%)	35	(10.8%)	336
		Arts and Humanities	190	192	(100.8%)	21	(10.9%)	4	(2.3%)	25	(13.2%)	217
		Sub-total	2 111	2 054	(97.3%)	192	(9.1%)	54	(2.6%)	246	(11.7%)	2 300
	HKBU	Medicine, Dentistry and Health	45	41	(91.1%)	8	(17.8%)	1	(2.2%)	9	(20.0%)	50
		Sciences	235	214	(91.1%)	50	(21.3%)	1	(0.4%)	51	(21.7%)	265
		Business and management	241	239	(99.2%)	33	(13.5%)	1	(0.4%)	34	(13.9%)	273
		Social Sciences	380	371	(97.5%)	45	(11.7%)	2	(0.5%)	47	(12.3%)	417
		Arts and Humanities	290	315	(108.7%)	18	(6.2%)	-	-	18	(6.2%)	333
		Education	75	76	(101.3%)	3	(4.0%)	-	-	3	(4.0%)	79
		Sub-total	1 266	1 256	(99.2%)	156	(12.3%)	5	(0.4%)	161	(12.7%)	1 417
	LU	Business and management	179	172	(96.1%)	2	(1.1%)	5	(2.8%)	7	(3.9%)	179
		Social Sciences	124	123	(99.2%)	-	-	-	-	-	-	123
		Arts and Humanities	250	249	(99.6%)	-	-	-	-	-	-	249
		Sub-total	553	544	(98.4%)	2	(0.4%)	5	(0.9%)	7	(1.3%)	551
	CUHK	Medicine, Dentistry and Health	522	519	(99.5%)	4	(0.8%)	2	(0.4%)	6	(1.1%)	525
		Sciences	611	554	(90.7%)	84	(13.7%)	17	(2.8%)	101	(16.5%)	655
		Engineering and Technology	439	405	(92.3%)	43	(9.7%)	9	(2.0%)	52	(11.7%)	457
Business and management		588	489	(83.2%)	119	(20.2%)	20	(3.4%)	139	(23.6%)	627	
Social Sciences		516	490	(95.1%)	37	(7.3%)	10	(1.8%)	47	(9.1%)	537	
Arts and Humanities		413	423	(102.3%)	16	(3.9%)	12	(2.8%)	28	(6.7%)	450	
Education		70	69	(98.3%)	-	-	-	-	-	-	69	
	Sub-total	3 159	2 949	(93.4%)	303	(9.6%)	69	(2.2%)	372	(11.8%)	3 321	
HKIED	Sciences	75	79	(105.8%)	1	(1.0%)	-	-	1	(1.0%)	80	
	Business and management	1	2	(447.3%)	-	-	-	-	-	-	2	
	Social Sciences	21	21	(99.0%)	@	(0.2%)	-	-	@	(0.2%)	21	
	Arts and Humanities	295	310	(105.0%)	@	(0.2%)	-	-	@	(0.2%)	310	
	Education	230	236	(102.7%)	1	(0.3%)	-	-	1	(0.3%)	237	
	Sub-total	621	648	(104.4%)	2	(0.3%)	-	-	2	(0.3%)	650	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students					Total		
						The Mainland of China		Other Non-local Students		Sub-total			
	PolyU	Medicine, Dentistry and Health	620	616	(99.4%)	2	(0.3%)	3	(0.5%)	5	(0.8%)	621	
		Sciences	275	275	(100.2%)	30	(11.0%)	7	(2.4%)	37	(13.4%)	312	
		Engineering and Technology	689	702	(101.9%)	87	(12.6%)	23	(3.4%)	110	(16.0%)	812	
		Business and management	582	598	(102.7%)	108	(18.5%)	48	(8.3%)	156	(26.8%)	753	
		Social Sciences	63	61	(96.8%)	3	(4.8%)	-	-	3	(4.8%)	64	
		Arts and Humanities	232	232	(100.3%)	10	(4.2%)	13	(5.5%)	22	(9.7%)	255	
	Sub-total			2 460	2 484	(101.0%)	239	(9.7%)	94	(3.8%)	333	(13.5%)	2 817
	HKUST	Sciences	516	509	(98.7%)	54	(10.4%)	35	(6.8%)	89	(17.2%)	598	
		Engineering and Technology	594	541	(91.0%)	48	(8.1%)	51	(8.6%)	100	(16.8%)	640	
		Business and management	705	656	(93.0%)	53	(7.5%)	71	(10.1%)	124	(17.6%)	780	
		Social Sciences	57	48	(83.2%)	12	(20.6%)	4	(6.4%)	15	(27.0%)	63	
		Arts and Humanities	16	21	(132.3%)	2	(12.9%)	1	(6.5%)	3	(19.4%)	24	
	Sub-total			1 888	1 774	(94.0%)	169	(9.0%)	162	(8.6%)	331	(17.5%)	2 105
	HKU	Medicine, Dentistry and Health	542	550	(101.5%)	2	(0.4%)	2	(0.4%)	4	(0.7%)	554	
		Sciences	448	359	(80.1%)	65	(14.5%)	14	(3.2%)	79	(17.7%)	438	
		Engineering and Technology	592	465	(78.6%)	69	(11.6%)	71	(12.0%)	140	(23.6%)	605	
		Business and management	270	250	(92.8%)	81	(29.9%)	46	(16.9%)	126	(46.8%)	377	
		Social Sciences	608	526	(86.6%)	109	(18.0%)	59	(9.7%)	168	(27.7%)	695	
		Arts and Humanities	376	352	(93.5%)	21	(5.5%)	7	(1.9%)	28	(7.3%)	379	
		Education	106	96	(90.2%)	4	(4.2%)	4	(4.1%)	9	(8.2%)	105	
	Sub-total			2 942	2 598	(88.3%)	351	(11.9%)	203	(6.9%)	554	(18.8%)	3 152
	<b>All Institutions</b>			<b>15 000</b>	<b>14 307</b>	<b>(95.4%)</b>	<b>1 414</b>	<b>(9.4%)</b>	<b>592</b>	<b>(3.9%)</b>	<b>2 006</b>	<b>(13.4%)</b>	<b>16 313</b>
	2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	5	6	(113.6%)	@	(8.4%)	@	(4.6%)	1	(13.1%)	7
Sciences			371	366	(98.7%)	43	(11.5%)	11	(3.0%)	54	(14.5%)	420	
Engineering and Technology			504	483	(95.8%)	40	(7.9%)	19	(3.7%)	58	(11.6%)	541	
Business and management			693	686	(99.0%)	69	(10.0%)	28	(4.1%)	97	(14.0%)	784	
Social Sciences			353	314	(88.8%)	30	(8.6%)	5	(1.4%)	35	(10.0%)	349	
Arts and Humanities			168	222	(131.9%)	22	(12.9%)	5	(2.7%)	26	(15.6%)	248	
Sub-total			2 095	2 077	(99.1%)	204	(9.7%)	68	(3.2%)	272	(13.0%)	2 349	
HKBU		Medicine, Dentistry and Health	45	37	(82.2%)	13	(28.9%)	-	-	13	(28.9%)	50	
		Sciences	214	194	(90.6%)	51	(23.8%)	-	-	51	(23.8%)	245	
		Business and management	246	222	(90.5%)	41	(16.6%)	-	-	41	(16.6%)	263	
		Social Sciences	355	378	(106.2%)	55	(15.6%)	-	-	55	(15.6%)	433	
		Arts and Humanities	290	320	(110.4%)	25	(8.5%)	-	-	25	(8.5%)	345	
		Education	73	76	(104.1%)	6	(8.2%)	-	-	6	(8.2%)	82	
Sub-total			1 223	1 227	(100.3%)	191	(15.6%)	-	-	191	(15.6%)	1 418	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total	
						The Mainland of China		Other Non-local Students		Sub-total			
	LU	Business and management	177	166	(93.8%)	21	(11.9%)	2	(1.1%)	23	(13.0%)	189	
		Social Sciences	128	122	(95.3%)	10	(7.8%)	1	(0.8%)	11	(8.6%)	133	
		Arts and Humanities	248	240	(96.8%)	15	(6.0%)	-	-	15	(6.0%)	255	
	Sub-total			553	528	(95.5%)	46	(8.3%)	3	(0.5%)	49	(8.9%)	577
	CUHK	Medicine, Dentistry and Health	522	527	(100.9%)	4	(0.9%)	1	(0.2%)	6	(1.1%)	532	
		Sciences	619	573	(92.5%)	64	(10.3%)	9	(1.4%)	73	(11.8%)	645	
		Engineering and Technology	480	449	(93.7%)	57	(11.8%)	8	(1.7%)	64	(13.5%)	514	
		Business and management	589	524	(89.0%)	138	(23.4%)	37	(6.3%)	175	(29.7%)	699	
		Social Sciences	540	514	(95.2%)	54	(10.1%)	19	(3.6%)	74	(13.7%)	588	
		Arts and Humanities	430	425	(98.9%)	3	(0.7%)	6	(1.3%)	9	(2.0%)	434	
		Education	68	72	(106.1%)	-	-	-	-	-	-	72	
	Sub-total			3 247	3 084	(95.0%)	320	(9.9%)	80	(2.5%)	400	(12.3%)	3 484
	HKIED	Sciences	77	94	(122.0%)	6	(7.7%)	@	(0.3%)	6	(7.9%)	100	
		Business and management	3	6	(241.1%)	@	(12.5%)	@	(2.2%)	@	(14.6%)	7	
		Social Sciences	34	22	(63.9%)	2	(5.3%)	@	(0.6%)	2	(5.8%)	24	
		Arts and Humanities	244	332	(135.9%)	26	(10.6%)	1	(0.4%)	27	(11.0%)	358	
		Education	263	305	(115.9%)	22	(8.4%)	1	(0.2%)	23	(8.6%)	328	
	Sub-total			621	759	(122.2%)	56	(9.0%)	2	(0.3%)	58	(9.3%)	817
	PolyU	Medicine, Dentistry and Health	611	619	(101.3%)	2	(0.3%)	-	-	2	(0.3%)	621	
		Sciences	304	266	(87.6%)	37	(12.0%)	2	(0.7%)	39	(12.8%)	305	
		Engineering and Technology	624	631	(101.1%)	87	(14.0%)	5	(0.8%)	92	(14.8%)	723	
		Business and management	533	523	(98.2%)	147	(27.6%)	13	(2.5%)	161	(30.1%)	684	
		Social Sciences	65	72	(109.7%)	2	(3.6%)	@	(0.7%)	3	(4.3%)	74	
		Arts and Humanities	199	216	(108.3%)	9	(4.3%)	1	(0.4%)	9	(4.7%)	225	
	Sub-total			2 337	2 327	(99.6%)	284	(12.2%)	22	(0.9%)	306	(13.1%)	2 633
	HKUST	Sciences	554	835	(150.7%)	67	(12.0%)	41	(7.4%)	108	(19.4%)	943	
		Engineering and Technology	579	126	(21.8%)	10	(1.7%)	7	(1.2%)	17	(2.9%)	143	
Business and management		618	125	(20.2%)	11	(1.8%)	5	(0.9%)	16	(2.6%)	141		
Social Sciences		126	214	(169.5%)	18	(14.5%)	9	(6.9%)	27	(21.5%)	241		
Arts and Humanities		24	536	(2234.6%^)	44	(181.3%)	25	(103.3%)	68	(284.6%^)	605		
Sub-total			1 901	1 836	(96.6%)	149	(7.8%)	87	(4.6%)	236	(12.4%)	2 072	
HKU	Medicine, Dentistry and Health	570	575	(100.9%)	2	(0.4%)	6	(1.1%)	8	(1.4%)	583		
	Sciences	461	398	(86.2%)	74	(16.1%)	23	(5.0%)	98	(21.1%)	495		
	Engineering and Technology	622	555	(89.3%)	92	(14.8%)	44	(7.1%)	136	(21.9%)	691		
	Business and management	272	290	(106.7%)	86	(31.5%)	38	(14.1%)	124	(45.6%)	415		
	Social Sciences	623	570	(91.5%)	108	(17.4%)	66	(10.6%)	174	(27.9%)	744		

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total	
						The Mainland of China		Other Non-local Students		Sub-total			
		Arts and Humanities	403	370	(91.7%)	29	(7.1%)	13	(3.1%)	41	(10.2%)	411	
		Education	71	66	(92.8%)	2	(3.2%)	3	(3.9%)	5	(7.1%)	71	
		Sub-total	3 023	2 824	(93.4%)	393	(13.0%)	193	(6.4%)	586	(19.4%)	3 410	
<b>All Institutions</b>			<b>15 000</b>	<b>14 662</b>	<b>(97.7%)</b>	<b>1 643</b>	<b>(11.0%)</b>	<b>455</b>	<b>(3.0%)</b>	<b>2 098</b>	<b>(14.0%)</b>	<b>16 760</b>	
2013/14 <sup>#</sup>	CityU	Medicine, Dentistry and Health	5	6	(108.0%)	@	(8.7%)	@	(6.9%)	1	(15.6%)	7	
		Sciences	362	403	(111.6%)	50	(13.7%)	23	(6.4%)	73	(20.1%)	476	
		Engineering and Technology	515	486	(94.4%)	41	(8.0%)	31	(6.0%)	72	(14.0%)	558	
		Business and management	693	683	(98.6%)	62	(9.0%)	72	(10.4%)	134	(19.4%)	817	
		Social Sciences	353	328	(93.0%)	30	(8.4%)	18	(5.0%)	47	(13.4%)	376	
		Arts and Humanities	167	211	(126.6%)	20	(11.8%)	7	(4.3%)	27	(16.1%)	238	
		Sub-total		2 095	2 118	(101.1%)	203	(9.7%)	151	(7.2%)	354	(16.9%)	2 472
		HKBU	Medicine, Dentistry and Health	45	40	(88.9%)	12	(26.7%)	-	-	12	(26.7%)	52
			Sciences	214	188	(87.8%)	50	(23.4%)	1	(0.5%)	51	(23.8%)	239
			Business and management	246	219	(89.1%)	40	(16.2%)	4	(1.5%)	44	(17.7%)	263
			Social Sciences	355	364	(102.5%)	57	(16.2%)	@	(0.1%)	58	(16.2%)	422
			Arts and Humanities	290	316	(108.9%)	26	(8.9%)	-	-	26	(8.9%)	341
		Education	73	80	(109.6%)	1	(1.4%)	-	-	1	(1.4%)	81	
		Sub-total		1 223	1 207	(98.7%)	186	(15.2%)	5	(0.4%)	191	(15.6%)	1 398
		LU	Business and management	177	166	(93.8%)	16	(9.0%)	3	(1.7%)	19	(10.7%)	185
			Social Sciences	128	124	(96.9%)	8	(6.3%)	2	(1.6%)	10	(7.8%)	134
			Arts and Humanities	248	241	(97.2%)	14	(5.6%)	-	-	14	(5.6%)	255
		Sub-total		553	531	(96.0%)	38	(6.9%)	5	(0.9%)	43	(7.8%)	574
		CUHK	Medicine, Dentistry and Health	522	532	(102.0%)	5	(0.9%)	4	(0.9%)	9	(1.7%)	541
			Sciences	619	566	(91.5%)	58	(9.3%)	22	(3.5%)	79	(12.8%)	645
			Engineering and Technology	480	430	(89.7%)	59	(12.3%)	25	(5.1%)	83	(17.4%)	513
			Business and management	589	532	(90.4%)	137	(23.3%)	59	(10.1%)	196	(33.3%)	729
			Social Sciences	540	515	(95.4%)	52	(9.7%)	30	(5.6%)	83	(15.3%)	598
			Arts and Humanities	430	431	(100.3%)	11	(2.4%)	16	(3.7%)	27	(6.2%)	458
			Education	68	68	(99.5%)	1	(1.5%)	1	(0.7%)	2	(2.2%)	69
		Sub-total		3 247	3 074	(94.7%)	322	(9.9%)	157	(4.8%)	479	(14.8%)	3 553
		HKIED	Sciences	77	84	(109.3%)	7	(8.5%)	@	(0.5%)	7	(9.1%)	91
	Business and management		3	3	(101.1%)	1	(25.3%)	@	(2.3%)	1	(27.5%)	3	
	Social Sciences		34	59	(174.1%)	8	(24.7%)	1	(1.8%)	9	(26.5%)	68	
	Arts and Humanities		244	295	(121.0%)	34	(14.1%)	3	(1.1%)	37	(15.2%)	332	
	Education		263	211	(80.1%)	28	(10.6%)	1	(0.5%)	29	(11.1%)	240	
	Sub-total		621	652	(105.0%)	78	(12.6%)	5	(0.8%)	83	(13.4%)	735	

Academic Year	Institution	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students					Total		
						The Mainland of China		Other Non-local Students		Sub-total			
	PolyU	Medicine, Dentistry and Health	611	606	(99.1%)	2	(0.3%)	1	(0.2%)	3	(0.5%)	609	
		Sciences	304	268	(88.2%)	38	(12.4%)	10	(3.4%)	48	(15.8%)	316	
		Engineering and Technology	624	635	(101.7%)	106	(17.0%)	18	(2.8%)	124	(19.8%)	758	
		Business and management	533	542	(101.7%)	130	(24.4%)	63	(11.9%)	194	(36.4%)	735	
		Social Sciences	65	73	(112.3%)	1	(1.6%)	2	(2.7%)	3	(4.3%)	76	
		Arts and Humanities	199	216	(108.2%)	8	(4.1%)	6	(2.9%)	14	(7.0%)	230	
	Sub-total			2 337	2 340	(100.1%)	285	(12.2%)	100	(4.3%)	385	(16.5%)	2 725
	HKUST	Sciences	554	763	(137.7%)	73	(13.2%)	86	(15.5%)	159	(28.7%)	922	
		Engineering and Technology	579	162	(28.0%)	14	(2.5%)	18	(3.1%)	32	(5.6%)	194	
		Business and management	618	250	(40.4%)	22	(3.6%)	26	(4.3%)	48	(7.9%)	298	
		Social Sciences	126	191	(151.2%)	17	(13.6%)	21	(16.7%)	38	(30.4%)	229	
		Arts and Humanities	24	480	(1998.4%^)	45	(188.2%)	55	(227.8%)	100	(416.0%^)	579	
	Sub-total			1 901	1 845	(97.1%)	172	(9.0%)	206	(10.8%)	378	(19.9%)	2 223
	HKU	Medicine, Dentistry and Health	570	573	(100.5%)	1	(0.2%)	2	(0.4%)	3	(0.5%)	576	
		Sciences	461	423	(91.7%)	57	(12.3%)	26	(5.6%)	83	(17.9%)	506	
		Engineering and Technology	622	550	(88.5%)	70	(11.2%)	46	(7.3%)	115	(18.6%)	666	
		Business and management	272	287	(105.4%)	76	(27.9%)	49	(17.8%)	125	(45.8%)	411	
		Social Sciences	623	595	(95.5%)	113	(18.1%)	70	(11.2%)	182	(29.2%)	778	
		Arts and Humanities	403	377	(93.6%)	13	(3.2%)	9	(2.2%)	22	(5.4%)	399	
		Education	71	70	(98.5%)	1	(1.7%)	2	(3.0%)	3	(4.7%)	73	
	Sub-total			3 023	2 876	(95.1%)	330	(10.9%)	203	(6.7%)	533	(17.6%)	3 409
	<b>All Institutions</b>			<b>15 000</b>	<b>14 643</b>	<b>(97.6%)</b>	<b>1 614</b>	<b>(10.8%)</b>	<b>832</b>	<b>(5.5%)</b>	<b>2 446</b>	<b>(16.3%)</b>	<b>17 089</b>

**Notes:**

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. Overall enrolment of non-local students at undergraduate level is subject to a maximum of 20% of the approved student number targets at the aggregate level. They are primarily admitted by over-enrolment outside the approved numbers.
3. ‘-’ denotes nil.
4. # Figures for student intake are provisional.
5. ‘@’ denotes ‘magnitude less than 0.5’.
6. ‘\*’ denotes ‘less than 0.05%’.
7. & For 2010/11 to 2011/12 academic years, HKIEd was approved using 72 extra intake places to admit students to its Bachelor of Education (Honours) (Early Childhood Education) programme. Hence, the ratios to approved student number targets reflect such extra places for the programme
8. ^ Under the new academic structure, institutions adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. As such, there are wider variations in the distribution of students in individual academic programme categories, especially among year 1 students.

9. Figures in brackets denote the ratio to approved student number targets. With the introduction of new academic structure in 2012/13, interpretation of the percentages should be made in conjunction with the fact that figures on the approved student targets by academic programme category (APC) refer to the preliminary planning when institutions submitted their Academic Programme Proposals in mid-2011. Institutions devised the programme curricula with finer details subsequently (and hence changes in the APC distributions), especially when institutions started to adopt broad-based admission and have introduced general education in junior years for the 4-year programmes as from 2012/13.
10. Percentages may not add up to the corresponding totals owing to rounding.
11. Abbreviations:
- |       |  |
|-------|--|
| CityU | City University of Hong Kong                       |
| HKBU  | Hong Kong Baptist University                       |
| LU    | Lingnan University                                 |
| CUHK  | The Chinese University of Hong Kong                |
| HKIEd | The Hong Kong Institute of Education               |
| PolyU | The Hong Kong Polytechnic University               |
| HKUST | The Hong Kong University of Science and Technology |
| HKU   | The University of Hong Kong                        |



**Number of Local Students Admitted to UGC-funded First-Year-First-Degree Places by Institution and Admission Route, 2009/10**

Institution	JUPAS		Non-JUPAS		Total	
	Number	(%)	Number	(%)	Number	(%)
City University of Hong Kong	1 628	(77.9%)	461	(22.1%)	2 089	(100.0%)
Hong Kong Baptist University	1 103	(88.8%)	139	(11.2%)	1 242	(100.0%)
Lingnan University	560	(90.0%)	62	(10.0%)	622	(100.0%)
The Chinese University of Hong Kong	2 500	(86.8%)	381	(13.2%)	2 881	(100.0%)
The Hong Kong Institute of Education	416	(73.6%)	149	(26.4%)	565	(100.0%)
The Hong Kong Polytechnic University	1 874	(80.1%)	465	(19.9%)	2 339	(100.0%)
The Hong Kong University of Science and Technology	1 487	(84.6%)	271	(15.4%)	1 758	(100.0%)
The University of Hong Kong	2 029	(75.9%)	646	(24.1%)	2 675	(100.0%)
<b>All Institutions</b>	<b>11 597</b>	<b>(81.8%)</b>	<b>2 574</b>	<b>(18.2%)</b>	<b>14 171</b>	<b>(100.0%)</b>

**Notes:**

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
2. Detailed breakdown figures by broad academic programme category and admission route were not available for 2009/10.
3. Figures in brackets denote percentage share to respective totals.
4. Figures may not add up to the corresponding totals owing to rounding.

**Number of Local Students Admitted to UGC-funded First-Year-First-Degree Places by Institution, Broad Academic Programme Category and Admission Route, 2010/11 to 2013/14**

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total		
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>				
2010/11	CityU	Sciences	306	(81.8%)	1	(0.2%)	51	(13.8%)	16	(4.2%)	373	(100.0%)	
		Engineering and Technology	432	(87.5%)	2	(0.4%)	50	(10.1%)	10	(2.0%)	493	(100.0%)	
		Business and management	555	(76.2%)	4	(0.5%)	117	(16.1%)	52	(7.2%)	728	(100.0%)	
		Social Sciences	240	(70.7%)	11	(3.2%)	71	(21.0%)	17	(5.0%)	340	(100.0%)	
		Arts and Humanities	147	(79.4%)	1	(0.3%)	32	(17.1%)	6	(3.1%)	184	(100.0%)	
	Sub-total			1 679	(79.2%)	18	(0.8%)	321	(15.1%)	101	(4.8%)	2 119	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(94.4%)	-	-	-	-	2	(5.6%)	36	(100.0%)	
		Sciences	183	(82.4%)	1	(0.5%)	22	(9.9%)	16	(7.2%)	222	(100.0%)	
		Business and management	219	(92.0%)	1	(0.4%)	8	(3.4%)	10	(4.2%)	238	(100.0%)	
		Social Sciences	349	(91.7%)	2	(0.5%)	16	(4.2%)	14	(3.6%)	380	(100.0%)	
		Arts and Humanities	283	(90.9%)	-	-	18	(5.8%)	10	(3.4%)	312	(100.0%)	
		Education	54	(79.4%)	1	(1.5%)	3	(4.4%)	10	(14.7%)	68	(100.0%)	
	Sub-total			1 122	(89.3%)	5	(0.4%)	67	(5.3%)	62	(4.9%)	1 256	(100.0%)
	LU	Business and management	167	(92.8%)	1	(0.6%)	11	(6.1%)	1	(0.6%)	180	(100.0%)	
		Social Sciences	119	(93.0%)	1	(0.8%)	8	(6.3%)	-	-	128	(100.0%)	
		Arts and Humanities	232	(89.6%)	3	(1.2%)	22	(8.5%)	2	(0.8%)	259	(100.0%)	
	Sub-total			518	(91.4%)	5	(0.9%)	41	(7.2%)	3	(0.5%)	567	(100.0%)
	CUHK	Medicine, Dentistry and Health	365	(81.7%)	41	(9.2%)	3	(0.7%)	38	(8.5%)	447	(100.0%)	
		Sciences	484	(83.8%)	27	(4.6%)	33	(5.7%)	34	(5.9%)	577	(100.0%)	
		Engineering and Technology	309	(80.8%)	23	(6.0%)	34	(8.9%)	16	(4.2%)	382	(100.0%)	
		Business and management	472	(93.4%)	29	(5.8%)	-	-	4	(0.8%)	505	(100.0%)	
		Social Sciences	425	(88.9%)	34	(7.1%)	5	(1.0%)	14	(2.9%)	478	(100.0%)	
		Arts and Humanities	369	(92.7%)	5	(1.3%)	9	(2.1%)	16	(3.9%)	398	(100.0%)	
		Education	62	(93.4%)	-	-	4	(5.8%)	1	(0.8%)	66	(100.0%)	
	Sub-total			2 485	(87.1%)	159	(5.6%)	87	(3.0%)	122	(4.3%)	2 853	(100.0%)
	HKIED	Sciences	77	(79.1%)	@	*	20	(20.1%)	1	(0.8%)	98	(100.0%)	
		Social Sciences	21	(81.8%)	@	*	5	(17.6%)	@	(0.6%)	26	(100.0%)	
Arts and Humanities		192	(63.2%)	1	(0.4%)	103	(33.8%)	8	(2.6%)	304	(100.0%)		
Education		199	(73.9%)	1	(0.2%)	66	(24.7%)	3	(1.2%)	269	(100.0%)		
Sub-total			489	(70.2%)	2	(0.3%)	193	(27.7%)	12	(1.7%)	696	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total			
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>				
	PolyU	Medicine, Dentistry and Health	388	(91.0%)	3	(0.6%)	34	(7.9%)	2	(0.5%)	426	(100.0%)	
		Sciences	244	(85.1%)	3	(1.1%)	39	(13.8%)	-	-	287	(100.0%)	
		Engineering and Technology	555	(78.5%)	4	(0.5%)	147	(20.7%)	2	(0.2%)	708	(100.0%)	
		Business and management	477	(81.8%)	12	(2.0%)	86	(14.7%)	9	(1.5%)	584	(100.0%)	
		Social Sciences	55	(85.9%)	-	-	9	(14.1%)	-	-	64	(100.0%)	
		Arts and Humanities	139	(60.1%)	3	(1.2%)	82	(35.6%)	7	(3.1%)	232	(100.0%)	
	Sub-total			1 859	(80.8%)	24	(1.0%)	397	(17.3%)	20	(0.9%)	2 300	(100.0%)
	HKUST	Sciences	466	(92.5%)	18	(3.6%)	15	(3.0%)	5	(0.9%)	503	(100.0%)	
		Engineering and Technology	456	(76.8%)	16	(2.6%)	117	(19.7%)	6	(0.9%)	594	(100.0%)	
		Business and management	534	(84.8%)	68	(10.8%)	@	*	28	(4.4%)	630	(100.0%)	
		Social Sciences	28	(92.1%)	1	(4.1%)	@	(0.5%)	1	(3.3%)	30	(100.0%)	
		Education	4	(100.0%)	-	-	-	-	-	-	4	(100.0%)	
	Sub-total			1 488	(84.4%)	103	(5.8%)	132	(7.5%)	39	(2.2%)	1 762	(100.0%)
	HKU	Medicine, Dentistry and Health	351	(72.7%)	44	(9.1%)	56	(11.6%)	32	(6.6%)	483	(100.0%)	
		Sciences	341	(89.6%)	11	(2.8%)	23	(6.0%)	6	(1.7%)	380	(100.0%)	
		Engineering and Technology	405	(78.5%)	31	(5.9%)	75	(14.5%)	6	(1.1%)	516	(100.0%)	
		Business and management	200	(75.8%)	42	(15.9%)	9	(3.4%)	13	(5.0%)	264	(100.0%)	
		Social Sciences	406	(74.2%)	95	(17.3%)	26	(4.8%)	20	(3.6%)	547	(100.0%)	
		Arts and Humanities	260	(74.7%)	34	(9.7%)	40	(11.4%)	14	(4.1%)	348	(100.0%)	
		Education	57	(55.0%)	5	(5.1%)	35	(34.0%)	6	(5.9%)	103	(100.0%)	
	Sub-total			2 020	(76.5%)	261	(9.9%)	264	(10.0%)	97	(3.7%)	2 642	(100.0%)
	<b>All Institutions</b>			<b>11 660</b>	<b>(82.1%)</b>	<b>577</b>	<b>(4.1%)</b>	<b>1 502</b>	<b>(10.6%)</b>	<b>456</b>	<b>(3.2%)</b>	<b>14 195</b>	<b>(100.0%)</b>
	2011/12	CityU	Sciences	313	(82.6%)	-	-	53	(14.0%)	13	(3.4%)	379	(100.0%)
			Engineering and Technology	423	(86.9%)	-	-	42	(8.6%)	22	(4.5%)	487	(100.0%)
			Business and management	564	(77.8%)	4	(0.6%)	114	(15.8%)	43	(5.9%)	725	(100.0%)
			Social Sciences	241	(72.2%)	16	(4.8%)	71	(21.1%)	6	(1.9%)	334	(100.0%)
			Arts and Humanities	148	(78.0%)	-	-	24	(12.9%)	17	(9.1%)	189	(100.0%)
Sub-total			1 689	(79.9%)	20	(0.9%)	304	(14.4%)	101	(4.8%)	2 114	(100.0%)	
HKBU		Medicine, Dentistry and Health	32	(86.5%)	1	(2.7%)	-	-	4	(10.8%)	37	(100.0%)	
		Sciences	170	(76.2%)	4	(1.8%)	28	(12.6%)	21	(9.4%)	223	(100.0%)	
		Business and management	195	(82.1%)	3	(1.1%)	7	(3.0%)	33	(13.8%)	238	(100.0%)	
		Social Sciences	339	(90.2%)	3	(0.9%)	23	(6.1%)	10	(2.8%)	376	(100.0%)	
		Arts and Humanities	264	(84.9%)	1	(0.3%)	26	(8.4%)	20	(6.4%)	310	(100.0%)	
Sub-total			51	(75.0%)	2	(2.9%)	5	(7.4%)	10	(14.7%)	68	(100.0%)	
Sub-total			1 051	(83.9%)	14	(1.1%)	89	(7.1%)	98	(7.8%)	1 252	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total			
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>				
	LU	Business and management	158	(89.8%)	2	(1.1%)	16	(9.1%)	-	-	176	(100.0%)	
		Social Sciences	115	(91.3%)	-	-	10	(7.9%)	1	(0.8%)	126	(100.0%)	
		Arts and Humanities	226	(88.3%)	2	(0.8%)	23	(9.0%)	5	(2.0%)	256	(100.0%)	
	Sub-total			499	(89.4%)	4	(0.7%)	49	(8.8%)	6	(1.1%)	558	(100.0%)
	CUHK	Medicine, Dentistry and Health	381	(82.6%)	39	(8.5%)	3	(0.7%)	38	(8.2%)	461	(100.0%)	
		Sciences	482	(82.8%)	31	(5.3%)	37	(6.3%)	32	(5.5%)	582	(100.0%)	
		Engineering and Technology	284	(77.9%)	22	(6.0%)	48	(13.2%)	11	(2.9%)	365	(100.0%)	
		Business and management	486	(92.2%)	34	(6.4%)	-	-	7	(1.4%)	527	(100.0%)	
		Social Sciences	440	(88.7%)	42	(8.5%)	5	(1.0%)	9	(1.8%)	496	(100.0%)	
		Arts and Humanities	375	(92.2%)	8	(1.8%)	14	(3.4%)	10	(2.5%)	406	(100.0%)	
		Education	63	(90.1%)	1	(0.7%)	4	(6.3%)	2	(2.9%)	69	(100.0%)	
	Sub-total			2 510	(86.4%)	176	(6.1%)	111	(3.8%)	109	(3.8%)	2 906	(100.0%)
	HKIED	Sciences	66	(87.8%)	-	-	9	(11.8%)	@	(0.4%)	76	(100.0%)	
		Social Sciences	22	(92.8%)	-	-	2	(7.1%)	@	(0.2%)	24	(100.0%)	
		Arts and Humanities	360	(81.3%)	-	-	82	(18.6%)	@	(0.1%)	443	(100.0%)	
		Education	231	(82.4%)	-	-	49	(17.4%)	@	(0.1%)	280	(100.0%)	
	Sub-total			680	(82.6%)	-	-	142	(17.3%)	1	(0.1%)	823	(100.0%)
	PolyU	Medicine, Dentistry and Health	384	(89.4%)	3	(0.6%)	40	(9.4%)	3	(0.7%)	429	(100.0%)	
		Sciences	238	(83.8%)	1	(0.4%)	45	(15.7%)	1	(0.2%)	284	(100.0%)	
		Engineering and Technology	565	(78.8%)	7	(1.0%)	143	(20.0%)	2	(0.3%)	717	(100.0%)	
		Business and management	484	(81.4%)	18	(3.0%)	86	(14.4%)	7	(1.2%)	595	(100.0%)	
		Social Sciences	60	(92.3%)	-	-	5	(7.7%)	-	-	65	(100.0%)	
		Arts and Humanities	140	(59.7%)	5	(1.9%)	87	(36.9%)	4	(1.5%)	235	(100.0%)	
	Sub-total			1 871	(80.5%)	33	(1.4%)	405	(17.4%)	16	(0.7%)	2 325	(100.0%)
	HKUST	Sciences	487	(92.6%)	18	(3.4%)	12	(2.2%)	10	(1.9%)	526	(100.0%)	
		Engineering and Technology	450	(77.5%)	23	(4.0%)	97	(16.6%)	11	(1.8%)	581	(100.0%)	
		Business and management	558	(82.7%)	83	(12.4%)	-	-	34	(5.0%)	675	(100.0%)	
Social Sciences		43	(91.9%)	3	(6.1%)	-	-	1	(2.0%)	47	(100.0%)		
Arts and Humanities		15	(96.8%)	1	(3.2%)	-	-	-	-	16	(100.0%)		
Education		4	(100.0%)	-	-	-	-	-	-	4	(100.0%)		
Sub-total			1 558	(84.3%)	128	(6.9%)	108	(5.8%)	55	(3.0%)	1 849	(100.0%)	
	HKU	Medicine, Dentistry and Health	376	(75.8%)	36	(7.3%)	42	(8.5%)	42	(8.5%)	496	(100.0%)	
		Sciences	339	(84.6%)	20	(5.0%)	40	(9.9%)	2	(0.5%)	401	(100.0%)	
		Engineering and Technology	351	(75.2%)	33	(7.1%)	80	(17.1%)	3	(0.7%)	466	(100.0%)	
		Business and management	207	(74.9%)	49	(17.7%)	10	(3.7%)	10	(3.7%)	276	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total			
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>				
		Social Sciences	405	(74.1%)	100	(18.4%)	21	(3.9%)	20	(3.6%)	546	(100.0%)	
		Arts and Humanities	253	(75.6%)	30	(8.9%)	40	(11.9%)	12	(3.7%)	334	(100.0%)	
		Education	57	(56.1%)	9	(9.2%)	31	(31.0%)	4	(3.7%)	101	(100.0%)	
		Sub-total	1 986	(75.8%)	277	(10.6%)	264	(10.1%)	93	(3.5%)	2 620	(100.0%)	
		<b>All Institutions</b>	<b>11 844</b>	<b>(82.0%)</b>	<b>652</b>	<b>(4.5%)</b>	<b>1 472</b>	<b>(10.2%)</b>	<b>479</b>	<b>(3.3%)</b>	<b>14 447</b>	<b>(100.0%)</b>	
2012/13 (3-year programme)	CityU	Sciences	317	(81.8%)	2	(0.5%)	37	(9.6%)	31	(8.1%)	388	(100.0%)	
		Engineering and Technology	415	(87.9%)	1	(0.2%)	39	(8.3%)	17	(3.6%)	472	(100.0%)	
		Business and management	537	(76.6%)	5	(0.7%)	69	(9.8%)	90	(12.9%)	701	(100.0%)	
		Social Sciences	213	(70.8%)	14	(4.6%)	54	(18.0%)	20	(6.5%)	301	(100.0%)	
		Arts and Humanities	150	(78.4%)	-	-	35	(18.5%)	6	(3.1%)	192	(100.0%)	
		Sub-total	1 633	(79.5%)	22	(1.1%)	235	(11.4%)	164	(8.0%)	2 054	(100.0%)	
		HKBU	Medicine, Dentistry and Health	35	(85.4%)	2	(4.9%)	1	(2.4%)	3	(7.3%)	41	(100.0%)
			Sciences	173	(80.8%)	-	-	22	(10.3%)	19	(8.9%)	214	(100.0%)
			Business and management	162	(67.7%)	-	-	7	(3.1%)	70	(29.2%)	239	(100.0%)
			Social Sciences	339	(91.6%)	3	(0.8%)	15	(4.1%)	13	(3.5%)	371	(100.0%)
			Arts and Humanities	262	(83.0%)	11	(3.5%)	21	(6.8%)	21	(6.7%)	315	(100.0%)
			Education	55	(72.4%)	1	(1.3%)	9	(11.8%)	11	(14.5%)	76	(100.0%)
		Sub-total	1 026	(81.7%)	17	(1.4%)	76	(6.1%)	137	(10.9%)	1 256	(100.0%)	
		LU	Business and management	150	(87.2%)	2	(1.2%)	18	(10.5%)	2	(1.2%)	172	(100.0%)
			Social Sciences	117	(95.1%)	-	-	5	(4.1%)	1	(0.8%)	123	(100.0%)
			Arts and Humanities	230	(92.4%)	1	(0.4%)	18	(7.2%)	-	-	249	(100.0%)
		Sub-total	497	(91.4%)	3	(0.6%)	41	(7.5%)	3	(0.6%)	544	(100.0%)	
		CUHK	Medicine, Dentistry and Health	380	(73.1%)	53	(10.1%)	11	(2.1%)	76	(14.7%)	519	(100.0%)
			Sciences	447	(80.6%)	34	(6.1%)	42	(7.6%)	32	(5.7%)	554	(100.0%)
			Engineering and Technology	302	(74.5%)	20	(4.8%)	74	(18.3%)	10	(2.4%)	405	(100.0%)
	Business and management		433	(88.5%)	52	(10.7%)	-	-	4	(0.7%)	489	(100.0%)	
	Social Sciences		424	(86.4%)	41	(8.3%)	17	(3.5%)	9	(1.8%)	490	(100.0%)	
	Arts and Humanities		395	(93.4%)	7	(1.7%)	9	(2.1%)	12	(2.8%)	423	(100.0%)	
	Education		64	(93.0%)	1	(0.7%)	3	(3.9%)	2	(2.4%)	69	(100.0%)	
	Sub-total	2 443	(82.8%)	206	(7.0%)	156	(5.3%)	144	(4.9%)	2 949	(100.0%)		
	HKIEd	Sciences	64	(80.8%)	@	*	14	(18.1%)	1	(1.1%)	79	(100.0%)	
		Business and management	2	(94.8%)	-	-	@	(5.2%)	-	-	2	(100.0%)	
		Social Sciences	18	(87.6%)	@	*	2	(12.1%)	@	(0.3%)	21	(100.0%)	
		Arts and Humanities	249	(80.3%)	1	(0.4%)	57	(18.5%)	3	(0.8%)	310	(100.0%)	
		Education	193	(81.7%)	1	(0.3%)	41	(17.2%)	2	(0.7%)	236	(100.0%)	

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>			
	Sub-total		526	(81.2%)	2	(0.3%)	115	(17.7%)	5	(0.8%)	648	(100.0%)
	PolyU	Medicine, Dentistry and Health	498	(80.8%)	6	(1.0%)	108	(17.5%)	4	(0.6%)	616	(100.0%)
		Sciences	228	(82.8%)	3	(1.0%)	44	(15.9%)	1	(0.4%)	275	(100.0%)
		Engineering and Technology	550	(78.4%)	10	(1.4%)	138	(19.7%)	4	(0.6%)	702	(100.0%)
		Business and management	466	(78.0%)	18	(3.1%)	106	(17.7%)	7	(1.2%)	598	(100.0%)
		Social Sciences	54	(88.5%)	-	-	7	(11.5%)	-	-	61	(100.0%)
		Arts and Humanities	154	(66.2%)	5	(2.3%)	70	(30.0%)	4	(1.5%)	232	(100.0%)
	Sub-total		1 950	(78.5%)	42	(1.7%)	472	(19.0%)	20	(0.8%)	2 484	(100.0%)
	HKUST	Sciences	482	(94.5%)	13	(2.6%)	8	(1.5%)	7	(1.4%)	509	(100.0%)
		Engineering and Technology	442	(81.8%)	17	(3.2%)	74	(13.7%)	7	(1.3%)	541	(100.0%)
		Business and management	560	(85.4%)	78	(11.9%)	@	*	18	(2.7%)	656	(100.0%)
		Social Sciences	45	(95.6%)	1	(3.0%)	@	(0.3%)	1	(1.1%)	48	(100.0%)
		Arts and Humanities	19	(92.7%)	1	(4.9%)	-	-	1	(2.4%)	21	(100.0%)
	Sub-total		1 548	(87.3%)	111	(6.3%)	82	(4.6%)	33	(1.9%)	1 774	(100.0%)
	HKU	Medicine, Dentistry and Health	392	(71.3%)	60	(10.9%)	45	(8.2%)	53	(9.6%)	550	(100.0%)
		Sciences	296	(82.4%)	46	(12.7%)	13	(3.8%)	4	(1.1%)	359	(100.0%)
		Engineering and Technology	412	(88.7%)	48	(10.4%)	4	(0.9%)	@	(0.1%)	465	(100.0%)
		Business and management	179	(71.5%)	67	(26.9%)	1	(0.4%)	3	(1.2%)	250	(100.0%)
		Social Sciences	383	(72.7%)	131	(24.9%)	5	(0.9%)	8	(1.6%)	526	(100.0%)
		Arts and Humanities	272	(77.3%)	26	(7.3%)	49	(13.9%)	5	(1.5%)	352	(100.0%)
		Education	45	(46.5%)	5	(5.7%)	41	(43.3%)	4	(4.5%)	96	(100.0%)
	Sub-total		1 978	(76.1%)	383	(14.7%)	159	(6.1%)	78	(3.0%)	2 598	(100.0%)
	<b>All Institutions</b>		<b>11 601</b>	<b>(81.1%)</b>	<b>786</b>	<b>(5.5%)</b>	<b>1 336</b>	<b>(9.3%)</b>	<b>584</b>	<b>(4.1%)</b>	<b>14 307</b>	<b>(100.0%)</b>
2012/13 (4-year programme)	CityU	Medicine, Dentistry and Health	6	(99.2%)	@	(0.3%)	-	-	@	(0.5%)	6	(100.0%)
		Sciences	363	(99.1%)	1	(0.2%)	1	(0.2%)	2	(0.6%)	366	(100.0%)
		Engineering and Technology	479	(99.2%)	1	(0.3%)	-	-	2	(0.5%)	483	(100.0%)
		Business and management	624	(90.8%)	1	(0.2%)	52	(7.5%)	10	(1.5%)	686	(100.0%)
		Social Sciences	263	(83.9%)	9	(3.0%)	36	(11.4%)	5	(1.7%)	314	(100.0%)
		Arts and Humanities	201	(90.7%)	1	(0.3%)	15	(6.7%)	5	(2.3%)	222	(100.0%)
	Sub-total		1 936	(93.2%)	13	(0.6%)	103	(5.0%)	25	(1.2%)	2 077	(100.0%)
	HKBU	Medicine, Dentistry and Health	37	(100.0%)	-	-	-	-	-	-	37	(100.0%)
		Sciences	194	(100.0%)	-	-	-	-	-	-	194	(100.0%)
		Business and management	222	(100.0%)	-	-	-	-	-	-	222	(100.0%)
		Social Sciences	378	(100.0%)	-	-	-	-	-	-	378	(100.0%)
		Arts and Humanities	320	(100.0%)	-	-	-	-	-	-	320	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>			
		Education	76	(100.0%)	-	-	-	-	-	-	76	(100.0%)
		Sub-total	1 227	(100.0%)	-	-	-	-	-	-	1 227	(100.0%)
	LU	Business and management	163	(98.2%)	-	-	-	-	3	(1.8%)	166	(100.0%)
		Social Sciences	122	(100.0%)	-	-	-	-	-	-	122	(100.0%)
		Arts and Humanities	240	(100.0%)	-	-	-	-	-	-	240	(100.0%)
		Sub-total	525	(99.4%)	-	-	-	-	3	(0.6%)	528	(100.0%)
	CUHK	Medicine, Dentistry and Health	448	(85.0%)	45	(8.6%)	1	(0.2%)	33	(6.3%)	527	(100.0%)
		Sciences	565	(98.6%)	5	(0.9%)	-	-	3	(0.5%)	573	(100.0%)
		Engineering and Technology	438	(97.4%)	7	(1.5%)	-	-	5	(1.1%)	449	(100.0%)
		Business and management	474	(90.4%)	20	(3.7%)	2	(0.4%)	29	(5.5%)	524	(100.0%)
		Social Sciences	472	(91.9%)	26	(5.0%)	1	(0.2%)	15	(2.9%)	514	(100.0%)
		Arts and Humanities	421	(99.1%)	2	(0.5%)	-	-	2	(0.5%)	425	(100.0%)
		Education	71	(99.1%)	-	-	-	-	1	(0.9%)	72	(100.0%)
		Sub-total	2 889	(93.7%)	104	(3.4%)	4	(0.1%)	87	(2.8%)	3 084	(100.0%)
	HKIED	Sciences	93	(99.1%)	-	-	@	(0.4%)	@	(0.4%)	94	(100.0%)
		Business and management	6	(100.0%)	-	-	-	-	-	-	6	(100.0%)
		Social Sciences	22	(99.9%)	-	-	@	*	@	*	22	(100.0%)
		Arts and Humanities	331	(99.9%)	-	-	@	(0.1%)	@	(0.1%)	332	(100.0%)
		Education	305	(99.7%)	-	-	@	(0.1%)	@	(0.1%)	305	(100.0%)
		Sub-total	757	(99.7%)	-	-	1	(0.1%)	1	(0.1%)	759	(100.0%)
	PolyU	Medicine, Dentistry and Health	619	(100.0%)	-	-	-	-	-	-	619	(100.0%)
		Sciences	266	(99.8%)	1	(0.2%)	-	-	-	-	266	(100.0%)
		Engineering and Technology	628	(99.7%)	2	(0.3%)	-	-	-	-	631	(100.0%)
		Business and management	523	(99.9%)	@	(0.1%)	-	-	-	-	523	(100.0%)
		Social Sciences	72	(100.0%)	-	-	-	-	-	-	72	(100.0%)
		Arts and Humanities	216	(100.0%)	-	-	-	-	-	-	216	(100.0%)
		Sub-total	2 324	(99.9%)	3	(0.1%)	-	-	-	-	2 327	(100.0%)
	HKUST	Sciences	819	(98.1%)	3	(0.3%)	-	-	14	(1.6%)	835	(100.0%)
		Engineering and Technology	124	(98.3%)	@	(0.3%)	-	-	2	(1.4%)	126	(100.0%)
		Business and management	122	(97.3%)	@	(0.2%)	-	-	3	(2.5%)	125	(100.0%)
		Social Sciences	207	(97.1%)	@	(0.2%)	-	-	6	(2.7%)	214	(100.0%)
		Arts and Humanities	524	(97.7%)	1	(0.3%)	-	-	11	(2.0%)	536	(100.0%)
		Sub-total	1 796	(97.8%)	5	(0.3%)	-	-	35	(1.9%)	1 836	(100.0%)

Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification <sup>(3)(4)</sup>	Sub-degree Qualification <sup>(3)(5)</sup>	Others <sup>(6)</sup>					
	HKU	Medicine, Dentistry and Health	390	(67.8%)	67	(11.7%)	89	(15.5%)	29	(5.0%)	575	(100.0%)
		Sciences	356	(89.5%)	10	(2.4%)	30	(7.4%)	2	(0.6%)	398	(100.0%)
		Engineering and Technology	371	(66.9%)	53	(9.5%)	119	(21.4%)	12	(2.1%)	555	(100.0%)
		Business and management	245	(84.4%)	31	(10.7%)	7	(2.3%)	8	(2.6%)	290	(100.0%)
		Social Sciences	451	(79.1%)	75	(13.2%)	29	(5.1%)	15	(2.6%)	570	(100.0%)
		Arts and Humanities	285	(77.0%)	19	(5.1%)	55	(14.9%)	11	(2.9%)	370	(100.0%)
		Education	44	(66.7%)	3	(5.2%)	15	(23.3%)	3	(4.8%)	66	(100.0%)
	Sub-total		2 142	(75.8%)	258	(9.1%)	344	(12.2%)	80	(2.8%)	2 824	(100.0%)
<b>All Institutions</b>			<b>13 596</b>	<b>(92.7%)</b>	<b>383</b>	<b>(2.6%)</b>	<b>452</b>	<b>(3.1%)</b>	<b>231</b>	<b>(1.6%)</b>	<b>14 662</b>	<b>(100.0%)</b>
2013/14 <sup>#</sup>	CityU	Medicine, Dentistry and Health	5	(83.5%)	@	(0.5%)	1	(12.5%)	@	(3.5%)	6	(100.0%)
		Sciences	334	(82.9%)	4	(1.1%)	29	(7.1%)	36	(8.9%)	403	(100.0%)
		Engineering and Technology	389	(79.9%)	3	(0.6%)	70	(14.4%)	25	(5.1%)	486	(100.0%)
		Business and management	518	(75.9%)	11	(1.6%)	27	(4.0%)	127	(18.5%)	683	(100.0%)
		Social Sciences	248	(75.4%)	23	(7.0%)	40	(12.1%)	18	(5.5%)	328	(100.0%)
		Arts and Humanities	164	(77.8%)	4	(1.9%)	25	(12.0%)	17	(8.2%)	211	(100.0%)
	Sub-total		1 658	(78.3%)	45	(2.1%)	192	(9.1%)	223	(10.5%)	2 118	(100.0%)
	HKBU	Medicine, Dentistry and Health	34	(85.0%)	-	-	-	-	6	(15.0%)	40	(100.0%)
		Sciences	183	(97.3%)	1	(0.5%)	-	-	4	(2.1%)	188	(100.0%)
		Business and management	171	(78.0%)	2	(0.9%)	-	-	46	(21.1%)	219	(100.0%)
		Social Sciences	343	(94.0%)	3	(0.9%)	10	(2.7%)	9	(2.5%)	364	(100.0%)
		Arts and Humanities	264	(83.5%)	3	(1.0%)	36	(11.5%)	13	(4.0%)	316	(100.0%)
	Education	63	(78.8%)	-	-	2	(2.5%)	15	(18.8%)	80	(100.0%)	
	Sub-total		1 057	(87.6%)	9	(0.7%)	48	(4.0%)	93	(7.7%)	1 207	(100.0%)
	LU	Business and management	156	(94.0%)	5	(3.0%)	4	(2.4%)	1	(0.6%)	166	(100.0%)
		Social Sciences	117	(94.4%)	1	(0.8%)	4	(3.2%)	2	(1.6%)	124	(100.0%)
		Arts and Humanities	236	(97.9%)	1	(0.4%)	4	(1.7%)	-	-	241	(100.0%)
	Sub-total		509	(95.9%)	7	(1.3%)	12	(2.3%)	3	(0.6%)	531	(100.0%)
	CUHK	Medicine, Dentistry and Health	381	(71.5%)	86	(16.1%)	11	(2.0%)	55	(10.4%)	532	(100.0%)
		Sciences	499	(88.2%)	29	(5.1%)	18	(3.3%)	20	(3.5%)	566	(100.0%)
		Engineering and Technology	326	(75.7%)	30	(7.0%)	61	(14.1%)	14	(3.2%)	430	(100.0%)
		Business and management	457	(85.8%)	51	(9.6%)	5	(0.9%)	20	(3.7%)	532	(100.0%)
		Social Sciences	436	(84.7%)	50	(9.8%)	12	(2.3%)	16	(3.2%)	515	(100.0%)
		Arts and Humanities	406	(94.2%)	8	(1.9%)	1	(0.2%)	16	(3.7%)	431	(100.0%)
		Education	64	(94.6%)	1	(1.5%)	-	-	3	(4.0%)	68	(100.0%)
Sub-total		2 568	(83.5%)	255	(8.3%)	108	(3.5%)	143	(4.7%)	3 074	(100.0%)	



Academic Year	Institution	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total			
					Major Overseas Qualification <sup>(3)(4)</sup>		Sub-degree Qualification <sup>(3)(5)</sup>		Others <sup>(6)</sup>				
	HKIEd	Sciences	72	(85.1%)	@	(0.2%)	12	(14.1%)	@	(0.6%)	84	(100.0%)	
		Business and management	2	(80.7%)	@	(0.9%)	@	(17.2%)	@	(1.2%)	3	(100.0%)	
		Social Sciences	47	(79.7%)	@	(0.5%)	11	(18.4%)	1	(1.5%)	59	(100.0%)	
		Arts and Humanities	220	(74.6%)	1	(0.5%)	66	(22.5%)	7	(2.4%)	295	(100.0%)	
		Education	169	(80.1%)	1	(0.5%)	37	(17.8%)	3	(1.6%)	211	(100.0%)	
	Sub-total			510	(78.2%)	3	(0.5%)	127	(19.5%)	12	(1.8%)	652	(100.0%)
	PolyU	Medicine, Dentistry and Health	531	(87.6%)	4	(0.7%)	66	(10.9%)	5	(0.8%)	606	(100.0%)	
		Sciences	226	(84.2%)	-	-	40	(14.9%)	2	(0.9%)	268	(100.0%)	
		Engineering and Technology	550	(86.7%)	7	(1.1%)	74	(11.6%)	4	(0.7%)	635	(100.0%)	
		Business and management	466	(85.9%)	13	(2.4%)	47	(8.7%)	16	(3.0%)	542	(100.0%)	
		Social Sciences	61	(82.7%)	1	(1.8%)	9	(12.5%)	2	(3.0%)	73	(100.0%)	
		Arts and Humanities	172	(79.6%)	5	(2.3%)	36	(16.7%)	3	(1.4%)	216	(100.0%)	
	Sub-total			2 005	(85.7%)	30	(1.3%)	272	(11.6%)	33	(1.4%)	2 340	(100.0%)
	HKUST	Sciences	687	(90.0%)	29	(3.8%)	27	(3.6%)	20	(2.7%)	763	(100.0%)	
		Engineering and Technology	135	(83.1%)	6	(3.8%)	18	(11.0%)	3	(2.0%)	162	(100.0%)	
		Business and management	218	(87.5%)	22	(9.0%)	2	(0.6%)	7	(2.8%)	250	(100.0%)	
		Social Sciences	168	(88.1%)	16	(8.2%)	2	(1.1%)	5	(2.6%)	191	(100.0%)	
		Arts and Humanities	429	(89.5%)	26	(5.4%)	12	(2.5%)	12	(2.5%)	480	(100.0%)	
	Sub-total			1 637	(88.7%)	99	(5.4%)	61	(3.3%)	48	(2.6%)	1 845	(100.0%)
	HKU	Medicine, Dentistry and Health	414	(72.3%)	57	(9.9%)	86	(15.0%)	16	(2.8%)	573	(100.0%)	
		Sciences	367	(86.8%)	31	(7.3%)	22	(5.2%)	3	(0.8%)	423	(100.0%)	
		Engineering and Technology	404	(73.3%)	41	(7.4%)	94	(17.1%)	12	(2.2%)	550	(100.0%)	
		Business and management	231	(80.4%)	50	(17.3%)	4	(1.5%)	2	(0.9%)	287	(100.0%)	
		Social Sciences	475	(79.8%)	103	(17.4%)	9	(1.5%)	8	(1.4%)	595	(100.0%)	
		Arts and Humanities	286	(75.7%)	39	(10.2%)	45	(11.9%)	8	(2.1%)	377	(100.0%)	
		Education	48	(68.6%)	10	(14.4%)	11	(16.0%)	1	(1.0%)	70	(100.0%)	
	Sub-total			2 224	(77.3%)	330	(11.5%)	271	(9.4%)	51	(1.8%)	2 876	(100.0%)
<b>All Institutions</b>			<b>12 168</b>	<b>(83.1%)</b>	<b>778</b>	<b>(5.3%)</b>	<b>1 091</b>	<b>(7.5%)</b>	<b>606</b>	<b>(4.1%)</b>	<b>14 643</b>	<b>(100.0%)</b>	

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided, regardless of whether that qualification has been completed or not.
2. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.

4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. '-' denotes nil.
7. # Provisional figures
8. '@' denotes 'magnitude less than 0.5'.
9. '\*' denotes 'less than 0.05%'.
10. Figures in brackets denote percentage share to respective totals. Percentages may not add up to the corresponding totals owing to rounding.
11. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Student Enrolment of UGC-funded Undergraduate Programmes by Institution, Broad Academic Programme Category and Mode of Study, 2009/10 to 2013/14**

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total	
2009/10	CityU	FT	-	1 487	1 615	3 060	1 573	796	-	8 531
		PT	-	8	6	-	-	-	-	14
		Sub-total	-	1 496	1 621	3 060	1 573	796	-	8 545
	HKBU	FT	206	860	-	872	1 400	1 049	356	4 743
		Sub-total	206	860	-	872	1 400	1 049	356	4 743
	LU	FT	-	-	-	809	535	994	-	2 338
		Sub-total	-	-	-	809	535	994	-	2 338
	CUHK	FT	1 651	2 036	1 383	2 265	1 908	1 541	228	11 012
		Sub-total	1 651	2 036	1 383	2 265	1 908	1 541	228	11 012
	HKIEd	FT	-	303	-	18	50	1 043	958	2 372
		PT	-	74	-	5	4	250	1 131	1 463
		Sub-total	-	377	-	22	54	1 293	2 089	3 835
	PolyU	FT	1 544	1 195	2 994	2 782	295	975	-	9 785
		PT	-	-	5	-	-	-	-	5
		Sub-total	1 544	1 195	2 999	2 782	295	975	-	9 790
	HKUST	FT	-	1 632	2 142	2 024	190	-	18	6 004
		Sub-total	-	1 632	2 142	2 024	190	-	18	6 004
	HKU	FT	1 918	1 677	1 924	1 004	2 149	1 279	392	10 343
		Sub-total	1 918	1 677	1 924	1 004	2 149	1 279	392	10 343
	Total	FT	5 319	9 190	10 059	12 833	8 099	7 677	1 951	55 128
PT		-	82	11	5	4	250	1 131	1 482	
Total		5 319	9 273	10 069	12 837	8 103	7 927	3 082	56 610	
2010/11	CityU	FT	-	1 514	1 678	3 034	1 565	826	-	8 617
		PT	-	2	1	-	-	-	-	3
		Sub-total	-	1 516	1 679	3 034	1 565	826	-	8 620
	HKBU	FT	203	850	-	871	1 383	1 084	395	4 786
		Sub-total	203	850	-	871	1 383	1 084	395	4 786
	LU	FT	-	-	-	779	525	929	-	2 233
		Sub-total	-	-	-	779	525	929	-	2 233
	CUHK	FT	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
		Sub-total	1 790	2 073	1 355	2 260	1 950	1 549	236	11 213
	HKIEd	FT	-	350	-	9	65	1 141	1 082	2 647
		PT	-	73	-	-	5	188	1 237	1 503
		Sub-total	-	423	-	9	69	1 329	2 319	4 150
	PolyU	FT	1 619	1 244	2 975	2 780	311	992	-	9 920
		Sub-total	1 619	1 244	2 975	2 780	311	992	-	9 920
	HKUST	FT	-	1 714	2 177	2 029	211	-	19	6 151
		Sub-total	-	1 714	2 177	2 029	211	-	19	6 151
	HKU	FT	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
		Sub-total	2 003	1 603	1 932	1 078	2 216	1 253	406	10 492
	Total	FT	5 615	9 348	10 118	12 841	8 227	7 774	2 138	56 059
		PT	-	75	1	-	5	188	1 237	1 506
Total		5 615	9 423	10 118	12 841	8 231	7 962	3 375	57 565	
2011/12	CityU	FT	-	1 480	1 650	3 036	1 581	846	-	8 594
		Sub-total	-	1 480	1 650	3 036	1 581	846	-	8 594
	HKBU	FT	204	858	-	881	1 361	1 106	383	4 793
		Sub-total	204	858	-	881	1 361	1 106	383	4 793
	LU	FT	-	-	-	740	510	902	-	2 152
Sub-total		-	-	-	740	510	902	-	2 152	

Academic Year	Institution	Mode of Study	Broad Academic Programme Category							
			Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Total
	CUHK	FT	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
		Sub-total	1 969	2 145	1 386	2 288	1 955	1 522	239	11 504
	HKIEd	FT	-	402	-	@	86	1 311	1 126	2 925
		PT	-	85	-	2	8	201	1 197	1 491
		Sub-total	-	486	-	2	94	1 511	2 323	4 416
	PolyU	FT	1 657	1 316	3 020	2 681	298	972	-	9 945
		Sub-total	1 657	1 316	3 020	2 681	298	972	-	9 945
	HKUST	FT	-	1 800	2 206	2 103	245	18	18	6 389
		Sub-total	-	1 800	2 206	2 103	245	18	18	6 389
	HKU	FT	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
		Sub-total	2 105	1 611	1 888	1 110	2 222	1 241	443	10 619
	Total	FT	5 935	9 612	10 150	12 839	8 260	7 916	2 209	56 921
		PT	-	85	-	2	8	201	1 197	1 491
		Total	5 935	9 696	10 150	12 841	8 267	8 117	3 406	58 412
	2012/13	CityU	FT	7	1 909	2 219	3 832	1 877	1 165	-
Sub-total			7	1 909	2 219	3 832	1 877	1 165	-	11 008
HKBU		FT	259	1 088	-	1 171	1 793	1 476	468	6 255
		Sub-total	259	1 088	-	1 171	1 793	1 476	468	6 255
LU		FT	-	-	-	880	611	1 131	-	2 622
		Sub-total	-	-	-	880	611	1 131	-	2 622
CUHK		FT	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
		Sub-total	2 698	2 762	2 020	2 951	2 553	1 972	330	15 285
HKIEd		FT	-	495	-	16	114	1 551	1 604	3 781
		PT	-	80	-	-	5	222	1 197	1 503
		Sub-total	-	575	-	16	119	1 773	2 801	5 284
PolyU		FT	2 466	1 613	3 794	3 438	369	1 275	-	12 955
		Sub-total	2 466	1 613	3 794	3 438	369	1 275	-	12 955
HKUST		FT	-	2 817	2 349	2 293	510	645	12	8 626
		Sub-total	-	2 817	2 349	2 293	510	645	12	8 626
HKU	FT	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316	
	Sub-total	2 834	2 122	2 609	1 557	3 000	1 658	535	14 316	
Total	FT	8 263	12 806	12 991	16 138	10 827	10 874	2 949	74 848	
	PT	-	80	-	-	5	222	1 197	1 503	
	Total	8 263	12 886	12 991	16 138	10 832	11 096	4 145	76 351	
2013/14#	CityU	FT	12	2 010	2 309	3 816	1 941	1 280	-	11 369
		Sub-total	12	2 010	2 309	3 816	1 941	1 280	-	11 369
	HKBU	FT	263	1 048	-	1 181	1 841	1 547	484	6 365
		Sub-total	263	1 048	-	1 181	1 841	1 547	484	6 365
	LU	FT	-	-	-	856	591	1 123	-	2 570
		Sub-total	-	-	-	856	591	1 123	-	2 570
	CUHK	FT	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
		Sub-total	2 870	2 815	2 088	3 058	2 642	2 063	352	15 889
	HKIEd	FT	-	461	-	18	212	1 570	1 535	3 796
		PT	-	47	-	7	6	182	1 225	1 466
		Sub-total	-	507	-	26	218	1 751	2 759	5 262
	PolyU	FT	2 622	1 604	3 803	3 518	378	1 325	-	13 249
		Sub-total	2 622	1 604	3 803	3 518	378	1 325	-	13 249
	HKUST	FT	-	3 126	1 835	2 013	701	1 111	9	8 794
		Sub-total	-	3 126	1 835	2 013	701	1 111	9	8 794
HKU	FT	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721	
	Sub-total	2 972	2 226	2 599	1 593	3 103	1 706	522	14 721	
Total	FT	8 740	13 289	12 634	16 053	11 410	11 725	2 902	76 753	
	PT	-	47	-	7	6	182	1 225	1 466	
	Total	8 740	13 336	12 634	16 061	11 416	11 907	4 127	78 219	

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '@' denotes 'magnitude less than 0.5.
3. '-' denotes nil.
4. # Provisional figures
5. ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
6. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong
FT	Full-time
PT	Part-time

**CONTROLLING OFFICER'S REPLY****EDB272****(Question Serial No. 3009)**

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 (Member Question No. 8):

Regarding the provision and requirement of student hostel places in various institutions in the past 5 years (from 2009/10 to 2013/14), please provide the following information:

- (a) the requirement, shortfall and unit cost of publicly-funded hostel places of each UGC-funded institution;
- (b) the criteria for working out the number of hostel places, including the length of accommodation offered for various categories of students according to their place of origin, level of study, and funding mode of programmes; and
- (c) the capital works projects of UGC-funded institutions involving student hostel places, the project amounts, completion dates and expected number of hostel places to be provided.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply broken down by the University Grants Committee (UGC)-funded institutions for the five academic years (2009/10 to 2013/14) are tabulated at the **Annex**.

The unit cost of a student hostel place depends mainly on the prevailing construction cost in the market and the site conditions and varies from time to time. For indicative purpose, the estimated cost of a recent publicly-funded hostel project, taking into account all associated facilities, is about \$500,000 per hostel place in September 2013 prices. Under the prevailing hostel policy, the Government will fund up to 75% of the capital cost of the approved level of publicly-funded student hostel provision, with the remainder to be met by the respective institutions using their own sources of private funding.

- (b) Under the prevailing hostel policy, the UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria<sup>1</sup>:

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<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

- (i) all undergraduate students should be given the opportunity to stay in student hostels for at least one year of their courses;
- (ii) all research postgraduate students should be granted student hostel places;
- (iii) all non-local students should be granted student hostel places; and
- (iv) all undergraduate students whose daily travelling time exceed four hours should be provided with student hostel places throughout their courses.

The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places to their students according to their own established criteria and procedures, taking into account, among other things, the actual number and individual merits of applications received.

- (c) A total of six hostel projects providing some 6 650 hostel places have been completed in the past five academic years. Currently, there is one hostel project under construction which will provide 520 hostel places upon completion. Details on these seven hostel projects are listed below.

<b>Project Code</b>	<b>Project Title (Institution)</b>	<b>No. of Hostel Places Provided</b>	<b>Approved Project Estimate (\$ million)</b>	<b>Actual / Planned Completion Date</b>
8023EJ	Student hostel, phase 4 (City University of Hong Kong)	700	182.0	Dec 2011
8005EU	New academic block and student hostel (Lingnan University)	300	88.1 <sup>2</sup>	Feb 2012
8028EK	Student hostel, phase 3 (The Hong Kong Polytechnic University)	1 650	522.1	Jul 2012
8053EG	1 800-place student residences at Lung Wah Street, Kennedy Town (The University of Hong Kong)	1 800	643.6	Sep 2012
8013EL	701-place student residences (The Hong Kong University of Science and Technology) (HKUST)	701	201.3	Nov 2012
8053EF	1 500-place student hostel (The Chinese University of Hong Kong)	1 500	466.4	Feb 2013
8015EL	Tseung Kwan O Joint Student Hostel (370 places for HKUST and 150 places for Hong Kong Baptist University)	520	198.3	Dec 2014

<sup>2</sup> The approved project estimate of 8005EU of Lingnan University is \$216 million, including \$127.9 million for the academic block and \$88.1 million for the student hostel.

(A) Requirements for publicly-funded hostel places by UGC-funded institutions under prevailing hostel policy\*

Institution	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year
City University of Hong Kong	4 676	4 674	4 282	4 649	4 911
Hong Kong Baptist University	2 268	2 270	2 254	2 493	2 583
Lingnan University	1 070	1 070	1 070	1 300	1 300
The Chinese University of Hong Kong	6 097	6 209	6 289	7 139	7 293
The Hong Kong Institute of Education	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	5 058	5 067	4 754	5 187	5 428
The Hong Kong University of Science and Technology	3 826	3 879	4 250	4 889	5 005
The University of Hong Kong	5 896	5 931	6 391	7 494	7 573
<b>Total</b>	<b>30 891</b>	<b>31 100</b>	<b>31 290</b>	<b>35 151</b>	<b>36 093</b>

(B) Additional requirements for publicly-funded hostel places above the level of supply at the time\*

Institution	2009/10 Academic Year	2010/11 Academic Year	2011/12 Academic Year	2012/13 Academic Year	2013/14 Academic Year
City University of Hong Kong	1 164	1 188	797	1 164	1 426
Hong Kong Baptist University	557	559	544	633	723
Lingnan University	-	-	-	-	-
The Chinese University of Hong Kong	592	554	107	957	1 111
The Hong Kong Institute of Education	-	-	-	-	-
The Hong Kong Polytechnic University	404	413	100	533	774
The Hong Kong University of Science and Technology	119	172	669	938	1 054
The University of Hong Kong	204	239	666	1 769	1 848
<b>Total</b>	<b>3 040</b>	<b>3 125</b>	<b>2 883</b>	<b>5 994</b>	<b>6 936</b>

\* The requirements in the 2009/10 and 2010/11 academic years are calculated assuming that institutions had a non-local student ratio of 10%. The requirements in the 2011/12, 2012/13 and 2013/14 academic years are calculated based on the actual enrolment ratio of non-local students in the respective academic years



**CONTROLLING OFFICER'S REPLY****EDB273****(Question Serial No. 3010)**

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 (Member Question No. 9):

In respect of the senior year undergraduate programmes run by the UGC-funded institutions, please provide the following information:

1. In the past 5 years (2009/10 to 2013/14 academic years), what are the number of publicly-funded senior year undergraduate places and their distribution by discipline? What are the number of self-funded senior year undergraduate places, their distribution by discipline and the tuition fees?
2. In the past 5 years, what is the number of publicly-funded senior year undergraduate places offered by each institution? Regarding the students admitted by the institutions into top-up degree programmes, please list, by institution, the previous institutions from which these students completed their sub-degree programmes;
3. The number of publicly-funded senior year undergraduate places will be gradually increased to 5 000 in the 2018/19 academic year. In this connection, please list the number of places to be increased in each year and their distribution by discipline.

Asked by: Hon. IP Kin-yuen

Reply:

1. The approved number of senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded institutions by discipline from the 2009/10 to 2013/14 academic years is at Annex A.

According to the information provided by the UGC-funded institutions, the number of estimated intake places and the average tuition fees of full-time locally-accredited self-financing top-up degree programmes by the UGC-funded institutions, with breakdown by institution, from the 2009/10 to 2013/14 academic years are at Annex B.

2. The number of UGC-funded senior year undergraduate intake places allocated to the UGC-funded institution from the 2009/10 to 2013/14 academic years is at Annex A. The actual intakes of the UGC-funded senior year undergraduate programmes by the types of institutions where the admitted students previously studied from which the highest qualification was achieved before entering the senior year programme from the 2009/10 to 2013/14 academic years are at Annex C.
3. The Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. The UGC will work closely with the institutions to put the additional places to the most effective use. As such, the distribution of the senior year places for the 2015/16 to 2018/19 academic years by institution and programme is not available yet.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2009/10 to 2013/14**

Institution	Programme	2009/10	2010/11	2011/12	2012/13	2013/14
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	149	149	149	124	185
	Bachelor of Arts/Bachelor of Sciences	-	-	-	72	72
	Bachelor of Business Administration	286	286	286	286	286
	Bachelor of Engineering	31	31	31	51	64
	Bachelor of Sciences	62	62	62	78	87
	Bachelor of Social Sciences	156	156	156	184	233
	<b>Sub-total</b>	<b>684</b>	<b>684</b>	<b>684</b>	<b>795</b>	<b>927</b>
HKBU	Bachelor of Arts	59	59	59	76	92
	Bachelor of Business Administration	42	42	42	58	74
	Bachelor of Sciences	31	31	31	38	45
	Bachelor of Social Sciences	46	46	46	61	77
	<b>Sub-total</b>	<b>178</b>	<b>178</b>	<b>178</b>	<b>233</b>	<b>288</b>
LU	Bachelor of Arts	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	34	34	34	34	65
	Bachelor of Business Administration	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	30
	Bachelor of Nursing	-	60	60	60	60
	Bachelor of Sciences	15	15	15	65	105
	Bachelor of Social Sciences	6	6	6	36	45
	<b>Sub-total</b>	<b>95</b>	<b>155</b>	<b>155</b>	<b>235</b>	<b>315</b>
HKIED	Bachelor of Arts	-	-	-	13	27
	Bachelor of Social Sciences	-	-	-	7	14
	<b>Sub-total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>41</b>
PolyU	Bachelor of Arts	226	226	226	299	336
	Bachelor of Business Administration	48	48	48	54	62
	Bachelor of Business Administration/ Bachelor of Sciences	85	85	85	93	103
	Bachelor of Engineering	93	93	93	100	151
	Bachelor of Sciences	242	242	242	259	285
	<b>Sub-total</b>	<b>694</b>	<b>694</b>	<b>694</b>	<b>805</b>	<b>937</b>

Institution	Programme	2009/10	2010/11	2011/12	2012/13	2013/14
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
HKUST	Bachelor of Business Administration	-	-	-	15	15
	Bachelor of Engineering	57	57	57	65	65
	Bachelor of Sciences	-	-	-	20	20
	<b>Sub-total</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	27	27	27	35	50
	Bachelor of Engineering	-	-	-	20	30
	Bachelor of Nursing	-	-	-	25	25
	Bachelor of Sciences	48	48	48	65	110
	Bachelor of Social Sciences	20	20	20	30	40
	<b>Sub-total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>175</b>	<b>255</b>
<b>Total</b>		<b>1 927</b>	<b>1 987</b>	<b>1 987</b>	<b>2 487</b>	<b>2 987</b>

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

2. HKIED started to have senior year places as from 2012/13.

**Full-time Locally-accredited Self-financing Top-up Degree Programmes  
offered by UGC-funded Institutions  
for the 2009/10 to 2013/14 Academic Years**

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2009/10	CityU	Bachelor of Arts	51	75,000
		Bachelor of Science	45	67,200
		Bachelor of Social Sciences	83	67,200
	HKBU	Bachelor of Arts	60	63,000
		Bachelor of Commerce	85	63,000
		Bachelor of Social Sciences	80	63,000
	LU	Bachelor of Arts	35	80,000
		Bachelor of Business Administration	30	80,000
		Bachelor of Social Sciences	20	80,000
	PolyU	Bachelor of Arts	590	57,000 – 60,000
		Bachelor of Business Administration	160	71,400
		Bachelor of Engineering	110	65,100 – 66,150
		Bachelor of Science	190	60,200 – 75,600
2010/11	CityU	Bachelor of Arts	134	75,000
		Bachelor of Science	120	71,400 – 75,000
		Bachelor of Social Sciences	80	75,000
	HKBU	Bachelor of Arts	60	63,000
		Bachelor of Commerce	190	63,000
		Bachelor of Social Sciences	230	63,000
	LU	Bachelor of Arts	12	80,000
		Bachelor of Business Administration	17	80,000
		Bachelor of Social Sciences	11	80,000
	HKIED	Bachelor of Health Education	30	63,000
	PolyU	Bachelor of Arts	865	57,000 – 60,000
		Bachelor of Business Administration	160	71,400
		Bachelor of Engineering	110	65,100 – 68,250
Bachelor of Science		135	73,200 – 75,600	
2011/12	CityU	Bachelor of Arts	134	75,000 – 80,100
		Bachelor of Design	120	72,000
		Bachelor of Science	140	75,000
		Bachelor of Social Sciences	80	85,200
	HKBU	Bachelor of Arts	110	63,000 – 67,200
		Bachelor of Commerce	200	63,000
		Bachelor of Social Sciences	230	63,000
	HKIED	Bachelor of Health Education	50	63,000
	PolyU	Bachelor of Arts	960	60,000 – 63,000
		Bachelor of Business Administration	160	85,000
		Bachelor of Engineering	150	77,500 – 81,250
		Bachelor of Science	135	76,250 – 78,750
	2012/13	CityU	Bachelor of Arts	564
Bachelor of Business Administration			200	78,750
Bachelor of Design			120	72,000
Bachelor of Science			100	78,000
Bachelor of Social Sciences			158	90,300
HKBU		Bachelor of Arts	155	63,000 - 69,300
		Bachelor of Commerce	200	63,000

Academic Year	Institution	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)	
		Bachelor of Social Sciences	275	63,000 - 66,150	
	CUHK	Bachelor of Business	185	117,600	
	HKIEd	Bachelor of Arts	3	85,867	
		Bachelor of Health Education	68	84,000	
		Bachelor of Music	6	81,900	
		Bachelor of Science Education	15	82,500 - 93,600	
		Bachelor of Social Science Education	12	79,267	
	PolyU	Bachelor of Arts	1 085	65,100 - 100,000	
		Bachelor of Business Administration	160	85,000	
		Bachelor of Engineering	150	77,500 - 85,000	
		Bachelor of Science	330	73,750 - 100,000	
	HKU	Bachelor of Commerce	40	72,000	
	2013/14	CityU	Bachelor of Arts	1 124	61,750 - 95,700
			Bachelor of Business Administration	200	78,750
Bachelor of Science			152	82,000	
Bachelor of Social Sciences			158	90,300	
HKBU		Bachelor of Arts	175	75,000 - 82,500	
		Bachelor of Commerce	280	63,000 - 75,000	
		Bachelor of Social Sciences	275	75,000 - 78,750	
CUHK		Bachelor of Business	270	117,600	
HKIEd		Bachelor of Health Education	62	84,000	
		Bachelor of Social Science Education	50	73,500	
PolyU		Bachelor of Arts	1 037	66,500 - 75,000	
		Bachelor of Business Administration	160	85,000	
		Bachelor of Engineering	180	77,500 - 85,000	
		Bachelor of Science	340	73,750 - 110,000	
		Bachelor of Social Sciences	160	66,650	
HKU		Bachelor of Arts	65	46,200	
		Bachelor of Commerce	120	74,400 - 108,500	

Notes:

- |       |                                      |       |                                      |
|-------|--------------------------------------|-------|--------------------------------------|
| CityU | City University of Hong Kong         | HKBU  | Hong Kong Baptist University         |
| CUHK  | The Chinese University of Hong Kong  | HKIEd | The Hong Kong Institute of Education |
| PolyU | The Hong Kong Polytechnic University | HKU   | The University of Hong Kong          |
- The above table includes top-up degree programmes and senior-year places of degree programmes available for sub-degree graduates.

**Actual Intakes of UGC-funded Senior Year Undergraduate Programmes by Type of Institution  
Previously Studied from which the Highest Qualification was Achieved before Entering the Senior  
Year Programme, 2009/10 to 2013/14**

(headcount)

Institution	Academic Year	Own Institution and Respective Community College(s)	Other UGC-funded Institutions and Their Community Colleges	Other Local Institutions	Others (including Non-local Colleges / Universities / Institutions)	Total
CityU	2009/10	407 (61.6%)	217 (32.8%)	37 (5.6%)	-	661 (100.0%)
	2010/11	434 (64.8%)	185 (27.6%)	51 (7.6%)	-	670 (100.0%)
	2011/12	378 (56.7%)	238 (35.7%)	51 (7.6%)	-	667 (100.0%)
	2012/13	390 (52.1%)	318 (42.5%)	40 (5.3%)	1 (0.1%)	749 (100.0%)
	2013/14*	452 (48.8%)	428 (46.2%)	46 (5.0%)	1 (0.1%)	927 (100.0%)
HKBU	2009/10	65 (36.5%)	94 (52.8%)	19 (10.7%)	-	178 (100.0%)
	2010/11	49 (27.5%)	108 (60.7%)	21 (11.8%)	-	178 (100.0%)
	2011/12	50 (28.1%)	106 (59.6%)	22 (12.4%)	-	178 (100.0%)
	2012/13	94 (40.7%)	109 (47.2%)	25 (10.8%)	3 (1.3%)	231 (100.0%)
	2013/14*	96 (33.3%)	171 (59.4%)	19 (6.6%)	2 (0.7%)	288 (100.0%)
LU	2009/10	60 (47.6%)	58 (46.0%)	5 (4.0%)	3 (2.4%)	126 (100.0%)
	2010/11	70 (56.5%)	51 (41.1%)	2 (1.6%)	1 (0.8%)	124 (100.0%)
	2011/12	65 (52.4%)	52 (41.9%)	4 (3.2%)	3 (2.4%)	124 (100.0%)
	2012/13	73 (59.3%)	46 (37.4%)	1 (0.8%)	3 (2.4%)	123 (100.0%)
	2013/14*	84 (68.3%)	37 (30.1%)	1 (0.8%)	1 (0.8%)	123 (100.0%)
CUHK	2009/10	18 (18.9%)	68 (71.6%)	7 (7.4%)	2 (2.1%)	95 (100.0%)
	2010/11	30 (19.4%)	114 (73.5%)	9 (5.8%)	2 (1.3%)	155 (100.0%)
	2011/12	32 (20.6%)	119 (76.8%)	4 (2.6%)	-	155 (100.0%)
	2012/13	49 (21.0%)	174 (74.7%)	10 (4.3%)	-	233 (100.0%)
	2013/14*	59 (19.0%)	247 (79.4%)	5 (1.6%)	-	311 (100.0%)
HKIEd	2012/13	2 (10.0%)	18 (90.0%)	-	-	20 (100.0%)
	2013/14*	3 (8.3%)	33 (91.7%)	-	-	36 (100.0%)
PolyU	2009/10	567 (74.9%)	93 (12.3%)	97 (12.8%)	-	757 (100.0%)
	2010/11	576 (76.9%)	86 (11.5%)	85 (11.3%)	2 (0.3%)	749 (100.0%)
	2011/12	589 (77.8%)	96 (12.7%)	72 (9.5%)	-	757 (100.0%)
	2012/13	695 (79.7%)	87 (10.0%)	90 (10.3%)	-	872 (100.0%)
	2013/14*	744 (73.1%)	175 (17.2%)	97 (9.5%)	2 (0.2%)	1 018 (100.0%)
HKUST	2009/10	-	16 (28.1%)	41 (71.9%)	-	57 (100.0%)
	2010/11	-	35 (61.4%)	22 (38.6%)	-	57 (100.0%)
	2011/12	-	42 (73.7%)	15 (26.3%)	-	57 (100.0%)
	2012/13	-	91 (91.0%)	9 (9.0%)	-	100 (100.0%)
	2013/14*	-	98 (98.0%)	2 (2.0%)	-	100 (100.0%)
HKU	2009/10	50 (52.6%)	42 (44.2%)	1 (1.1%)	2 (2.1%)	95 (100.0%)
	2010/11	59 (59.6%)	34 (34.3%)	1 (1.0%)	5 (5.0%)	99 (100.0%)
	2011/12	66 (64.7%)	33 (32.4%)	1 (1.0%)	2 (2.0%)	102 (100.0%)
	2012/13	83 (47.2%)	92 (52.3%)	1 (0.6%)	-	176 (100.0%)
	2013/14*	151 (59.7%)	101 (39.9%)	1 (0.4%)	-	253 (100.0%)
All Institutions	2009/10	1 167 (59.3%)	588 (29.9%)	207 (10.5%)	7 (0.4%)	1 969 (100.0%)
	2010/11	1 218 (59.9%)	613 (30.2%)	191 (9.4%)	10 (0.5%)	2 032 (100.0%)
	2011/12	1 180 (57.8%)	686 (33.6%)	169 (8.3%)	5 (0.2%)	2 040 (100.0%)
	2012/13	1 386 (55.4%)	935 (37.3%)	176 (7.0%)	7 (0.3%)	2 504 (100.0%)
	2013/14*	1 589 (52.0%)	1 290 (42.2%)	171 (5.6%)	6 (0.2%)	3 056 (100.0%)

Notes:

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

1. The figures refer to students enrolled into the approved UGC-funded senior year intake places and having sub-degree qualification as their highest qualification achieved.
2. Figures in brackets denote percentage share to respective total number of intakes.
3. The figures may not add up to the corresponding totals owing to rounding.
4. '-' denotes nil.
5. '\*' Provisional figures
6. HKIED did not have approved senior year places before 2012/13.

**CONTROLLING OFFICER'S REPLY**

**EDB274**

**(Question Serial No. 3011)**

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 (Member Question No. 10):

Please provide information on the expenditure of the University Grants Committee on postgraduate programmes and postgraduate students for the past 5 years (from 2009-10 to 2013-14):

1. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of taught postgraduate programmes offered by funded institutions; the places and intakes of funded courses; the intakes and tuition fees of self-financed courses; and the respective numbers and ratios of local, mainland and non-local students;
2. Please provide a breakdown, by institution and course, of the number of full-time and part-time places of research postgraduate programmes offered by funded institutions; the number of places and intakes in master's degree and doctorate programmes; the intakes and tuition fees of self-financed courses; and the respective numbers and ratios of local, mainland and other non-local students; and
3. The number of awardees of the Hong Kong PhD Fellowship Scheme, the nationalities of the awardees and the amount of award involved.

Asked by: Hon. IP Kin-yuen

Reply:

- (1) The numbers of student intakes of the University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by institution, mode of study, broad academic programme category (APC) and place of origin from the 2009/10 to 2013/14 academic years are at [Annex A](#).

Regarding the self-financing sector, according to the information provided by the institutions, the number of actual intakes and student enrolment (with breakdown by place of origin) of locally-accredited self-financing taught postgraduate programmes provided by the UGC-funded institutions for the 2010/11 to 2012/13 academic years is at [Annex B](#). Information on the total tuition fees for the 2011/12 to 2013/14 academic years is at [Annex C](#). Information for other academic years is either not available or not yet available.

- (2) Admission to research postgraduate (RPg) programmes is conducted by institutions throughout the year. The student enrolment of the UGC-funded RPg programmes by institution, broad APC and place of origin from the 2009/10 to 2013/14 academic years is at [Annex D](#). Breakdown figures by level of award (PhD / MPhil degrees) are not available.

Regarding the self-financing sector, according to the information provided by the institutions, the student enrolment of locally-accredited self-financing research postgraduate programmes provided by UGC-funded institutions for the 2010/11 to 2012/13 academic years is at [Annex E](#). Information on the total tuition fees is at [Annex F](#). Breakdown figures by level of award and place of origin are not



available. Information for other academic years is either not available or not yet available.

- (3) The Hong Kong PhD Fellowship Scheme, established in 2009, is open to local as well as non-local students who wish to pursue their PhD programmes in the UGC-funded institutions. The Fellowship provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years. The number of students awarded the Fellowship since the establishment of the scheme is tabulated below:

<b>Academic Year</b>	<b>No. of Awardees</b>
2010/11	106
2011/12	116
2012/13	165
2013/14	185

The breakdown of the awardees by place of origin from the 2010/11 to 2013/14 academic years is tabulated at [Annex G](#).

**First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by Institution, Mode of Study, Broad Academic Programme Category and Whether Local or Non-Local Students, 2009/10**

(headcount)

Institution	Mode of Study	Broad Academic Programme Category	Local students		Non-local students		Total
			No.	%	No.	%	
CityU	Full-time	Social Sciences	47	88.7%	6	11.3%	53
Sub-total			47	88.7%	6	11.3%	53
HKBU	Full-time	Education	25	100.0%	-	-	25
	Part-time	Education	278	99.3%	2	0.7%	280
Sub-total			303	99.3%	2	0.7%	305
CUHK	Full-time	Engineering and Technology	37	100.0%	-	-	37
		Social Sciences	44	91.7%	4	8.3%	48
		Education	186	100.0%	-	-	186
	Part-time	Education	340	100.0%	-	-	340
Sub-total			607	99.3%	4	0.7%	611
HKIED	Full-time	Sciences	42	96.8%	1	3.2%	44
		Business and management	6	96.1%	@	3.9%	6
		Social Sciences	7	96.8%	@	3.2%	7
		Arts and Humanities	68	96.9%	2	3.1%	70
		Education	118	96.7%	4	3.3%	122
	Part-time	Sciences	82	100.0%	-	-	82
		Business and management	7	100.0%	-	-	7
		Social Sciences	6	100.0%	-	-	6
		Arts and Humanities	60	100.0%	-	-	60
		Education	174	100.0%	-	-	174
Sub-total			571	98.6%	8	1.4%	579
PolyU	Full-time	Social Sciences	15	100.0%	-	-	15
Sub-total			15	100.0%	-	-	15
HKU	Full-time	Medicine, Dentistry and Health	7	100.0%	-	-	7
		Engineering and Technology	93	90.3%	10	9.7%	103
		Social Sciences	123	93.9%	8	6.1%	131
		Education	115	100.0%	-	-	115
	Part-time	Social Sciences	7	100.0%	-	-	7
		Education	264	100.0%	-	-	264
Sub-total			609	97.1%	18	2.9%	627
<b>All Institutions</b>			<b>2 152</b>	<b>98.3%</b>	<b>38</b>	<b>1.7%</b>	<b>2 190</b>

## Notes:

- Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- '-' denotes nil.
- '@' denote 'magnitude less than 0.5'.
- Further breakdown figures of students by place of origin are not available for 2009/10 academic year.
- Abbreviations for institution are as follows:  
CityU            City University of Hong Kong  
HKBU            Hong Kong Baptist University  
CUHK            The Chinese University of Hong Kong  
HKIED           The Hong Kong Institute of Education  
PolyU            The Hong Kong Polytechnic University  
HKU              The University of Hong Kong

**First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by Institution, Mode of Study, Broad Academic Programme Category and Place of Origin, 2010/11 to 2013/14**

(headcount)

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
2010/11	CityU	FT	Social Sciences	48	92.3%	2	3.8%	2	3.8%	52
	Sub-total			48	92.3%	2	3.8%	2	3.8%	52
	HKBU	FT	Education	26	100.0%	-	-	-	-	26
		PT	Education	249	99.6%	1	0.4%	-	-	250
	Sub-total			275	99.6%	1	0.4%	-	-	276
	CUHK	FT	Engineering and Technology	32	78.0%	8	19.5%	1	2.4%	41
			Social Sciences	45	93.8%	-	-	3	6.3%	48
			Education	245	100.0%	-	-	-	-	245
		PT	Education	288	100.0%	-	-	-	-	288
	Sub-total			610	98.1%	8	1.3%	4	0.6%	622
	HKIEd	FT	Sciences	21	95.3%	1	4.7%	-	-	22
			Business and management	2	96.1%	@	3.9%	-	-	2
			Social Sciences	5	95.2%	@	4.8%	-	-	6
			Arts and Humanities	49	95.1%	3	4.9%	-	-	52
			Education	82	95.3%	4	4.7%	-	-	86
		PT	Sciences	70	100.0%	-	-	-	-	70
			Business and management	4	100.0%	-	-	-	-	4
			Social Sciences	8	100.0%	-	-	-	-	8
			Arts and Humanities	72	100.0%	-	-	-	-	72
			Education	218	100.0%	-	-	-	-	218
	Sub-total			532	98.5%	8	1.5%	-	-	540
	HKU	FT	Medicine, Dentistry and Health	12	100.0%	-	-	-	-	12
			Engineering and Technology	85	81.7%	9	8.7%	10	9.6%	104
Social Sciences			164	94.3%	6	3.4%	4	2.3%	174	
Education			130	100.0%	-	-	-	-	130	
PT		Social Sciences	9	100.0%	-	-	-	-	9	
Sub-total			650	95.7%	15	2.2%	14	2.1%	679	
<b>All Institutions</b>				<b>2 115</b>	<b>97.5%</b>	<b>34</b>	<b>1.6%</b>	<b>20</b>	<b>0.9%</b>	<b>2 169</b>
2011/12	CityU	FT	Social Sciences	43	81.1%	6	11.3%	4	7.5%	53
	Sub-total			43	81.1%	6	11.3%	4	7.5%	53
	HKBU	FT	Education	24	100.0%	-	-	-	-	24
		PT	Education	269	99.3%	2	0.7%	-	-	271
	Sub-total			293	99.3%	2	0.7%	-	-	295
	CUHK	FT	Engineering and Technology	34	85.0%	3	7.5%	3	7.5%	40
			Social Sciences	46	97.9%	1	2.1%	-	-	47
			Education	179	100.0%	-	-	-	-	179
		PT	Education	531	100.0%	-	-	-	-	531
	Sub-total			790	99.1%	4	0.5%	3	0.4%	797
	HKIEd	FT	Sciences	21	91.8%	2	6.9%	@	1.4%	23
			Business and management	2	93.8%	@	4.1%	@	2.1%	2
			Social Sciences	2	91.9%	@	6.6%	@	1.4%	3
			Arts and Humanities	45	91.7%	3	7.0%	1	1.3%	49
			Education	64	91.8%	5	6.8%	1	1.4%	70
		PT	Sciences	52	100.0%	-	-	-	-	52
	Sub-total			7	100.0%	-	-	-	-	7

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
			Arts and Humanities	72	100.0%	-	-	-	-	72
			Education	224	100.0%	-	-	-	-	224
			Sub-total	493	97.6%	10	2.0%	2	0.4%	505
	PolyU	FT	Social Sciences	14	100.0%	-	-	-	-	14
			Sub-total	14	100.0%	-	-	-	-	14
	HKU	FT	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	1
			Engineering and Technology	91	85.0%	13	12.1%	3	2.8%	107
			Social Sciences	117	90.7%	4	3.1%	8	6.2%	129
			Education	118	99.2%	-	-	1	0.8%	119
		PT	Social Sciences	14	100.0%	-	-	-	-	14
			Education	275	100.0%	-	-	-	-	275
			Sub-total	616	95.5%	17	2.6%	12	1.9%	645
	<b>All Institutions</b>			<b>2 249</b>	<b>97.4%</b>	<b>39</b>	<b>1.7%</b>	<b>21</b>	<b>0.9%</b>	<b>2 309</b>
2012/13	CityU	FT	Social Sciences	45	84.9%	3	5.7%	5	9.4%	53
			Sub-total	45	84.9%	3	5.7%	5	9.4%	53
	HKBU	FT	Education	13	100.0%	-	-	-	-	13
		PT	Education	225	100.0%	-	-	-	-	225
			Sub-total	238	100.0%	-	-	-	-	238
	CUHK	FT	Engineering and Technology	36	90.0%	4	10.0%	-	-	40
			Social Sciences	51	92.7%	2	3.6%	2	3.6%	55
			Education	219	100.0%	-	-	-	-	219
		PT	Education	327	100.0%	-	-	-	-	327
			Sub-total	633	98.8%	6	0.9%	2	0.3%	641
	HKIED	FT	Sciences	23	96.4%	1	2.8%	@	0.8%	24
			Social Sciences	2	95.1%	@	4.4%	@	0.5%	2
			Arts and Humanities	41	95.8%	2	3.5%	@	0.7%	43
			Education	74	95.8%	3	3.5%	1	0.7%	78
		PT	Sciences	44	100.0%	-	-	-	-	44
			Business and management	3	100.0%	-	-	-	-	3
			Social Sciences	5	100.0%	-	-	-	-	5
			Arts and Humanities	50	100.0%	-	-	-	-	50
			Education	251	100.0%	-	-	-	-	251
			Sub-total	493	98.8%	5	1.0%	1	0.2%	499
	HKU	FT	Medicine, Dentistry and Health	10	100.0%	-	-	-	-	10
			Engineering and Technology	79	74.5%	22	20.8%	5	4.7%	106
			Social Sciences	164	91.6%	5	2.8%	10	5.6%	179
			Education	119	99.2%	-	-	1	0.8%	120
		PT	Social Sciences	11	100.0%	-	-	-	-	11
			Education	238	100.0%	-	-	-	-	238
			Sub-total	621	93.5%	27	4.1%	16	2.4%	664
	<b>All Institutions</b>			<b>2 030</b>	<b>96.9%</b>	<b>41</b>	<b>2.0%</b>	<b>24</b>	<b>1.1%</b>	<b>2 095</b>
2013/14#	CityU	FT	Social Sciences	48	90.6%	4	7.5%	1	1.9%	53
			Sub-total	48	90.6%	4	7.5%	1	1.9%	53
	HKBU	FT	Education	13	100.0%	-	-	-	-	13
		PT	Education	215	100.0%	-	-	-	-	215
			Sub-total	228	100.0%	-	-	-	-	228
	CUHK	FT	Engineering and Technology	34	85.0%	5	12.5%	1	2.5%	40
			Social Sciences	48	92.3%	3	5.8%	1	1.9%	52
			Education	196	100.0%	-	-	-	-	196
		PT	Education	386	100.0%	-	-	-	-	386
			Sub-total	664	98.5%	8	1.2%	2	0.3%	674
	HKIED	FT	Sciences	17	96.6%	@	2.6%	@	0.8%	17
			Social Sciences	2	96.1%	@	3.5%	@	0.3%	2

Academic Year	Institution	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
			Arts and Humanities	41	96.5%	1	2.8%	@	0.7%	42
			Education	79	96.5%	2	2.8%	1	0.7%	82
		PT	Sciences	42	100.0%	-	-	-	-	42
			Business and management	3	100.0%	-	-	-	-	3
			Social Sciences	5	100.0%	-	-	-	-	5
			Arts and Humanities	51	100.0%	-	-	-	-	51
			Education	242	100.0%	-	-	-	-	242
			Sub-total		482	99.0%	4	0.8%	1	0.2%
	PolyU	FT	Social Sciences	15	100.0%	-	-	-	-	15
		Sub-total		15	100.0%	-	-	-	-	15
	HKU	FT	Medicine, Dentistry and Health	5	83.3%	1	16.7%	-	-	6
			Engineering and Technology	66	63.5%	33	31.7%	5	4.8%	104
			Social Sciences	125	89.3%	7	5.0%	8	5.7%	140
			Education	109	97.3%	1	0.9%	2	1.8%	112
		PT	Social Sciences	10	100.0%	-	-	-	-	10
			Education	223	100.0%	-	-	-	-	223
		Sub-total		538	90.4%	42	7.1%	15	2.5%	595
	<b>All Institutions</b>			<b>1 975</b>	<b>96.2%</b>	<b>58</b>	<b>2.8%</b>	<b>19</b>	<b>0.9%</b>	<b>2 052</b>

Notes:

- Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
- The place of origin of non-local students is determined having regard to their nationality.
- '@' denotes 'magnitude less than 0.5'.
- '-' denotes nil.
- # provisional figures.
- Abbreviations for institution are as follows:  
CityU            City University of Hong Kong  
HKBU            Hong Kong Baptist University  
CUHK            The Chinese University of Hong Kong  
HKIED           The Hong Kong Institute of Education  
PolyU            The Hong Kong Polytechnic University  
HKU              The University of Hong Kong
- Abbreviations for mode of study are as follows:  
FT Full-time      PT Part-time

**Locally-accredited Self-financing Taught Postgraduate Programmes  
Offered by UGC-funded Institutions  
from the 2010/11 to the 2012/13 Academic Year**

**(a) Actual Student Intakes by Institution and Broad Academic Programme Category**

Headcount

Institution	Broad Academic Programme Category	2010/11	2011/12	2012/13
City University of Hong Kong (CityU)	Arts & Humanities	341	367	424
	Business & Management	878	885	967
	Education	21	-	-
	Engineering & Technology	228	193	297
	Sciences	209	246	251
	Social Sciences	973	1030	1110
	<b>Total</b>	<b>2650</b>	<b>2721</b>	<b>3049</b>
Hong Kong Baptist University (HKBU)	Arts & Humanities	271	292	336
	Business & Management	280	305	369
	Education	141	160	187
	Engineering & Technology	11	36	41
	Medicine, Dentistry & Health	84	98	99
	Sciences	307	326	381
	Social Sciences	399	513	587
<b>Sub-total</b>	<b>1493</b>	<b>1730</b>	<b>2000</b>	
Lingnan University (LU)	Arts & Humanities	95	89	91
	Business & Management	192	221	246
	<b>Total</b>	<b>287</b>	<b>310</b>	<b>337</b>
The Chinese University of Hong Kong (CUHK)	Arts & Humanities	994	1078	1199
	Business & Management	513	503	459
	Education	559	540	554
	Engineering & Technology	222	211	335
	Medicine, Dentistry & Health	624	863	887
	Sciences	360	351	463
	Social Sciences	1441	1562	1514
<b>Total</b>	<b>4713</b>	<b>5108</b>	<b>5411</b>	
The Hong Kong Institute of Education (HKIEd)	Education	<b>443</b>	<b>542</b>	<b>526</b>
The Hong Kong Polytechnic University (PolyU)	Arts & Humanities	719	709	738
	Business & Management	1352	1299	1296
	Engineering & Technology	504	523	427
	Medicine, Dentistry & Health	323	337	295
	Sciences	258	289	286
	Social Sciences	301	319	316
<b>Total</b>	<b>3457</b>	<b>3476</b>	<b>3358</b>	
The Hong Kong University of Science and Technology (HKUST)	Arts & Humanities	20	46	61
	Business & Management	685	695	658
	Engineering & Technology	269	338	329
	Sciences	219	179	223
	Social Sciences	172	130	154
<b>Total</b>	<b>1365</b>	<b>1388</b>	<b>1425</b>	
The University of Hong Kong (HKU)	Arts & Humanities	353	401	300
	Business & Management	553	650	636
	Education	357	403	344
	Engineering & Technology	595	735	908
	Medicine, Dentistry & Health	426	413	395
	Sciences	413	400	438
	Social Sciences	1058	1173	1191
<b>Total</b>	<b>3755</b>	<b>4175</b>	<b>4212</b>	

**(b) Student Enrolment (Headcount) by Institution and Place of Origin**

Headcount

Academic Year	Place of Origin	Institution								Total
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	
2010/11	Local	4 110 (82.1%)	1 729 (71.8%)	312 (72.6%)	6 816 (82.3%)	803 (80.8%)	6 582 (84.6%)	1 208 (51.2%)	6 314 (86.9%)	27 874 (80.7%)
	The Mainland of China	819 (16.4%)	658 (27.3%)	112 (26.0%)	1 278 (15.4%)	186 (18.7%)	1 120 (14.4%)	710 (30.1%)	728 (10.0%)	5 611 (16.3%)
	Other non-local	79 (1.6%)	20 (0.8%)	6 (1.4%)	186 (2.2%)	5 (0.5%)	81 (1.0%)	442 (18.7%)	221 (3.0%)	1 040 (3.0%)
	Total	5 008 (100.0%)	2 407 (100.0%)	430 (100.0%)	8 280 (100.0%)	994 (100.0%)	7 783 (100.0%)	2 360 (100.0%)	7 263 (100.0%)	34 525 (100.0%)
2011/12	Local	3 721 (73.7%)	1 597 (63.1%)	313 (69.9%)	6 868 (78.0%)	859 (75.9%)	6 202 (79.7%)	1 068 (45.0%)	6 474 (83.9%)	27 102 (75.6%)
	The Mainland of China	1 248 (24.7%)	902 (35.6%)	132 (29.5%)	1 725 (19.6%)	264 (23.3%)	1 469 (18.9%)	840 (35.4%)	889 (11.5%)	7 469 (20.8%)
	Other non-local	80 (1.6%)	33 (1.3%)	3 (0.7%)	213 (2.4%)	9 (0.8%)	109 (1.4%)	463 (19.5%)	349 (4.5%)	1 259 (3.5%)
	Total	5 049 (100.0%)	2 532 (100.0%)	448 (100.0%)	8 806 (100.0%)	1 132 (100.0%)	7 780 (100.0%)	2 371 (100.0%)	7 712 (100.0%)	35 830 (100.0%)
2012/13	Local	3 250 (64.2%)	1 507 (52.9%)	303 (64.6%)	6 585 (72.5%)	800 (70.5%)	5 629 (75.0%)	989 (40.2%)	6 141 (79.1%)	25 204 (69.4%)
	The Mainland of China	1 720 (34.0%)	1 308 (45.9%)	161 (34.3%)	2 304 (25.4%)	329 (29.0%)	1 767 (23.5%)	1 022 (41.5%)	1 237 (15.9%)	9 848 (27.1%)
	Other non-local	93 (1.8%)	34 (1.2%)	5 (1.1%)	191 (2.1%)	6 (0.5%)	114 (1.5%)	450 (18.3%)	384 (4.9%)	1 277 (3.5%)
	Total	5 063 (100.0%)	2 849 (100.0%)	469 (100.0%)	9 080 (100.0%)	1 135 (100.0%)	7 510 (100.0%)	2 461 (100.0%)	7 762 (100.0%)	36 329 (100.0%)

**Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes Offered by  
UGC-funded institutions by Institution and Broad Academic Programme Category  
from the 2011/12 Academic Year to the 2013/14 Academic Year**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)		
		2011/12	2012/13	2013/14
City University of Hong Kong	Arts & Humanities	80,100 - 171,720	80,100 - 180,900	85,200 - 199,260
	Business & Management	57,240 - 516,860	85,200 - 567,760	115,800 - 634,000
	Engineering & Technology	32,040 - 400,320	34,080 - 403,830	34,080 - 404,460
	Sciences	32,040 - 100,500	34,080 - 105,600	36,120 - 110,700
	Social Sciences	75,000 - 298,200	75,000 - 298,200	75,000 - 343,400
Hong Kong Baptist University	Arts & Humanities	14,000 - 225,000	14,000 - 225,000	14,000 - 225,000
	Business & Management	49,500 - 388,000	57,600 - 428,000	66,000 - 428,000
	Education	63,000 - 85,000	65,000 - 85,000	65,000 - 85,000
	Engineering & Technology	90,000	95,000	100,000
	Medicine, Dentistry & Health	100,000 - 104,000	100,000 - 104,000	100,000 - 104,000
	Sciences	84,000 - 214,500	89,000 - 130,000	89,000 - 210,000
	Social Sciences	84,000 - 98,000	84,000 - 110,000	84,000 - 110,000
Lingnan University	Arts & Humanities	58,000 - 72,000	64,000 - 72,000	64,000 - 72,000
	Business & Management	49,000 - 105,000	55,000 - 120,000	55,000 - 120,000
The Chinese University of Hong Kong	Arts & Humanities	68,000 - 126,300	72,000 - 126,300	68,000 - 126,300
	Business & Management	55,000 - 550,800	63,000 - 597,000	63,000 - 550,800
	Education	43,000 - 244,000	45,000 - 252,000	45,000 - 252,000
	Engineering & Technology	82,000 - 90,000	90,000 - 120,000	85,000 - 120,000
	Medicine, Dentistry & Health	42,500 - 354,256	45,000 - 442,000	45,000 - 459,000
	Sciences	68,000 - 136,800	72,000 - 144,000	72,000 - 144,000
	Social Sciences	72,000 - 288,000	75,000 - 288,000	65,000 - 288,000
The Hong Kong Institute of Education	Education	48,000 - 252,000	48,000 - 252,000	78,000 - 252,000
The Hong Kong Polytechnic University	Arts & Humanities	81,000 - 126,000	81,000 - 288,000	81,000 - 288,000
	Business & Management	76,000 - 556,000	81,000 - 556,000	81,000 - 634,000
	Engineering & Technology	67,800 - 336,000	81,000 - 336,000	81,000 - 336,000
	Medicine, Dentistry & Health	81,000 - 246,000	87,000 - 300,000	84,000 - 360,000
	Sciences	81,000 - 111,600	81,000 - 111,600	81,000 - 111,600
	Social Sciences	81,000 - 118,800	81,000 - 240,000	93,000 - 240,000
The Hong Kong University of Science and Technology	Arts & Humanities	64,800 - 74,400	75,000 - 80,000	85,000 - 86,000
	Business & Management	91,000 - 638,000^	98,000 - 688,000^	100,000 - 738,000^
	Engineering & Technology	43,260 - 86,520	46,500 - 93,000	50,000 - 100,000
	Sciences	45,000 - 100,000	45,000 - 120,000	45,000 - 140,000
	Social Sciences	74,400 - 116,000	86,000 - 128,000	95,000 - 147,000



Institution	Broad Academic Programme Category	Total Tuition Fee (\$)		
		2011/12	2012/13	2013/14
The University of Hong Kong	Arts & Humanities	30,000 - 139,020	30,000 - 139,020	30,000 - 139,000
	Business & Management	24,300 - 1,038,024	24,030 - 1,095,120	24,300 - 975,312
	Education	39,900 - 342,000	39,900 - 360,000	39,900 - 342,000
	Engineering & Technology	65,800 - 237,600	38,000 - 256,600	38,000 - 193,400
	Medicine, Dentistry & Health	23,000 - 952,800	19,820 - 1,051,200	12,400 - 907,500
	Sciences	28,800 - 129,600	28,800 - 129,600	28,800 - 129,600
	Social Sciences	24,000 - 252,000	31,800 - 273,600	24,030 - 252,000

Notes:

- (1) Taught postgraduate programmes covers postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
- (2) “^” – Executive Master of Business Administration jointly awarded by Kellogg School of Management, Northwestern University and the Hong Kong University of Science and Technology is excluded. The total tuition fee of this programme was \$1,115,000, \$1,165,000 and \$1,190,000 in the 2011/12, 2012/13 and 2013/14 academic years respectively.

**Student Enrolment of UGC-funded Research Postgraduate Programmes by Institution, Mode of Study,  
Broad Academic Programme Category and Whether Local or Non-local Students, 2009/10**

(headcount)

Institution	Broad Academic Programme Category	Local student		Non-local student		Total
		No.	%	No.	%	
CityU	Sciences	62	31.1%	138	68.9%	200
	Engineering and Technology	45	22.2%	158	77.8%	203
	Business and management	13	18.6%	55	81.4%	68
	Social Sciences	6	10.1%	50	89.9%	55
	Arts and Humanities	7	13.4%	42	86.6%	49
Sub-total		132	23.0%	443	77.0%	575
HKBU	Medicine, Dentistry and Health	4	34.2%	8	65.8%	12
	Sciences	31	26.7%	84	73.3%	114
	Engineering and Technology	1	50.0%	1	50.0%	2
	Business and management	3	16.7%	15	83.3%	18
	Social Sciences	16	44.3%	20	55.7%	37
	Arts and Humanities	19	51.3%	18	48.7%	38
Sub-total		75	33.3%	150	66.7%	225
LU	Business and management	-	-	14	100.0%	14
	Social Sciences	13	68.4%	6	31.6%	19
	Arts and Humanities	17	70.8%	7	29.2%	24
Sub-total		30	52.6%	27	47.4%	57
CUHK	Medicine, Dentistry and Health	130	39.1%	202	60.9%	331
	Sciences	204	40.7%	297	59.3%	501
	Engineering and Technology	69	25.7%	199	74.3%	268
	Business and management	5	13.2%	33	86.8%	38
	Social Sciences	103	38.6%	164	61.4%	267
	Arts and Humanities	124	55.4%	100	44.6%	225
	Education	10	20.8%	38	79.2%	48
Sub-total		645	38.4%	1 033	61.6%	1 678
PolyU	Medicine, Dentistry and Health	40	55.9%	31	44.1%	71
	Sciences	52	38.7%	83	61.3%	136
	Engineering and Technology	80	26.6%	222	73.4%	302
	Business and management	15	23.4%	50	76.6%	66
	Social Sciences	9	37.7%	15	62.3%	23
	Arts and Humanities	7	25.0%	22	75.0%	29
Sub-total		204	32.5%	423	67.5%	627
HKUST	Sciences	109	28.1%	278	71.9%	387
	Engineering and Technology	118	22.2%	414	77.8%	532
	Business and management	8	15.7%	43	84.3%	51
	Social Sciences	9	19.1%	38	80.9%	47
	Arts and Humanities	19	46.3%	22	53.7%	41
Sub-total		263	24.9%	795	75.1%	1058
HKU	Medicine, Dentistry and Health	248	47.5%	274	52.5%	521
	Sciences	217	41.0%	311	59.0%	528
	Engineering and Technology	115	27.1%	309	72.9%	424
	Business and management	5	20.0%	20	80.0%	25
	Social Sciences	88	36.6%	153	63.4%	242
	Arts and Humanities	130	68.2%	61	31.8%	191

Institution	Broad Academic Programme Category	Local student		Non-local student		Total
		No.	%	No.	%	
	Education	87	50.8%	84	49.2%	171
Sub-total		890	42.3%	1 212	57.7%	2 102
<b>All Institutions</b>		<b>2 239</b>	<b>35.4%</b>	<b>4 083</b>	<b>64.6%</b>	<b>6 322</b>

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '-' denotes nil.
3. '@' denotes 'magnitude less than 0.5'.
4. Further breakdown figures of students by place of origin are not available for 2009/10 academic year.
5. Research postgraduate figures include only students funded by UGC within normal study periods.
6. Abbreviations for institution are as follows:
  - CityU            City University of Hong Kong
  - HKBU            Hong Kong Baptist University
  - LU                Lingnan University
  - CUHK            The Chinese University of Hong Kong
  - HKIED           The Hong Kong Institute of Education
  - PolyU            The Hong Kong Polytechnic University
  - HKUST           The Hong Kong University of Science and Technology
  - HKU              The University of Hong Kong

**Student Enrolment of UGC-funded Research Postgraduate Programme by Institution,  
Broad Academic Programme Category and Place of Origin, 2010/11 to 2013/14**

(headcount)

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						Total
			Local student		The Mainland of China		Other non-local students		
			No.	%	No.	%	No.	%	
2010/11	CityU	Sciences	65	30.8%	135	64.1%	11	5.1%	210
		Engineering and Technology	37	15.9%	187	81.5%	6	2.6%	230
		Business and management	9	10.3%	76	86.3%	3	3.4%	88
		Social Sciences	12	14.5%	59	72.6%	11	12.9%	81
		Arts and Humanities	7	13.7%	42	81.0%	3	5.4%	51
	Sub-total		129	19.5%	498	75.5%	33	5.0%	660
	HKBU	Medicine, Dentistry and Health	3	26.7%	7	60.0%	2	13.3%	12
		Sciences	27	21.9%	91	75.1%	4	3.0%	122
		Engineering and Technology	1	33.3%	1	55.6%	@	11.1%	2
		Business and management	3	16.7%	14	77.8%	1	5.6%	18
		Social Sciences	15	43.9%	17	50.1%	2	6.1%	35
		Arts and Humanities	18	42.1%	18	40.9%	7	17.0%	44
		Education	2	32.5%	4	67.5%	-	-	6
	Sub-total		69	29.0%	153	64.3%	16	6.7%	238
	LU	Business and management	2	12.5%	14	87.5%	-	-	16
		Social Sciences	12	63.2%	6	31.6%	1	5.3%	19
		Arts and Humanities	18	75.0%	4	16.7%	2	8.3%	24
	Sub-total		32	54.2%	24	40.7%	3	5.1%	59
	CUHK	Medicine, Dentistry and Health	108	33.6%	207	64.6%	6	1.9%	321
		Sciences	205	39.6%	309	59.8%	3	0.6%	517
		Engineering and Technology	52	20.2%	199	77.1%	7	2.7%	258
		Business and management	5	12.8%	34	87.2%	-	-	39
		Social Sciences	103	37.5%	157	57.1%	15	5.5%	275
		Arts and Humanities	120	50.6%	105	44.3%	12	5.0%	238
		Education	10	19.2%	41	78.8%	1	1.9%	52
	Sub-total		603	35.5%	1053	61.9%	44	2.6%	1700
	HKIED	Education	4	40.0%	6	60.0%	-	-	10
	Sub-total		4	40.0%	6	60.0%	-	-	10
	PolyU	Medicine, Dentistry and Health	33	50.9%	26	39.5%	6	9.6%	65
		Sciences	51	36.2%	87	61.2%	4	2.7%	142
		Engineering and Technology	74	25.9%	198	68.9%	15	5.2%	287
		Business and management	18	25.6%	42	60.1%	10	14.2%	70
		Social Sciences	6	25.3%	13	55.4%	5	19.3%	24
Arts and Humanities		8	29.4%	17	61.3%	3	9.3%	28	
Sub-total		191	31.0%	383	62.2%	42	6.8%	616	
HKUST	Sciences	101	26.0%	277	70.9%	12	3.1%	390	
	Engineering and Technology	97	17.5%	412	74.7%	43	7.8%	552	
	Business and management	6	13.0%	36	78.3%	4	8.7%	46	
	Social Sciences	2	4.1%	45	91.8%	2	4.1%	49	
	Arts and Humanities	18	39.1%	26	56.5%	2	4.3%	46	

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						Total
			Local student		The Mainland of China		Other non-local students		
			No.	%	No.	%	No.	%	
	Sub-total		224	20.7%	796	73.5%	63	5.8%	1083
	HKU	Medicine, Dentistry and Health	243	44.1%	266	48.3%	42	7.6%	551
		Sciences	189	35.4%	311	58.2%	34	6.3%	534
		Engineering and Technology	88	21.4%	310	75.3%	14	3.3%	412
		Business and management	4	15.4%	15	57.7%	7	26.9%	26
		Social Sciences	93	39.9%	114	48.8%	26	11.3%	233
		Arts and Humanities	110	62.1%	44	24.9%	23	13.0%	177
		Education	77	47.0%	68	41.7%	18	11.3%	163
	Sub-total		804	38.4%	1128	53.8%	164	7.8%	2 096
<b>All Institutions</b>			2 056	31.8%	4041	62.5%	365	5.7%	6 462
2011/12	CityU	Sciences	56	25.2%	151	68.3%	14	6.4%	221
		Engineering and Technology	29	11.9%	204	83.8%	11	4.3%	244
		Business and management	7	7.8%	78	87.7%	4	4.5%	89
		Social Sciences	13	16.3%	52	68.3%	12	15.3%	77
		Arts and Humanities	6	12.1%	38	80.5%	4	7.4%	48
	Sub-total		110	16.2%	524	77.3%	44	6.5%	678
	HKBU	Medicine, Dentistry and Health	1	10.0%	6	80.0%	1	10.0%	8
		Sciences	24	21.0%	87	75.9%	4	3.1%	115
		Engineering and Technology	@	33.3%	1	55.6%	@	11.1%	1
		Business and management	4	22.2%	13	72.2%	1	5.6%	18
		Social Sciences	11	33.9%	19	57.3%	3	8.8%	33
		Arts and Humanities	14	35.8%	16	40.3%	10	23.9%	40
		Education	1	15.4%	6	84.6%	-	-	7
	Sub-total		56	25.2%	148	66.7%	18	8.1%	222
	LU	Business and management	3	15.8%	15	78.9%	1	5.3%	19
		Social Sciences	7	50.0%	5	35.7%	2	14.3%	14
		Arts and Humanities	16	55.2%	6	20.7%	7	24.1%	29
	Sub-total		26	41.9%	26	41.9%	10	16.1%	62
	CUHK	Medicine, Dentistry and Health	99	29.3%	232	68.9%	6	1.8%	336
		Sciences	192	37.3%	315	61.2%	8	1.6%	515
		Engineering and Technology	53	20.0%	205	77.4%	7	2.6%	265
		Business and management	7	16.3%	36	83.7%	-	-	43
		Social Sciences	93	33.3%	171	61.3%	15	5.4%	279
		Arts and Humanities	119	48.2%	108	43.7%	20	8.1%	248
		Education	5	10.4%	42	87.5%	1	2.1%	48
	Sub-total		568	32.8%	1109	64.0%	57	3.3%	1734
	HKIEd	Education	8	27.6%	18	62.1%	3	10.3%	29
Sub-total		8	27.6%	18	62.1%	3	10.3%	29	
PolyU	Medicine, Dentistry and Health	27	47.9%	24	41.9%	6	10.2%	57	
	Sciences	42	31.6%	84	63.9%	6	4.5%	132	
	Engineering and Technology	68	23.0%	207	70.0%	21	7.0%	297	
	Business and management	15	21.6%	43	60.4%	13	18.0%	72	

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						Total	
			Local student		The Mainland of China		Other non-local students			
			No.	%	No.	%	No.	%		
		Social Sciences	5	21.2%	13	59.9%	4	18.9%	22	
		Arts and Humanities	9	27.9%	18	58.0%	4	14.1%	31	
	Sub-total		166	27.2%	390	63.9%	54	8.9%	610	
	HKUST	Sciences	77	18.9%	314	76.8%	18	4.3%	410	
		Engineering and Technology	67	10.9%	477	78.1%	67	11.0%	611	
		Business and management	6	10.5%	44	77.2%	7	12.3%	57	
		Social Sciences	3	6.0%	46	92.0%	1	2.0%	50	
		Arts and Humanities	14	35.9%	21	53.8%	4	10.3%	39	
	Sub-total		167	14.3%	902	77.4%	97	8.3%	1166	
	HKU	Medicine, Dentistry and Health	220	40.1%	286	52.1%	43	7.8%	548	
		Sciences	176	33.6%	313	59.9%	34	6.4%	522	
		Engineering and Technology	70	17.3%	316	77.8%	20	4.9%	407	
		Business and management	4	14.8%	17	63.0%	6	22.2%	27	
		Social Sciences	89	36.2%	124	50.6%	33	13.3%	245	
		Arts and Humanities	81	51.2%	49	31.1%	28	17.7%	158	
		Education	65	39.7%	77	46.7%	22	13.6%	164	
	Sub-total		704	34.0%	1181	57.1%	185	8.9%	2 071	
	<b>All Institutions</b>			1 805	27.5%	4298	65.4%	468	7.1%	6 572
	2012/13	CityU	Medicine, Dentistry and Health	1	25.0%	3	70.0%	@	5.0%	4
			Sciences	40	19.5%	148	72.5%	16	7.9%	204
			Engineering and Technology	32	13.2%	196	81.2%	14	5.6%	241
			Business and management	7	7.6%	81	82.4%	10	10.0%	98
			Social Sciences	12	14.0%	54	63.9%	19	22.1%	85
			Arts and Humanities	5	9.8%	40	77.6%	7	12.7%	51
Sub-total		97	14.2%	521	76.3%	65	9.5%	683		
HKBU		Medicine, Dentistry and Health	3	25.0%	9	68.8%	1	6.3%	13	
		Sciences	24	20.0%	89	73.7%	8	6.3%	121	
		Engineering and Technology	@	14.3%	1	71.4%	@	14.3%	1	
		Business and management	2	11.1%	14	77.8%	2	11.1%	18	
		Social Sciences	10	30.8%	16	51.0%	6	18.3%	31	
		Arts and Humanities	17	37.7%	15	33.9%	13	28.4%	45	
		Education	1	10.9%	6	77.0%	1	12.1%	8	
Sub-total		57	24.1%	150	63.3%	30	12.7%	237		
LU		Business and management	-	-	17	94.4%	1	5.6%	18	
		Social Sciences	7	50.0%	5	35.7%	2	14.3%	14	
		Arts and Humanities	14	42.4%	7	21.2%	12	36.4%	33	
Sub-total		21	32.3%	29	44.6%	15	23.1%	65		
CUHK		Medicine, Dentistry and Health	87	26.4%	235	71.5%	7	2.1%	329	
		Sciences	187	35.1%	340	63.6%	7	1.3%	534	
		Engineering and Technology	40	14.1%	233	83.0%	8	2.8%	281	
		Business and management	7	14.3%	42	85.7%	-	-	49	
		Social Sciences	83	27.9%	193	64.8%	22	7.4%	298	

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						Total
			Local student		The Mainland of China		Other non-local students		
			No.	%	No.	%	No.	%	
		Arts and Humanities	103	41.7%	120	48.6%	24	9.7%	248
		Education	6	11.5%	45	86.5%	1	1.9%	52
		Sub-total	513	28.7%	1 208	67.5%	69	3.9%	1 790
	HKIEd	Education	9	25.0%	22	61.1%	5	13.9%	36
		Sub-total	9	25.0%	22	61.1%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	23	43.1%	25	46.1%	6	10.7%	54
		Sciences	45	32.0%	88	63.5%	6	4.4%	139
		Engineering and Technology	67	21.5%	214	68.8%	30	9.7%	311
		Business and management	10	15.2%	38	59.2%	17	25.6%	65
		Social Sciences	3	11.6%	18	71.1%	4	17.3%	25
		Arts and Humanities	7	18.7%	24	66.8%	5	14.5%	36
		Sub-total	154	24.5%	407	64.7%	68	10.8%	629
	HKUST	Sciences	81	18.3%	344	77.2%	20	4.5%	445
		Engineering and Technology	54	8.4%	502	78.6%	83	13.0%	638
		Business and management	7	10.6%	51	77.3%	8	12.1%	66
		Social Sciences	5	9.7%	45	89.9%	@	0.4%	50
		Arts and Humanities	4	15.4%	19	73.1%	3	11.5%	26
		Sub-total	151	12.3%	960	78.4%	114	9.3%	1 225
	HKU	Medicine, Dentistry and Health	200	34.5%	329	56.8%	50	8.7%	580
		Sciences	178	32.8%	325	59.7%	41	7.5%	544
		Engineering and Technology	69	15.3%	355	78.7%	27	6.0%	451
		Business and management	4	13.3%	20	66.7%	6	20.0%	30
		Social Sciences	89	35.1%	129	51.1%	35	13.8%	253
		Arts and Humanities	59	39.3%	57	37.8%	34	22.9%	150
		Education	51	35.0%	74	50.7%	21	14.3%	146
		Sub-total	650	30.2%	1 289	59.9%	214	9.9%	2 154
	<b>All Institutions</b>		1 652	24.2%	4 586	67.3%	580	8.5%	6 819
2013/14#	CityU	Medicine, Dentistry and Health	2	20.4%	7	68.5%	1	11.1%	11
		Sciences	35	15.5%	160	70.1%	33	14.4%	228
		Engineering and Technology	24	11.0%	168	78.5%	23	10.5%	214
		Business and management	5	6.1%	69	80.6%	11	13.3%	86
		Social Sciences	8	10.5%	41	52.8%	28	36.7%	77
		Arts and Humanities	5	9.3%	35	69.1%	11	21.6%	51
		Sub-total	79	11.9%	480	72.1%	107	16.1%	666
	HKBU	Medicine, Dentistry and Health	4	25.0%	11	70.0%	1	5.0%	16
		Sciences	24	19.2%	96	75.6%	7	5.2%	127
		Engineering and Technology	@	12.5%	1	75.0%	@	12.5%	1
		Business and management	3	18.8%	11	68.8%	2	12.5%	16
		Social Sciences	8	23.7%	19	55.0%	7	21.3%	34
		Arts and Humanities	17	38.0%	16	35.4%	12	26.6%	46
		Education	3	27.3%	6	54.5%	2	18.2%	11
		Sub-total	60	23.9%	160	63.7%	31	12.4%	251

Academic Year	Institution	Broad Academic Programme Category	Place of Origin						Total	
			Local student		The Mainland of China		Other non-local students			
			No.	%	No.	%	No.	%		
	LU	Business and management	2	9.1%	20	90.9%	-	-	22	
		Social Sciences	5	31.3%	6	37.5%	5	31.3%	16	
		Arts and Humanities	18	48.6%	7	18.9%	12	32.4%	37	
	Sub-total			25	33.3%	33	44.0%	17	22.7%	75
	CUHK	Medicine, Dentistry and Health	78	23.5%	242	73.4%	10	3.0%	330	
		Sciences	170	32.5%	347	66.5%	5	1.0%	522	
		Engineering and Technology	28	9.3%	259	87.3%	10	3.4%	297	
		Business and management	5	9.4%	48	90.6%	-	-	53	
		Social Sciences	81	27.7%	186	63.7%	25	8.6%	292	
		Arts and Humanities	95	39.6%	123	51.3%	22	9.2%	240	
		Education	6	12.2%	41	83.7%	2	4.1%	49	
	Sub-total			462	25.9%	1247	69.9%	74	4.2%	1 783
	HKIED	Education	11	30.6%	20	55.6%	5	13.9%	36	
	Sub-total			11	30.6%	20	55.6%	5	13.9%	36
	PolyU	Medicine, Dentistry and Health	20	38.2%	29	53.6%	4	8.2%	53	
		Sciences	47	31.7%	97	65.4%	4	2.9%	149	
		Engineering and Technology	58	17.2%	243	72.4%	35	10.4%	336	
		Business and management	13	19.4%	40	59.0%	15	21.6%	68	
		Social Sciences	4	19.5%	10	45.1%	8	35.4%	22	
		Arts and Humanities	9	18.7%	29	57.6%	12	23.8%	51	
	Sub-total			152	22.4%	448	66.1%	78	11.5%	678
	HKUST	Sciences	80	16.4%	384	78.4%	25	5.2%	490	
		Engineering and Technology	64	8.7%	550	75.5%	115	15.8%	729	
		Business and management	9	14.5%	45	72.6%	8	12.9%	62	
		Social Sciences	4	7.5%	48	92.0%	@	0.6%	52	
		Arts and Humanities	2	10.5%	17	89.5%	-	-	19	
	Sub-total			159	11.8%	1 044	77.2%	149	11.0%	1 352
HKU	Medicine, Dentistry and Health	192	32.2%	355	59.5%	49	8.3%	596		
	Sciences	167	30.9%	333	61.7%	40	7.5%	540		
	Engineering and Technology	59	13.3%	353	79.7%	31	7.0%	443		
	Business and management	3	10.3%	23	79.3%	3	10.3%	29		
	Social Sciences	82	32.7%	131	52.1%	38	15.2%	252		
	Arts and Humanities	57	35.2%	65	40.2%	40	24.6%	161		
	Education	43	29.9%	73	50.9%	28	19.2%	144		
Sub-total			603	27.8%	1 333	61.6%	229	10.6%	2 165	
<b>All Institutions</b>			1 551	22.1%	4 765	68.0%	690	9.9%	7 006	

Notes:

1. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.
2. '-' denotes nil.
3. # provisional figure



4. '@' denotes 'magnitude less than 0.5'.
5. The place of origin of non-local students is determined having regard to their nationality.
6. Research postgraduate figures include only students funded by UGC within normal study periods.
7. Abbreviations for institution are as follows:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong
8. Abbreviations for mode of study are as follows:

FT	Full-time
PT	Part-time

**Student Enrolment (Headcount) of Locally-accredited Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions from the 2010/11 Academic Year to the 2012/13 Academic Year**

<b>Institution</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Hong Kong Baptist University	7	14	16
The Chinese University of Hong Kong	12	7	4
The Hong Kong University of Science and Technology	3	16	57
The University of Hong Kong	421	390	388
All institutions	443	427	465

**Total Tuition Fees of Self-financing Research Postgraduate Programmes Offered by UGC-funded Institutions by Institution and Broad Academic Programme Category from the 2011/12 Academic Year to the 2013/14 Academic Year**

Institution	Broad Academic Programme Category	Total Tuition Fee (\$)		
		2011/12	2012/13	2013/14
Hong Kong Baptist University	Arts & Humanities	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600
	Business & Management			
	Sciences			
	Social Sciences			
The Hong Kong University of Science and Technology	Engineering & Technology	84,000	160,000	160,000
	Sciences		-	-
The University of Hong Kong	Arts & Humanities	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250
	Business & Management			
	Education			
	Engineering & Technology			
	Medicine, Dentistry & Health			
	Sciences			
	Social Sciences			

Notes:

Research postgraduate programmes include MPhil and PhD programmes. The tuition fees above are based on normal programme duration.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme  
from 2010/11 to 2013/14 academic years**

<b>Country/ Region</b>	<b>No. of awardees in 2010/11</b>	<b>No. of awardees in 2011/12</b>	<b>No. of awardees in 2012/13</b>	<b>No. of awardees in 2013/14</b>
Australia	1	-	-	-
Argentina	-	-	-	1
Bangladesh	-	-	2	3
Belgium	1	-	-	-
Canada	2	-	-	2
Chile	-	-	-	1
Colombia	-	-	-	1
Croatia	-	-	2	-
Czech Republic	1	-	-	2
Denmark	-	-	1	1
Egypt	-	-	-	2
Ethiopia	-	-	-	1
France	-	-	1	2
Georgia	-	1	-	-
Germany	2	-	3	6
Ghana	-	-	1	1
Greece	1	-	1	-
Hong Kong	10	10	16	14
Hungary	-	-	3	-
India	2	2	3	-
Indonesia	1	-	1	-
Iran	1	1	1	3
Ireland	1	-	-	-
Italy	1	3	3	6
Japan	-	2	-	-
Latvia	-	-	-	1
Macedonia	-	1	-	-
Mainland China	65	78	92	103
Malaysia	2	2	2	3
Mexico	1	2	1	1
Netherlands	2	-	3	1
New Zealand	-	-	2	-
Nigeria	1	-	3	1
Pakistan	1	-	1	4
Palestine	-	-	-	1
Philippines	2	-	-	2
Poland	-	-	1	1
Romania	-	-	-	2
Russia	-	2	2	-
Saudi Arabia	-	-	1	-
Singapore	1	-	-	-
South Korea	2	2	4	1
Spain	-	-	1	1

<b>Country/ Region</b>	<b>No. of awardees in 2010/11</b>	<b>No. of awardees in 2011/12</b>	<b>No. of awardees in 2012/13</b>	<b>No. of awardees in 2013/14</b>
Sri Lanka	-	-	4	1
Sweden	-	-	1	-
Taiwan	-	3	1	-
Turkey	-	1	-	1
Ukraine	-	-	1	-
United Kingdom	2	2	2	6
United States of America	2	4	4	8
Venezuela	1	-	-	-
Vietnam	-	-	1	-
Zimbabwe	-	-	-	1
<b>Total</b>	<b>106</b>	<b>116</b>	<b>165</b>	<b>185</b>

**CONTROLLING OFFICER'S REPLY****EDB275****(Question Serial No. 3012)**

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 (Member Question No. 11):

Regarding the competitive allocation mechanism implemented by the University Grants Committee (UGC), please list out the information relating to the following items for the past 5 years (from 2009/10 to 2013/14 academic year):

1. the number of approved student places in UGC-funded institutions;
2. the number of student places reserved by the institutions for reallocation, a list of the courses which originally offered these places, and the percentage share of these places in the total number of places offered by the institutions;
3. the resulting number of student places after the reallocation exercise, and a list of cancelled and newly added courses.

Asked by: Hon. IP Kin-yuen

Reply:

The University Grants Committee (UGC) usually conducts academic planning with its funded institutions on a triennial basis. This includes an assessment of the Academic Development Proposals (ADPs) submitted by the institutions to determine the number of student places and the level of recurrent grants required. To ensure that the precious publicly-funded student places are put to their best use for the benefit of the community, the UGC has introduced a performance-based Competitive Allocation Mechanism (CAM) to re-distribute a small number of first-year first-degree (FYFD) places, thereby driving excellence. This involved setting aside between 4% to 6% of FYFD places not subject to specific manpower requirements (e.g. medicine, nursing, etc.) to a central pool for possible redistribution against agreed criteria.

In planning for the 2012-15 triennium, the eight funded institutions together had set aside 724 FYFD places per annum allocated in the 2009-12 triennium. Together with 90 of the 380 additional FYFD places per annum provided by the Government for the 2012-15 triennium, these places were put in a central pool for notional re-distribution by the UGC to its funded institutions based on assessment of ADPs against agreed criteria. As for the remaining 14 186 FYFD places per annum, which represent 94.6% of a total of 15 000 places, they have not been affected by CAM.

Assessment was carried out in a fair, interactive and transparent manner. As far as the outcome is concerned, as compared with the 2009-12 triennium, in the 2012-15 triennium there has been an increase in FYFD places for five among the eight institutions, no change for two institutions and a slight decrease of 28 places for just one institution (representing 2.2% of its FYFD places). Details are set out at [Annex A](#).

On allocation of student places to individual programmes, institutions had considered how to arrange their academic portfolio according to the overall student number targets received from the UGC (including both the FYFD places distributed under the competitive allocation mechanism and the places remaining) in totality in light of their own strategic goals and community needs. Therefore, we are unable to differentiate the number of FYFD intake places allocated under the competitive allocation mechanism to individual programmes by the institutions from the overall student number target. Besides, institutions have also regrouped or renamed their programmes over the years for reasons such as introduction of broad-based admission, which may be seen as introduction of new or elimination of obsolete programmes. We are therefore unable to identify a list of programmes which are newly introduced or cancelled completely due to the competitive allocation exercise. That said, the overall approved FYFD intake places of the UGC-funded programmes by broad academic programme category and by institution from the 2009/10 to 2013/14 academic years are set out at Annex B for reference purpose.

**Approved FYFDs allocated to the eight UGC-funded institution, for each year in the 2012/13 to 2014/15 triennium (Four-year normative curriculum)**

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
(a) Non-manpower-planned places	2 035	1 137	553	2 548	120	1 822	1 874	2 297	12 386
(b) Number of places set aside for competitive allocation [i.e. 6% of (a)] <sup>Note 1</sup>	122	68	22	153	0	109	112	138	724
(c) Number of places earned back after competitive allocation (% change as compared to the original number of non-manpower-planned places)	122 (0%)	34 (-3%)	22 (0%)	261 (+4.2%)	0 (0%)	0 (-6%)	139 (+1.4%)	236 (+4.2%)	814 <sup>Note 2</sup> (+0.7%)
(d) Overall distribution of FYFD places (for each year in the 2012-15 triennium) (including both non-manpower and manpower places)	2 095	1 223	553	3 247	621	2 337	1 901	3 023	15 000
(e) Final overall distribution of FYFD places for 2011/12 (% change between 2011/12 and 2012/13)	2 095 (0%)	1 251 (-2.2%)	553 (0%)	3 083 (+5.3%)	610 (+1.8%)	2 260 (+3.4%)	1 894 (+0.3%)	2 874 (+5.2%)	14 620 (+2.6%)

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

<sup>Note 1</sup> Each institution was required to set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and HKIEd. LU was required to set aside 4% of its FYFD places because of its “small size”. HKIEd did not need to set aside any places for competitive allocation, since most of its programmes were either subject to the Administration’s manpower planning requirement or “protected” areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to HKIEd to provide non-teacher-education programmes starting from 2010/11 onwards to pave way for its development into a multi-disciplinary institution.

<sup>Note 2</sup> There will be an increase of 380 FYFD places (i.e. from 14 620 to 15 000) for each cohort for each year in the 2012-15 triennium. Of the increase, 290 places have been allocated to meet manpower requirements and the remaining 90 places have been added to the central pool for competitive allocation to institutions.



**Approved First-Year-First-Degree Intake Places (full-time equivalent) of UGC-funded Programmes by Broad Academic Programme Category (APC), 2009/10 to 2013/14**

**(a) City University of Hong Kong**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Medicine, Dentistry & Health	-	-	-	5	5
Sciences	399	399	399	775	362
Engineering & Technology	480	480	480	970	515
Business & Management	753	753	753	1 420	693
Social Sciences	335	335	335	677	353
Arts & Humanities	196	196	196	358	167
<b>Total</b>	<b>2 162</b>	<b>2 162</b>	<b>2 162</b>	<b>4 206</b>	<b>2 095</b>

**(b) Hong Kong Baptist University**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Medicine, Dentistry & Health	45	45	45	90	45
Sciences	235	235	235	449	214
Business & Management	241	241	241	487	246
Social Sciences	381	381	381	735	355
Arts & Humanities	290	290	290	580	290
Education	69	69	69	148	73
<b>Total</b>	<b>1 261</b>	<b>1 261</b>	<b>1 261</b>	<b>2 489</b>	<b>1 223</b>

**(c) Lingnan University**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Business & Management	226	201	192	356	177
Social Sciences	157	139	132	252	128
Arts & Humanities	276	260	256	498	248
<b>Total</b>	<b>659</b>	<b>600</b>	<b>580</b>	<b>1 106</b>	<b>553</b>

**(d) The Chinese University of Hong Kong**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Medicine, Dentistry & Health	412	412	412	1 044	522
Sciences	645	625	627	1 230	619
Engineering & Technology	408	424	424	919	480
Business & Management	558	569	569	1 177	589
Social Sciences	509	509	509	1 056	540
Arts & Humanities	408	409	414	843	430
Education	58	66	71	138	68
<b>Total</b>	<b>2 997</b>	<b>3 014</b>	<b>3 025</b>	<b>6 406</b>	<b>3 247</b>

(e) **The Hong Kong Institute of Education**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Sciences	62	77	74	152	77
Business & Management	-	2	2	3	3
Social Sciences	15	24	25	55	34
Arts & Humanities	237	293	322	539	244
Education	154	171	187	493	263
<b>Total</b>	<b>468</b>	<b>568</b>	<b>610</b>	<b>1 242</b>	<b>621</b>

(f) **The Hong Kong Polytechnic University**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Medicine, Dentistry & Health	434	434	434	1 231	611
Sciences	282	283	284	579	304
Engineering & Technology	702	706	706	1 312	624
Business & Management	579	581	582	1 115	533
Social Sciences	63	63	63	128	65
Arts & Humanities	237	237	237	431	199
<b>Total</b>	<b>2 297</b>	<b>2 304</b>	<b>2 306</b>	<b>4 797</b>	<b>2 337</b>

(g) **The Hong Kong University of Science and Technology**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Sciences	508	499	502	1 070	554
Engineering & Technology	610	595	586	1 173	579
Business & Management	688	690	693	1 323	618
Social Sciences	38	53	57	183	126
Arts & Humanities	-	13	15	40	24
Education	5	5	5	-	-
<b>Total</b>	<b>1 847</b>	<b>1 855</b>	<b>1 857</b>	<b>3 789</b>	<b>1 901</b>

(h) **The University of Hong Kong**

<b>Broad APC</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13<sup>^</sup></b>	<b>2013/14</b>
Medicine, Dentistry & Health	487	487	487	1 112	570
Sciences	440	440	440	910	461
Engineering & Technology	594	594	594	1 214	622
Business & Management	248	251	251	542	272
Social Sciences	562	565	567	1 232	623
Arts & Humanities	373	373	374	779	403
Education	106	106	106	177	71
<b>Total</b>	<b>2 809</b>	<b>2 816</b>	<b>2 819</b>	<b>5 965</b>	<b>3 023</b>

Notes:

- <sup>^</sup> To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students in the 2012/13 academic year.
- Since some UGC-funded programmes can be mapped to more than one academic programme category (APC), student numbers of these programmes may be counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are in decimal figures. In the above tables, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals.

**CONTROLLING OFFICER'S REPLY**

**EDB276**

**(Question Serial No. 3013)**

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 (Member Question No. 12):

Regarding the funding expenditure of the University Grants Committee (UGC) on research, please provide the following for the past 5 years (2009/10 to 2013/14):

1. the amount of Government provisions for various funded institutions to carry out researches with breakdown by institutions and departments of institutions; and the amount of research fundings secured by various institutions through the UGC/ Research Grants Council competitive allocation mechanism;
2. the number of research projects terminated prematurely, the funds involved and the reasons;
3. the staff establishment, minimum salary point, mode of employment and wastage of research assistants and senior research assistants of various funded institutions;
4. the annual investment income, financial expenditure, administrative expenses and balance of the Research Endowment Fund; and
5. the amount of research grants open to self-financing institutions for competition with breakdown by institutions and departments of institutions; and the amount provided to each institution.

Asked by: Hon. IP Kin-yuen

Reply:

1. According to information provided by the UGC-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the past four academic years (2009/10 to 2012/13) is listed at Annex A. Information in respect of the 2013/14 academic year is not yet available as such information will only be reported by institutions after the completion of 2013/14 academic year. We do not have ready information from the institutions on the number of projects funded from various Government sources and the breakdown of provisions by academic department of institution.

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2009/10 to 2013/14), with breakdown by institution, is listed below. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

<b>Institution</b>	<b>2009/10 (\$ million)</b>	<b>2010/11 (\$ million)</b>	<b>2011/12 (\$ million)</b>	<b>2012/13 (\$ million)</b>	<b>2013/14 (\$ million) (Note 1)</b>
City University of Hong Kong	70.1	74.9	78.7	83.6	100.7
Hong Kong Baptist University	23.1	40.4	29.9	47.0	42.9
Lingnan University	2.1	3.6	4.0	5.9	8.7
The Chinese University of Hong Kong	264.5	180.8	246.0	190.1	380.6
Hong Kong Institute of Education	8.4	5.4	13.7	14.3	19.7
The Hong Kong Polytechnic University	87.3	84.2	90.4	90.5	121.2
The Hong Kong University of Science and Technology	139.0	116.7	161.3	204.3	237.9
The University of Hong Kong	500.4	204.7	357.3	318.8	206.7
<b>Total</b> (Note 2)	<b>1,095.0</b>	<b>710.7</b>	<b>981.1</b>	<b>954.5</b>	<b>1,118.3</b>

The amount of funding secured through UGC/RGC competitive research funding schemes in the past five academic years (2009/10 to 2013/14), with breakdown by broad subject category, is listed below.

<b>Broad Subject Category</b>	<b>2009/10 (\$ million)</b>	<b>2010/11 (\$ million)</b>	<b>2011/12 (\$ million)</b>	<b>2012/13 (\$ million)</b>	<b>2013/14 (\$ million) (Note 1)</b>
Business	40.8	46.9	63.3	62.1	53.6
Engineering	283.6	190.5	204.1	266.2	286.7
Humanities and Social Sciences	100.6	83.5	99.5	110.2	126.1
Biology and Medicine	364.3	250.7	415.1	364.7	441.3
Physical Sciences	305.7	139.2	199.2	151.4	210.6
<b>Total</b> (Note 2)	<b>1,095.0</b>	<b>710.7</b>	<b>981.1</b>	<b>954.5</b>	<b>1,118.3</b>

Note 1 Position up to 10 March 2014

Note 2 Figures may not add up due to rounding

- The total number of research projects monitored by the UGC and RGC, as well as the number of research projects terminated in the past five academic years (2009/10 to 2013/14) are as follows:

<b>Academic Year</b>	<b>No. of projects monitored by UGC/ RGC</b>	<b>No. of terminated projects (% total)</b>	<b>Funds involved (\$ million)</b>	<b>Funds returned to UGC/ RGC (\$ million)</b>
2009/10	4 342	24 (0.55%)	13.2	5.9
2010/11	4 530	6 (0.13%)	2.8	0.8
2011/12	4 751	13 (0.27%)	9.2	1.3
2012/13	5 145	15 (0.29%)	9.6	3.6
2013/14 (Note 3)	5 496	12 (0.22%)	6.4	1.0

Note 3 Position up to 10 March 2014

The reasons for terminating the 70 projects in the past five academic years (2009/10 to 2013/14) are as follows:

<b>Reason</b>	<b>Number</b>
Departure of the Principal Investigators from UGC-funded institutions	50
Principal Investigators on no-pay leave	9
Progress reports overdue	9
Change of eligibility status of Principal Investigators	1
Principal Investigators passed away	1

3. The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 academic years are set out at Annex B.
4. The annual investment income, expenditure and balance of the Research Endowment Fund (REF) for 2009/10 to 2012/13 (Note 4) are tabulated below. Information for 2013/14 is not yet available.

	For the year ended			
	31 August 2010 (\$ million)	31 August 2011 (\$ million)	31 August 2012 (\$ million)	31 August 2013 (\$ million)
Investment income	1,088	1,164	1,190	1,304
Research grants	136	673	789	662
Administrative expenses	0	2	2	1
Fund balance	19,428	19,917	25,318 <sup>(Note 5)</sup>	25,959

Note 4 The accounting period for REF runs from 1 September to 31 August of the following year.

Note 5 A further \$5 billion was injected into the REF in 2012 as per Finance Committee paper ref: FCR(2011-12)67.

5. The three new competitive research funding schemes for the local self-financing degree sector were launched in December 2013. The outcomes of the funding schemes are not available yet.

**Funding Received by UGC-funded Institutions from the Government Utilized for Research Purposes  
(2009/10 to 2012/13)**

**2009/10**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	579.9	24.9	604.8
Hong Kong Baptist University	292.7	8.9	301.7
Lingnan University	81.2	2.1	83.2
The Chinese University of Hong Kong	1,128.5	152.2	1,280.7
Hong Kong Institute of Education	135.0	25.3	160.3
The Hong Kong Polytechnic University	707.6	69.9	777.5
The Hong Kong University of Science and Technology	690.9	41.2	732.1
The University of Hong Kong	1,529.3	129.4	1,658.7
<b>Total</b>	<b>5,145.1</b>	<b>453.9</b>	<b>5,599.0</b>

**2010/11**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	597.2	31.5	628.7
Hong Kong Baptist University	280.3	11.9	292.2
Lingnan University	86.8	1.7	88.5
The Chinese University of Hong Kong	1,180.2	171.3	1,351.5
Hong Kong Institute of Education	150.2	26.7	176.9
The Hong Kong Polytechnic University	660.8	86.6	747.4
The Hong Kong University of Science and Technology	634.1	58.5	692.6
The University of Hong Kong	1,534.6	147.9	1,682.5
<b>Total</b>	<b>5,124.1</b>	<b>536.2</b>	<b>5,660.3</b>

**2011/12**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	637.8	29.8	667.7
Hong Kong Baptist University	300.5	16.1	316.7
Lingnan University	95.5	2.1	97.6
The Chinese University of Hong Kong	1,246.1	170.0	1,416.1
Hong Kong Institute of Education	162.3	4.2	166.6
The Hong Kong Polytechnic University	632.2	74.0	706.1
The Hong Kong University of Science and Technology	693.2	51.4	744.6
The University of Hong Kong	1,646.7	154.1	1,800.8
<b>Total</b>	<b>5,414.4</b>	<b>501.8</b>	<b>5,916.2</b>

**2012/13**

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	730.1	42.6	772.7
Hong Kong Baptist University	335.6	16.5	352.1
Lingnan University	105.1	4.4	109.5
The Chinese University of Hong Kong	1,096.1	167.9	1,264.0
Hong Kong Institute of Education	177.2	5.3	182.5
The Hong Kong Polytechnic University	649.9	70.5	720.4
The Hong Kong University of Science and Technology	782.5	44.5	827.0
The University of Hong Kong	1,787.5	176.4	1,964.0
<b>Total</b>	<b>5,664.1</b>	<b>528.0</b>	<b>6,192.1</b>

Note:

1. Figures are based on information provided by UGC-funded institutions
2. Figures may not add up to total due to rounding

**Staff establishment, minimum salary point, mode of employment and turnover rate  
of Research Assistants and Senior Research Assistants in UGC-funded institutions  
in the 2009/10 to 2013/14 academic years**

2009/10

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	17.7%	9,225	187	17	328	10.8%	16,860	118	9	133
HKBU	12%	8,000	44	6	275	8.9%	20,000	40	1	105
LU	0%	11,515	1	0	0	14%	19,835	8	0	0
CUHK	8%	14,025	119	5	36	0%	N/A	0	0	0
HKIEd	22.4%	12,400	57	32	125	8.4%	14,875	30	10	43
PolyU	22.6%	10,000	147	25	267	17.1%	13,000	91	23	132
HKUST	15.7%	9,000	15	0	200	0%	N/A	0	0	0
HKU	6.9%	11,955	67	6	677	5.0%	23,475	35	3	83

2010/11

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	14.6%	9,225	184	23	306	14.2%	16,860	111	13	115
HKBU	13.1%	8,000	61	5	269	9.9%	20,000	33	0	109
LU	0%	14,065	1	0	1	50%	20,450	4	0	0
CUHK	11%	14,340	172	12	122	N/A	N/A	0	0	0
HKIEd	17.4%	12,400	59	17	119	25%	14,875	26	1	37
PolyU	21.4%	10,000	108	23	248	14.8%	14,000	63	14	133
HKUST	14.4%	9,235	24	2	230	N/A	N/A	0	0	0
HKU	11.7%	12,020	69	3	738	4.3%	12,760	24	2	91



**2011/12**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	14.6%	9,350	231	17	293	16.9%	17,050	92	7	102
HKBU	12.9%	8,700	57	2	304	8.1%	21,400	40	2	118
LU	0%	21,175	1	0	0	20%	22,520	6	0	0
CUHK	9.5%	14,420	193	18	71	N/A	N/A	0	0	0
HKIED	14.6%	13,200	70	20	136	6.8%	15,825	22	8	44
PolyU	19.3%	10,000	30	8	247	15.4%	14,000	21	8	140
HKUST	15.8%	9,285	21	2	212	N/A	N/A	0	0	0
HKU	7.8%	12,760	77	0	723	3.2%	25,060	28	1	95

**2012/13**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	16.4%	10,030	249	20	330	13.1%	18,290	79	11	101
HKBU	12.2%	8,700	34	3	226	9.8%	21,400	21	0	81
LU	0%	12,365	2	0	1	50%	25,655	6	0	0
CUHK	9%	15,310	177	20	103	N/A	N/A	0	0	0
HKIED	13.8%	14,000	60	9	148	15.8%	19,100	12	3	42
PolyU	14.9%	10,000	32	9	287	15.9%	14,000	7	12	119
HKUST	11.8%	9,900	18	1	193	N/A	N/A	0	0	0
HKU	8.8%	13,500	105	1	692	6.1%	26,515	31	2	82

**2013/14 (Provisional Figure)**

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of Employment			Turnover rate*	Minimum pay (\$)	Mode of Employment		
			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#			Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract#
CityU	12.1%	10,030	180	13	419	10.3%	18,290	57	8	139
HKBU	8%	8,700	31	4	215	7.8%	21,400	16	0	87
LU	33%	13,550	2	0	1	18%	26,985	5	0	0
CUHK	4.9%	16,200	115	12	161	N/A	N/A	0	0	0
HKIED	12.6%	14,600	65	6	128	11.8%	19,900	17	1	33
PolyU	6.5%	10,000	18	18	301	2.1%	14,000	9	10	121
HKUST	6.6%	10,000	13	0	251	N/A	N/A	0	0	0
HKU	6.5%	14,030	103	5	766	3.1%	27,555	40	2	85

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

\* In calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

# Short-term contracts mean contracts which are of one year or less.

**CONTROLLING OFFICER'S REPLY**

**EDB277**

**(Question Serial No. 3014)**

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 (Member Question No. 13):

Regarding the expenditure on salaries and the recruitment of staff of the UGC-funded institutions, please provide the following information for the past 5 years (2009/10-2013/14) and the estimated figures for the 2014/15 academic year:

1. a breakdown, by terms of employment, of the number, proportion and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term contract and substantive appointment in the 8 UGC-funded institutions;
2. the increase/decrease in the number of senior staff, the expenditure on salaries involved and the percentage of such expenditure in the overall expenditure in each of the funded institutions; and
3. the expenditures on salaries and benefits of each institution which are funded by public funding and income other than public funds respectively.

Asked by: Hon. IP Kin-yuen

Reply:

1. The total numbers and respective percentages of staff on contract and substantive appointment in the academic years of 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 as provided by the eight UGC-funded institutions are set out at Annex A. The breakdown between staff on temporary contract and term contract, and between academic and administrative / support staff is not readily available. Meanwhile, the percentages of staff changes for each of the UGC-funded institutions from the 2009/10 academic year through to the 2013/14 academic year are at Annex B. Estimate for the 2014/15 academic year is not available.
2. The changes in the number of senior staff by institutions from the 2009/10 academic year through to the 2013/14 academic year are at Annex C. Estimate for the 2014/15 academic year is not available.

As regards expenditure on salaries of senior staff, the UGC does not seek to control for funding purposes the senior to junior staff ratio in the institutions since the delinking of salary scales in 2003. The information requested is not available.

3. The bulk of the Government subvention to the eight UGC-funded institutions is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). As such, it is not possible to ascertain the expenditure on staff salaries and benefits that is publicly-funded.

However, as an indication and according to information provided by the eight institutions, their total expenditure in the academic years from 2009/10 to 2012/13 and the percentages related to expenditure on staff salaries and benefits are as follows:

	2009/10	2010/11	2011/12	2012/13
Total expenditure (\$ million)	16,479	16,403	17,418	18,965
% related to staff salaries and benefits	72%	73%	73%	73%

For the same years, Government subvention and other public funding and their percentages of the institutions' total income (with the remainder from tuition fees and other miscellaneous sources) are as follows:

	2009/10	2010/11	2011/12	2012/13
Government subvention and other public funding (\$ million)	11,795	12,677	12,917	16,829
% of institutions' total income	74%	74%	77%	76%

Information for the 2013/14 and 2014/15 academic years is not yet available and there is no estimate made for the 2014/15 academic year.

**Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions**

2013/14 Academic Year (Provisional figure)

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 277	44.9%	4	0.1%	1 561	54.9%
HKBU	771	53.6%	0	0%	667	46.4%
LU	217	41.3%	147	28.0%	161	30.7%
CUHK	2 339	52.7%	28	0.6%	2 075	46.7%
HKIEd	534	46.6%	131	11.4%	482	42.0%
PolyU	969	32.5%	92	3.1%	1 921	64.4%
HKUST	1 041	42.2%	23	0.9%	1 405	56.9%
HKU	2 908	59.1%	125	2.5%	1 889	38.4%

2012/13 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 305	46.0%	5	0.2%	1 526	53.8%
HKBU	747	53.4%	0	0%	652	46.6%
LU	213	40.9%	149	28.6%	159	30.5%
CUHK	2 271	52.1%	28	0.6%	2 064	47.3%
HKIEd	550	48.8%	110	9.8%	466	41.4%
PolyU	884	29.8%	81	2.7%	2 006	67.5%
HKUST	923	39.1%	19	0.8%	1 421	60.1%
HKU	2 704	57.0%	121	2.6%	1 919	40.5%

2011/12 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 262	46.4%	5	0.2%	1 453	53.4%
HKBU	674	51.6%	0	0%	632	48.4%
LU	169	36.6%	133	28.8%	160	34.6%
CUHK	2 023	49.1%	30	0.7%	2 065	50.1%
HKIEd	546	51.0%	75	7.0%	449	42.0%
PolyU	751	26.4%	39	1.4%	2 060	72.3%
HKUST	742	33.9%	19	0.9%	1 429	65.3%
HKU	2 537	55.1%	116	2.5%	1 955	42.4%

2010/11 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 283	46.5%	5	0.2%	1 469	53.3%
HKBU	641	50.4%	0	0%	631	49.6%
LU	189	41.2%	100	21.8%	170	37.0%
CUHK	1 971	48.0%	26	0.6%	2 109	51.4%
HKIEd	555	54.1%	22	2.1%	448	43.7%
PolyU	645	22.1%	46	1.6%	2 223	76.3%
HKUST	721	33.1%	9	0.4%	1 448	66.5%
HKU	2 543	54.6%	111	2.4%	2 004	43.0%

2009/10 Academic Year

Institution	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 306	46.7%	6	0.2%	1 483	53.1%
HKBU	619	49.1%	0	0%	641	50.9%
LU	202	44.0%	89	19.4%	168	36.6%
CUHK	2 034	48.1%	27	0.6%	2 165	51.2%
HKIEd	549	52.6%	24	2.3%	470	45.1%
PolyU	705	23.2%	46	1.5%	2 282	75.2%
HKUST	661	31.0%	7	0.3%	1 461	68.6%
HKU	2 397	52.4%	99	2.2%	2 079	45.4%

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Notes:

1. Contract staff refers to staff with offer of appointment for three years or less per contract.
2. Long-term contract staff refers to staff with offer of appointment for more than three years per contract.
3. For CityU, HKBU and HKIEd, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

**Staff Changes in UGC-funded Institutions**

Total Staff Number –

Name of Institution	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional Figures)
CityU	2795	2757	2750	2846	2842
HKBU	1260	1272	1306	1399	1438
LU	459	459	462	521	525
CUHK	4226	4106	4118	4363	4442
HKIED	1043	1025	1070	1126	1147
PolyU	3033	2869	2931	2968	2982
HKUST	2129	2178	2190	2363	2469
HKU	4575	4658	4608	4744	4922

Name of Institution	Changes between 2009/10 and 2010/11		Changes between 2010/11 and 2011/12	
	No.	% change	No.	% change
CityU	-38	-1.4%	-7	-0.3%
HKBU	+12	1.0%	+34	2.7%
LU	0	0%	+3	0.7%
CUHK	-120	-2.8%	+12	0.3%
HKIED	-18	-1.7%	+45	4.4%
PolyU	-164	-5.4%	+62	2.2%
HKUST	+49	2.3%	+12	0.6%
HKU	+83	1.8%	-50	-1.1%

Name of Institution	Changes between 2011/12 and 2012/13		Estimated Changes between 2012/13 and 2013/14	
	No.	% change	No.	% change
CityU	+96	3.5%	-4	-0.1%
HKBU	+93	7.1%	+39	2.8%
LU	+59	12.8%	+4	0.8%
CUHK	+245	5.9%	+79	1.8%
HKIED	+56	5.2%	+21	1.9%
PolyU	+37	1.3%	+14	0.5%
HKUST	+173	7.9%	+106	4.5%
HKU	+136	3.0%	+178	3.8%

**Legend:**

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**Senior Staff Changes in UGC-funded Institutions**

Number of senior staff –

Name of Institution	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional Figures)
CityU	278	298	308	329	348
HKBU	146	138	137	135	130
LU	50	50	49	52	53
CUHK	361	346	340	329	317
HKIEd	117	122	113	111	109
PolyU	445	422	429	447	443
HKUST	306	318	325	326	332
HKU	343	347	342	360	368

Name of Institution	Changes between 2009/10 and 2010/11	Changes between 2010/11 and 2011/12
CityU	+20	+10
HKBU	-8	-1
LU	0	-1
CUHK	-15	-6
HKIEd	+5	-9
PolyU	-23	+7
HKUST	+12	+7
HKU	+4	-5

Name of Institution	Changes between 2011/12 and 2012/13	Estimated Changes between 2012/13 and 2013/14
CityU	+21	+19
HKBU	-2	-5
LU	+3	+1
CUHK	-11	-12
HKIEd	-2	-2
PolyU	+18	-4
HKUST	+1	+6
HKU	+18	+8

Note: Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

**Legend:**

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong



**CONTROLLING OFFICER'S REPLY**

**EDB278**

**(Question Serial No. 3179)**

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 (Member Question No. 26):

Regarding the admission of students with special educational needs (SEN), students with disabilities and non-Chinese speaking (NCS) students by UGC-funded institutions, please provide the following information for the past 5 years (2009/10 to 2013/14 academic years):

- (a) a breakdown by institution and student type of the number of students with SEN and students with disabilities admitted by the institutions and the expenditure involved in supporting them;
- (b) the number of student hostels (in terms of hostel places) provided with barrier-free facilities in the institutions and the expenditure on the installation of barrier-free facilities incurred by each institution in the past 5 years; and
- (c) a breakdown by institution and Chinese Language qualification possessed of the number of local NCS students admitted by the institutions.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The number of students with special educational needs (SEN) studying full-time university Grants Committee (UGC)-funded sub-degree and undergraduate programmes, by institution and type of disability, from the 2009/10 to 2013/14 academic years is at Annex A. Funding for SEN students is subsumed under the block grant allocated to the UGC-funded institutions, and hence the UGC is unable to attribute the exact amount provided in supporting these students.
- (b) About 30 800 student hostel places in the UGC-funded institutions are provided with barrier-free facilities, such as ramps, special toilets, braille on lift buttons and guided paths. As most of these facilities were provided during construction of hostel buildings, there is no separate breakdown on the expenditure incurred for the installation of the barrier-free facilities.
- (c) The number of local non-Chinese speaking (NCS) students admitted to the UGC-funded full-time sub-degree and undergraduate programmes from the 2009/10 to 2013/14 academic years is set out at Annex B. The UGC does not capture any data on the Chinese language qualification of the NCS students.

**Number of Students with Special Educational Needs (SEN)<sup>(note 1)</sup> Studying Full-time UGC-funded  
Sub-degree and Undergraduate Programmes  
by Institution and Types of SEN in the 2009/10 to 2013/14 Academic Years**

headcount

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
<b>2009/10 Academic Year</b>										
Sub-degree	Physical Disability	-	-	-	-	-	3	-	-	3
	Hearing Impairment	1	-	-	-	-	2	-	-	3
	Others <sup>(note 3)</sup>	-	-	-	-	-	1	-	-	1
	Sub-total	1	-	-	-	-	6	-	-	7
Undergraduate	Autism Spectrum Disorders	-	-	-	-	-	1	1	1	3
	Physical Disability	5	3	1	5	1	4	5	5	29
	Visual Impairment	2	5	2	7	-	3	7	11	37
	Hearing Impairment	3	6	5	6	-	3	19	13	55
	Mental Illness	-	-	-	-	-	-	2	-	2
	Others <sup>(note 3)</sup>	1	9	-	1	-	4	16	30	61
	Sub-total	11	23	8	19	1	15	50	60	187
<b>Total</b>		<b>12</b>	<b>23</b>	<b>8</b>	<b>19</b>	<b>1</b>	<b>21</b>	<b>50</b>	<b>60</b>	<b>194</b>
<b>2010/11 Academic Year</b>										
Sub-degree	Autism Spectrum Disorders	2	-	-	-	-	-	-	-	2
	Physical Disability	-	-	-	-	-	3	-	-	3
	Hearing Impairment	1	-	-	-	-	2	-	-	3
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	3	-	-	-	-	8	-	-	11
Undergraduate	Autism Spectrum Disorders	-	-	-	1	-	1	2	1	5
	Physical Disability	8	2	2	6	1	5	5	7	36
	Visual Impairment	5	3	-	5	-	2	4	14	33
	Hearing Impairment	3	4	2	5	-	5	15	13	47
	Speech and Language impairment	2	-	-	-	-	1	-	-	3
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 3)</sup>	1	7	-	3	-	5	20	31	67
	Sub-total	19	16	4	20	1	19	51	67	197
<b>Total</b>		<b>22</b>	<b>16</b>	<b>4</b>	<b>20</b>	<b>1</b>	<b>27</b>	<b>51</b>	<b>67</b>	<b>208</b>

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
<b>2011/12 Academic Year</b>										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	1	-	-	-	-	1	-	-	2
	Attention Deficit/ Hyperactivity Disorder	-	-	-	-	-	1	-	-	1
	Physical Disability	1	-	-	-	-	2	-	-	3
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	2	-	-	2
	Sub-total	4	-	-	-	-	9	-	-	13
Undergraduate	Specific Learning Difficulties	2	-	-	2	-	2	2	-	8
	Autism Spectrum Disorders	-	-	-	1	-	1	1	3	6
	Attention Deficit/ Hyperactivity Disorder	1	3	-	-	-	-	2	-	6
	Physical Disability	7	1	1	10	1	5	2	5	32
	Visual Impairment	9	3	-	3	-	1	4	15	35
	Hearing Impairment	5	5	1	5	-	4	7	11	38
	Speech and Language impairment	-	-	-	-	-	1	-	-	1
	Mental Illness	-	-	-	-	-	-	5	1	6
	Others <sup>(note 3)</sup>	3	8	-	3	-	1	9	25	49
	Sub-total	27	20	2	24	1	15	32	60	181
<b>Total</b>		<b>31</b>	<b>20</b>	<b>2</b>	<b>24</b>	<b>1</b>	<b>24</b>	<b>32</b>	<b>60</b>	<b>194</b>

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
<b>2012/13 Academic Year<sup>^</sup></b>										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Autism Spectrum Disorders	-	-	-	-	-	2	-	-	2
	Physical Disability	1	-	-	-	-	1	-	-	2
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	5	-	-	5
	Sub-total	3	-	-	-	-	9	-	-	12
Undergraduate	Specific Learning Difficulties	1	4	-	4	-	-	4	-	13
	Autism Spectrum Disorders	-	-	-	3	-	1	2	3	9
	Attention Deficit/ Hyperactivity Disorder	1	3	-	2	-	-	3	1	10
	Physical Disability	9	1	1	10	1	5	1	4	32
	Visual Impairment	10	5	1	2	1	2	5	16	42
	Hearing Impairment	2	13	4	7	1	8	4	16	55
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	1	-	-	2	-	-	6	1	10
	Others <sup>(note 3)</sup>	2	10	1	4	2	12	12	26	69
	Sub-total	26	36	7	35	5	29	39	67	244
<b>Total</b>		<b>29</b>	<b>36</b>	<b>7</b>	<b>35</b>	<b>5</b>	<b>38</b>	<b>39</b>	<b>67</b>	<b>256</b>

Level of Study	Type of Disability	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
<b>2013/14 Academic Year (Provisional)</b>										
Sub-degree	Autism Spectrum Disorders	-	-	-	-	-	1	-	-	1
	Physical Disability	-	-	-	-	-	1	-	-	1
	Visual Impairment	1	-	-	-	-	-	-	-	1
	Hearing Impairment	-	-	-	-	-	1	-	-	1
	Others <sup>(note 3)</sup>	-	-	-	-	-	7	-	-	7
	Sub-total	1	-	-	-	-	10	-	-	11
Undergraduate	Specific Learning Difficulties	3	4	1	5	-	-	4	1	18
	Autism Spectrum Disorders	-	-	-	1	-	2	2	3	8
	Attention Deficit/ Hyperactivity Disorder	1	4	-	4	-	-	2	1	12
	Physical Disability	7	1	2	10	1	3	3	6	33
	Visual Impairment	7	4	2	1	2	3	2	10	31
	Hearing Impairment	4	12	5	6	2	8	3	21	61
	Speech and Language impairment	-	-	-	1	-	1	2	-	4
	Mental Illness	4	-	-	3	-	1	10	-	18
	Others <sup>(note 3)</sup>	4	11	1	4	3	16	6	17	62
	Sub-total	30	36	11	35	8	34	34	59	247
<b>Total</b>		<b>31</b>	<b>36</b>	<b>11</b>	<b>35</b>	<b>8</b>	<b>44</b>	<b>34</b>	<b>59</b>	<b>258</b>

Notes:

- Figures are compiled based on the data provided by the UGC-funded institutions based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Starting from 2011/12, the CDCF categorization of type of disability has been changed to align with the Hong Kong Rehabilitation Programme Plan with a slight adaptation to cater for UGC-funded institutions, under which figures of a disability type (i.e. intellectual disabilities) is included under "Others". Hence, the figures by type of disability for the year onwards are not strictly comparable with those in previous years.
- Including multiple types of disabilities.
- '-' denotes nil.
- ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
- Abbreviations for institutions are as follows:  
CityU           City University of Hong Kong  
HKBU           Hong Kong Baptist University  
LU               Lingnan University  
CUHK           The Chinese University of Hong Kong  
HKIEd          The Hong Kong Institute of Education  
PolyU          The Hong Kong Polytechnic University  
HKUST         The Hong Kong University of Science and Technology  
HKU            The University of Hong Kong

**Numbers of Local Non-Chinese Speaking Students<sup>(note 1)</sup> Admitted to the UGC-funded Full-time Sub-degree and Undergraduate Programmes, 2009/10 to 2013/14**

Academic Year	Level of Study	Institution								
		CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	Total
2009/10	Sub-degree	2	-	-	-	-	1	-	-	3
	Undergraduate	15	1	1	4	1	4	58	8	92
	<b>Total</b>	<b>17</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>58</b>	<b>8</b>	<b>95</b>
2010/11	Sub-degree	2	-	-	-	-	-	-	-	2
	Undergraduate	33	2	-	12	2	1	63	28	141
	<b>Total</b>	<b>35</b>	<b>2</b>	<b>-</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>63</b>	<b>28</b>	<b>143</b>
2011/12	Sub-degree	8	-	-	-	-	3	-	-	11
	Undergraduate	24	5	1	23	1	3	74	14	145
	<b>Total</b>	<b>32</b>	<b>5</b>	<b>1</b>	<b>23</b>	<b>1</b>	<b>6</b>	<b>74</b>	<b>14</b>	<b>156</b>
2012/13	Sub-degree	7	-	-	-	-	-	-	-	7
	Undergraduate <sup>^</sup>	37	2	6	34	11	9	124	26	249
	<b>Total</b>	<b>44</b>	<b>2</b>	<b>6</b>	<b>34</b>	<b>11</b>	<b>9</b>	<b>124</b>	<b>26</b>	<b>256</b>
2013/14#	Sub-degree	4	-	-	-	-	3	-	-	7
	Undergraduate	46	1	20	24	8	7	98	23	227
	<b>Total</b>	<b>50</b>	<b>1</b>	<b>20</b>	<b>24</b>	<b>8</b>	<b>10</b>	<b>98</b>	<b>23</b>	<b>234</b>

## Notes:

1. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
2. '-' denotes nil.
3. # Provisional figures
4. ^ To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
5. Abbreviations for institutions are as follows:  
CityU            City University of Hong Kong  
HKBU            Hong Kong Baptist University  
LU                Lingnan University  
CUHK            The Chinese University of Hong Kong  
HKIED           The Hong Kong Institute of Education  
PolyU            The Hong Kong Polytechnic University  
HKUST           The Hong Kong University of Science and Technology  
HKU              The University of Hong Kong

**CONTROLLING OFFICER'S REPLY**

**EDB279**

**(Question Serial No. 2239)**

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 (Member Question No. 62):

The student number of undergraduate programmes funded by the University Grants Committee (UGC) in 2013/14 is 77 199. Would the Administration please advise this Committee of:

- a) the exact amount of UGC funding for each of the undergraduate places and the total amount of funding provided?
- b) whether the UGC's annual expenditure on funding undergraduate places is fixed? If yes, will the Administration review the funding regularly? On what basis will the review be made? If no, what are the reasons?
- c) of the 77 199 students, how many are non-local students (including local and non-local students enrolling on UGC-funded programmes through non-JUPAS route; please set out separately)?

Asked by: Hon. KWOK, Dennis

Reply:

(a) & (b) The Administration and the University Grants Committee (UGC) normally follow a triennial planning cycle for the UGC sector. For each cycle, the UGC makes recommendations on the distribution of approved student numbers and conducts recurrent grants assessment with its funded institutions taking into account, among other things, the planning parameters and the academic development proposals of institutions.

Subvention for the UGC-funded institutions is estimated at \$15.0 billion in the 2013/14 academic year. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. As funding for publicly-funded undergraduate places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit costs per annum of a UGC-funded undergraduate place for the 2012/13 academic year was \$201,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). The student unit cost for the 2013/14 academic year is not yet available.

(c) In the 2013/14 academic year, the total number of students in UGC-funded undergraduate programmes in full-time equivalent terms and in terms of headcount are 77 199 (provisional figure) and 78 219 (provisional figure) respectively. Of these, 69 277 are local students and 8 942 are non-local students. The total number of student intake to first-year first-degree (FYFD) places funded by the UGC is 17 089 in the 2013/14 academic year, including 14 643 local students and 2 446 non-local students. Among the local students, 12 168 were admitted through the Joint University Programmes Admissions System (JUPAS) and 2 475 were admitted via the non-JUPAS route.

**CONTROLLING OFFICER'S REPLY****EDB280****(Question Serial No. 2242)**

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 (Member Question No. 87):

The number of students doing University Grants Committee (UGC)-funded sub-degree programmes in the 2013/14 academic year is 5 172. Would the Administration advise this Committee of the following:

- (a) What is the actual amount of subvention per sub-degree place? What is the total subvention amount?
- (b) Does the UGC incur a fixed amount of annual expenditure on subvention for sub-degree places? If yes, will the Administration regularly review the subvention amount? What criteria have been adopted for consideration? If not, what are the reasons?
- (c) On what basis does the Administration decide whether or not to subvent a sub-degree programme? Will the Administration consider increasing the number of sub-degree places? If yes, what are the details? If not, what are the reasons?
- (d) In view of the excessive supply of self-financing sub-degree programmes, students are concerned about the lack of regulation in respect of the quality of such programmes. Does the Administration have in place any mechanism/criteria for regulating publicly funded sub-degree programmes?
- (e) Are self-financing sub-degree programmes currently offered by tertiary institutions eligible for inclusion in the UGC's list of subvented programmes? If yes, what are the details? If not, what are the reasons?

Asked by: Hon. KWOK, Dennis

Reply:

(a) & (b) The Administration and the University Grants Committee (UGC) normally follow a triennial planning cycle for the UGC sector. For each cycle, the UGC makes recommendations on the distribution of approved student numbers and conducts recurrent grants assessment with its funded institutions taking into account, among other things, the planning parameters and the academic development proposals of institutions.

Subvention for the UGC-funded institutions is estimated at \$15.0 billion in the 2013/14 academic year. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. As funding for publicly-funded sub-degree places is subsumed under the block grants, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit costs per annum of a UGC-funded sub-degree place for the 2012/13 academic year was \$137,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040 for the Hong Kong Institute of Education and \$31,575 for other UGC-funded institutions). The student unit cost for the 2013/14 academic year is not yet available.



(c) In 2002, the Government accepted the UGC's recommendation that sub-degree programmes should generally be offered on a self-financing basis, subject to specified exceptions. These exceptions are courses that require high start-up and maintenance costs or access to expensive laboratory/equipment; courses that would meet specific manpower needs; and courses that could be regarded as "endangered species", e.g. courses that lack market appeal to the providers and the students. Existing UGC-funded sub-degree courses that do not meet the above exception criteria are being gradually phased-out in accordance with the agreed schedule with the institutions concerned.

(d) The Government attaches great importance to the quality assurance of post-secondary education. As stated in its response to the UGC's 2010 Report on Higher Education Review, the Government considers that periodic external audits and reviews should be conducted on both self-financing and publicly-funded sub-degree operations under the aegis of UGC-funded institutions so as to enhance quality assurance and ensure consistency and coherence in standards. To this end, a working group to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions comprising representatives nominated by the UGC, the Heads of Universities Committee and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications is being set up. A representative of the Education Bureau will also participate as an observer. The working group will work to identify the optimal approach to conducting external quality audits on sub-degree operations of UGC-funded institutions, and recommend the long-term mechanism for such external quality audits. It is expected that the working group will start operation in the first half of 2014.

(e) It is the Government's policy to support the parallel development of the publicly-funded and self-financing post-secondary education sectors. Regarding the self-financing sector, the Government has been making great effort to promote its development through a basket of support measures, including land grant at nominal premium, interest-free start-up loans, around HK\$3.5 billion Self-financing Post-secondary Education Fund to provide scholarships and support quality enhancement efforts of institutions; an injection of HK\$3 billion into the Research Endowment Fund for self-financing degree sector to enhance academic and research development; student financial assistance; etc. There is currently no plan to provide recurrent grants to subsidise self-financing sub-degree programmes.

**CONTROLLING OFFICER'S REPLY**

**EDB281**

**(Question Serial No. 3048)**

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 (Member Question No. 33):

Please provide a breakdown by institution and programme, of the number of Year 2 and Year 3 degree places funded by the University Grants Committee for sub-degree graduates, and the expenditure involved, in the 2014/15 academic year, and also of the number of Year 2 and Year 3 degree places run on a self-financed basis for sub-degree graduates and the respective tuition fees involved in the 2012/13 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The approved senior year undergraduate University Grants Committee (UGC)-funded places by institutions and programmes for the 2014/15 academic year are set out at Annex A. As funding for the senior year places is subsumed under the block grant to institutions, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2012/13 academic year was \$201,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). Information for the 2013/14 academic year is not yet available.

As for the self-financing programmes, according to the information provided by the institutions, the number of estimated intake places and the average annual tuition fees of full-time locally-accredited self-financing top-up degree programmes for the 2012/13 academic year are at Annex B.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2014/15 Academic Year**

Institution	Programme	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	269	185
	Bachelor of Arts/Bachelor of Sciences	90	72
	Bachelor of Business Administration	347	286
	Bachelor of Engineering	167	64
	Bachelor of Sciences	115	87
	Bachelor of Social Sciences	321	233
	<b>Sub-total</b>	<b>1 309</b>	<b>927</b>
HKBU	Bachelor of Arts	126	92
	Bachelor of Business Administration	106	74
	Bachelor of Sciences	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	107	77
	<b>Sub-total</b>	<b>398</b>	<b>288</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	73	65
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	32	30
	Bachelor of Nursing	60	60
	Bachelor of Sciences (including Bachelor of Health Science)	151	105
	Bachelor of Social Sciences	59	45
	<b>Sub-total</b>	<b>385</b>	<b>315</b>
HKIED	Bachelor of Arts	34	27
	Bachelor of Social Sciences	46	14
	<b>Sub-total</b>	<b>80</b>	<b>41</b>
PolyU	Bachelor of Arts	216	336
	Bachelor of Arts/Bachelor of Sciences	365	-
	Bachelor of Business Administration	-	62
	Bachelor of Business Administration/ Bachelor of Sciences	241	103
	Bachelor of Engineering	40	151
	Bachelor of Engineering/Bachelor of Sciences	235	-
	Bachelor of Nursing	40	40
	Bachelor of Sciences	182	245
	<b>Sub-total</b>	<b>1 319</b>	<b>937</b>
HKUST	Bachelor of Business Administration	15	15
	Bachelor of Engineering	65	65

Institution	Programme	Penultimate Year (Intake)	Final Year
	Bachelor of Sciences	20	20
	<b>Sub-total</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	50	50
	Bachelor of Business Administration	30	-
	Bachelor of Engineering	30	30
	Bachelor of Nursing	25	25
	Bachelor of Sciences	110	110
	Bachelor of Social Sciences	40	40
	<b>Sub-total</b>	<b>285</b>	<b>255</b>
<b>Total</b>		<b>4 000</b>	<b>2 987</b>

Notes:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Estimated Intake and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Top-up Degree Programmes by Institution and Programme in the 2012/13 Academic Year**

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
Caritas Institute of Higher Education	Bachelor of Business Administration (Honours) - Year 3 Entry	80	59,265
	<b>Sub-total</b>	<b>80</b>	
Centennial College	Bachelor of Arts (Honours) Programme - Year 3 Entry	200	92,000
	Bachelor of Professional Accounting (Honours) Programme - Year 3 Entry	120	92,000
	<b>Sub-total</b>	<b>320</b>	
City University of Hong Kong	Bachelor of Arts (Honours) in English for the Professions (Top-up Degree)	54	75,000
	Bachelor of Arts (Honours) in Integrated Strategic Communication (Top-up Degree)	80	90,300
	Bachelor of Arts (Honours) in Language Studies (Top-up Degree)	80	75,000
	Bachelor of Business Administration (Honours) in Accountancy (Top-up Degree)	38	78,750
	Bachelor of Business Administration (Honours) in Business Economics (Top-up Degree)	11	78,750
	Bachelor of Business Administration (Honours) in China Business (Top-up Degree)	7	78,750
	Bachelor of Business Administration (Honours) in Finance (Top-up Degree)	29	78,750
	Bachelor of Business Administration (Honours) in Human Resources Management (Top-up Degree)	20	78,750
	Bachelor of Business Administration (Honours) in Information Management (Top-up Degree)	33	78,750
	Bachelor of Business Administration (Honours) in International Business – Japan Studies (Top-up Degree)	6	78,750
	Bachelor of Business Administration (Honours) in Management Science (Top-up Degree)	11	78,750
	Bachelor of Business Administration (Honours) in Managerial Statistics (Top-up Degree)	9	78,750
	Bachelor of Business Administration (Honours) in Marketing (Top-up Degree)	24	78,750
	Bachelor of Business Administration (Honours) in Service Operations Management (Top-up Degree)	12	78,750
	Bachelor of Social Sciences (Honours) in Administration and Public Management (Top-up Degree)	80	90,300
	Bachelor of Social Sciences (Honours) in International Studies (Top-up Degree)	78	90,300
	<b>Sub-total</b>	<b>572</b>	
City University of Hong Kong – School of Continuing and Professional Education	BA (Hons) Marketing Management	165	68,962
	Bachelor of Arts (Honours) Business Administration and Management	100	84,600
	Bachelor of Arts (Honours) International Business Management	85	85,000
	Bachelor of Design (Communication Design)	60	72,000
	Bachelor of Design (Digital Media Design)	60	72,000
	Bachelor of Science (Honours) in Business Information Technology	100	78,000
	<b>Sub-total</b>	<b>570</b>	
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management Programme - Year 3 Entry	30	65,000
	Bachelor of Business Administration (Honours) Programme - Year 3 Entry	75	65,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Journalism and Communication (Honours) Programme - Year 3 Entry	25	65,000
	<b>Sub-total</b>	<b>130</b>	
Hong Kong Baptist University	Bachelor of Commerce (Honours) in Accountancy	80	63,000
	<b>Sub-total</b>	<b>80</b>	
School of Continuing Education of the Hong Kong Baptist University	Bachelor of Arts (Honours) in Creative Writing for Film, Television and New Media (Top-up Degree)	45	69,300
	Bachelor of Arts (Honours) in Music Studies (Top-up Degree)	40	67,200
	Bachelor of Arts in Liberal and Cultural Studies (Top-up Degree)	70	63,000
	Bachelor of Commerce in Human Resources Management (Top-up Degree)	60	63,000
	Bachelor of Commerce in Marketing (Top-up Degree)	60	63,000
	Bachelor of Social Sciences (Honours) in Psychology (Top-Up Degree)	70	63,000
	Bachelor of Social Sciences (Honours) in Social Policy (Top-up Degree)	50	66,150
	Bachelor of Social Sciences in Integrated Communication Management (Top-up Degree)	85	63,000
	Bachelor of Social Sciences in Sport and Recreation Leadership (Top-Up Degree)	70	63,000
	<b>Sub-total</b>	<b>550</b>	
Hong Kong Institute of Technology	BA (Hons) Accounting and Finance - Year 3 Entry	30	45,000
	BA (Hons) Business Management - Year 3 Entry	20	45,000
	BA (Hons) Marketing and Advertising - Year 3 Entry	20	45,000
	Bachelor of Business - Year 3 Entry	N.A.	45,000
	Bachelor of Information Technology - Year 3 Entry	N.A.	42,120
	BSc (Hons) Computing - Year 3 Entry	20	45,000
	<b>Sub-total</b>	<b>90</b>	
School of Continuing and Professional Studies, The Chinese University of Hong Kong	Bachelor of Business (Event Management)	40	117,600
	Bachelor of Business (Hotel Management)	65	117,600
	Bachelor of Business (Management)	40	117,600
	Bachelor of Business (Marketing)	40	117,600
	<b>Sub-total</b>	<b>185</b>	
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education - Year 2 Entry	3	85,867
	Bachelor of Health Education (Honours) Programme (One-year Top-up Degree)	68	84,000
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) - Year 2 Entry	6	81,900
	Bachelor of Science Education (Honours) (Science and Web Technology) - Year 2 Entry	5	82,500
	Bachelor of Science Education (Honours) (Sports Science) - Year 2 Entry	10	93,600
	Bachelor of Social Science Education (Honours) (Greater China Studies) - Year 2 Entry	12	79,267
	<b>Sub-total</b>	<b>104</b>	
The Hong Kong Polytechnic University	Bachelor of Arts (Honours) in Bilingual Studies	80	75,000
	Bachelor of Arts (Honours) in Translation and Interpreting Studies	30	100,000

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Business Administration (Honours) in Accountancy	160	85,000
	Bachelor of Engineering (Honours) in Building Services Engineering	50	85,000
	Bachelor of Engineering (Honours) in Electronic Engineering	40	80,000
	Bachelor of Engineering (Honours) in Product Engineering with Marketing	60	77,500
	Bachelor of Science (Honours) in Applied Ageing Studies	50	73,750
	Bachelor of Science (Honours) in Chemical Technology	40	100,000
	Bachelor of Science (Honours) in Convention and Event Management	60	78,750
	Bachelor of Science (Honours) in Hotel Management	90	101,667
	Bachelor of Science (Honours) in Tourism Management	90	105,000
		<b>Sub-total</b>	<b>750</b>
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	Bachelor of Arts (Honours) in Retail and Service Management	40	65,100
	Bachelor of Arts (Honours) in Travel Industry Management	135	65,100
	Bachelor of Arts in Applied and Media Arts	50	65,800
	Bachelor of Arts in Business (Finance)	67	65,800
	Bachelor of Arts in Business	66	65,800
	Bachelor of Arts in Business (International Business)	67	65,800
	Bachelor of Arts in Hospitality Management	100	65,800
	Bachelor of Arts in Housing Management	60	65,800
	Bachelor of Arts in Marketing and Public Relations	240	65,800
	Bachelor of Arts in Professional Communication	60	65,800
	Bachelor of Arts in Psychological Studies	50	65,800
	Bachelor of Arts in Public Administration	40	65,800
		<b>Sub-total</b>	<b>975</b>
The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese Language and Literature - Yr 2 entry	3	49,600
	Bachelor of Arts (Hons) in Chinese Language and Literature - Yr 3 entry	2	49,600
	Bachelor of Arts (Hons) in Language and Translation - Yr 2 entry	3	49,600
	Bachelor of Arts (Hons) in Language and Translation - Yr 3 entry	1	49,600
	Bachelor of Business Administration (Hons) in Accounting - Yr 3 entry	311	49,600
	Bachelor of Business Administration (Hons) in Management - Yr 3 entry	65	49,600
	Bachelor of Business Administration in Banking and Finance - Yr 3 entry	5	49,600
	Bachelor of Business Administration in China Business - Yr 3 entry	16	49,600
	Bachelor of Business Administration in Corporate Administration - Yr 3 entry	42	49,600
	Bachelor of Business Administration in Human Resource Management - Yr 3 entry	5	49,600
	Bachelor of Business Administration in International Business - Yr 3 entry	23	49,600
	Bachelor of Business Administration in Management - Yr 3 entry	6	49,600
	Bachelor of Business Administration in Marketing - Yr 3 entry	41	49,600
	Bachelor of Computing (Hons) in Internet Technology - Yr 2 entry	23	49,600
	Bachelor of Computing (Hons) in Internet Technology - Yr 3 entry	48	49,600
	Bachelor of Hospitality Management - Yr 3 entry	95	49,600
	Bachelor of Language Studies (English) (Hons) - Yr 2 entry	16	49,600

Institution	Programme	Estimated Intakes	Average Annual Tuition Fee (\$)
	Bachelor of Language Studies (English) (Hons) - Yr 3 entry	1	49,600
	Bachelor of Science (Hons) in Applied Science (Beauty and Health) - Yr 3 entry	24	66,133
	Bachelor of Science (Hons) in Applied Science (Biology and Chemistry) - Yr 3 entry	130	66,133
	Bachelor of Science (Hons) in Applied Science (Energy and Environment) - Yr 3 entry	71	66,133
	Bachelor of Science (Hons) in Electronic and Computer Engineering - Yr 2 entry	9	49,600
	Bachelor of Science (Hons) in Electronic and Computer Engineering - Yr 3 entry	22	49,600
	Bachelor of Science (Hons) in Statistical Analysis - Yr 3 entry	50	66,133
	Bachelor of Science (Hons) in Web Technologies - Yr 3 entry	37	49,600
	Bachelor of Science in Computer Engineering - Yr 2 entry	8	49,600
	Bachelor of Science in Computer Engineering - Yr 3 entry	9	49,600
	Bachelor of Science in Electronics - Yr 3 entry	13	49,600
	Bachelor of Social Sciences (Hons) - Yr 3 entry	25	49,600
	<b>Sub-total</b>	<b>1 104</b>	
	The Open University of Hong Kong – Li Ka Shing Institute of Professional and Continuing Education	Bachelor of Arts with Honours in Accounting and Finance - Year 2 Entry	15
Bachelor of Arts with Honours in Business Management - Year 2 Entry		15	61,000
<b>Sub-total</b>		<b>30</b>	
The University of Hong Kong – HKU SPACE	Bachelor of Commerce (Marketing and Advertising)	40	72,000
	<b>Sub-total</b>	<b>40</b>	
Tung Wah College	Bachelor of Business Administration (Honours) - Year 3 Entry	55	66,000
	Bachelor of Health Science (Honours) (Nursing Major) - Year 3 entry	100	90,600
	Bachelor of Social Science (Honours) - Year 3 entry	50	75,000
	<b>Sub-total</b>	<b>205</b>	
Vocational Training Council	BA (Hons) Advertising and Marketing Communications	30	55,000
	BA (Hons) Business and Finance	60	59,600
	BA (Hons) Business and Human Resource Management	60	59,600
	BA (Hons) Business Management	60	59,600
	BA (Hons) Fashion Design	30	75,400
	BA (Hons) Fashion: Hair and Make-up	25	75,400
	BA (Hons) Fashion: Styling and Photography	25	75,400
	BA (Hons) Finance and Investment Management	40	61,800
	BA (Hons) Interior Design	45	74,600
	BA (Hons) International Business Management	225	61,800
	BA (Hons) International Fashion Business	35	75,400
	BA (Hons) Product Design	40	74,600
	BA (Hons) Visual Communication (Graphic Communication)	65	74,600
	BA (Hons) Visual Communication (Moving Image)	35	74,600
	<b>Sub-total</b>	<b>775</b>	
<b>Total</b>		<b>6 560</b>	

Note: N.A. denotes not available



**CONTROLLING OFFICER'S REPLY**

**EDB282**

**(Question Serial No. 3050)**

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 (Member Question No. 35):

- (a) Please list out by institution, place of origin and level of study the total number of non-local students studying in UGC-funded institutions in the past three academic years.
- (b) What were the expenditures involved in the above academic years? How much was spent on helping students adapt to life in Hong Kong?

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) Under the existing policy, institutions may enroll non-local students up to 20% of the approved University Grants Committee (UGC)-funded student number for sub-degree, undergraduate and taught postgraduate programmes (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number). The number of non-local student enrolment of UGC-funded programmes by institution, level of study and place of origin in the past three academic years is set out in the *Annex*.
- (b) Funding to institutions is made in the form of a block grant on the basis of approved student places allocated to the institutions. It is not possible to attribute specific amount of funding on measures to facilitate students' integration.

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2011/12**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	590	88	25	703
	Taught Postgraduate	6	-	4	10
	Research Postgraduate <sup>^</sup>	524	25	19	568
	<b>Sub-total</b>	<b>1 120</b>	<b>113</b>	<b>48</b>	<b>1 281</b>
Hong Kong Baptist University	Undergraduate	450	8	1	459
	Taught Postgraduate	3	-	-	3
	Research Postgraduate <sup>^</sup>	148	9	9	166
	<b>Sub-total</b>	<b>601</b>	<b>17</b>	<b>10</b>	<b>628</b>
Lingnan University	Undergraduate	169	16	5	190
	Research Postgraduate <sup>^</sup>	26	6	4	36
	<b>Sub-total</b>	<b>195</b>	<b>22</b>	<b>9</b>	<b>226</b>
The Chinese University of Hong Kong	Undergraduate	911	158	52	1 121
	Taught Postgraduate	9	2	2	13
	Research Postgraduate <sup>^</sup>	1 109	32	25	1 166
	<b>Sub-total</b>	<b>2 029</b>	<b>192</b>	<b>79</b>	<b>2 300</b>
The Hong Kong Institute of Education	Undergraduate	211	5	-	216
	Taught Postgraduate	10	1	1	12
	Research Postgraduate <sup>^</sup>	18	2	1	21
	<b>Sub-total</b>	<b>239</b>	<b>8</b>	<b>2</b>	<b>249</b>
The Hong Kong Polytechnic University	Sub-degree	-	1	1	2
	Undergraduate	801	113	38	952
	Research Postgraduate <sup>^</sup>	390	37	17	444
	<b>Sub-total</b>	<b>1 191</b>	<b>151</b>	<b>56</b>	<b>1 398</b>
The Hong Kong University of Science and Technology	Undergraduate	474	280	62	816
	Research Postgraduate <sup>^</sup>	902	69	28	999
	<b>Sub-total</b>	<b>1 376</b>	<b>349</b>	<b>90</b>	<b>1 815</b>
The University of Hong Kong	Undergraduate	977	389	91	1 457
	Taught Postgraduate	27	14	8	49
	Research Postgraduate <sup>^</sup>	1 181	100	85	1 367
	<b>Sub-total</b>	<b>2 185</b>	<b>503</b>	<b>184</b>	<b>2 873</b>
All institutions	Sub-degree	-	1	1	2
	Undergraduate	4 583	1 057	274	5 914
	Taught Postgraduate	55	17	15	87
	Research Postgraduate <sup>^</sup>	4 298	280	188	4 767
	<b>Total</b>	<b>8 936</b>	<b>1 355</b>	<b>478</b>	<b>10 770</b>

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. <sup>^</sup> Figures may not add up to the corresponding totals owing to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
4. '-' denotes 'nil'.

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2012/13**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	794	178	35	1 007
	Taught Postgraduate	3	1	4	8
	Research Postgraduate <sup>^</sup>	521	34	31	586
	<b>Sub-total</b>	<b>1 318</b>	<b>213</b>	<b>70</b>	<b>1 601</b>
Hong Kong Baptist University	Undergraduate	648	11	-	659
	Taught Postgraduate	1	-	-	1
	Research Postgraduate <sup>^</sup>	150	16	14	180
	<b>Sub-total</b>	<b>799</b>	<b>27</b>	<b>14</b>	<b>840</b>
Lingnan University	Undergraduate	158	22	6	186
	Research Postgraduate <sup>^</sup>	29	7	8	44
	<b>Sub-total</b>	<b>187</b>	<b>29</b>	<b>14</b>	<b>230</b>
The Chinese University of Hong Kong	Undergraduate	1 317	246	72	1 635
	Taught Postgraduate	13	3	2	18
	Research Postgraduate <sup>^</sup>	1 208	39	30	1 277
	<b>Sub-total</b>	<b>2 538</b>	<b>288</b>	<b>104</b>	<b>2 930</b>
The Hong Kong Institute of Education	Undergraduate	218	7	-	225
	Taught Postgraduate	6	-	1	7
	Research Postgraduate <sup>^</sup>	22	3	2	27
	<b>Sub-total</b>	<b>246</b>	<b>10</b>	<b>3</b>	<b>259</b>
The Hong Kong Polytechnic University	Sub-degree	-	1	-	1
	Undergraduate	1 059	176	45	1 280
	Research Postgraduate <sup>^</sup>	407	41	27	475
	<b>Sub-total</b>	<b>1 466</b>	<b>218</b>	<b>72</b>	<b>1 756</b>
The Hong Kong University of Science and Technology	Undergraduate	668	433	82	1 183
	Research Postgraduate <sup>^</sup>	960	79	35	1 074
	<b>Sub-total</b>	<b>1 628</b>	<b>512</b>	<b>117</b>	<b>2 257</b>
The University of Hong Kong	Undergraduate	1 453	677	94	2 224
	Taught Postgraduate	39	15	6	60
	Research Postgraduate <sup>^</sup>	1 289	116	99	1 503
	<b>Sub-total</b>	<b>2 781</b>	<b>808</b>	<b>199</b>	<b>3 787</b>
All institutions	Sub-degree	-	1	-	1
	Undergraduate	6 315	1 750	334	8 399
	Taught Postgraduate	62	19	13	94
	Research Postgraduate <sup>^</sup>	4 586	335	246	5 166
	<b>Total</b>	<b>10 963</b>	<b>2 105</b>	<b>593</b>	<b>13 661</b>

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.
4. <sup>^</sup> Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
5. '-' denotes 'nil'.

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2013/14 (Provisional)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia	The Rest of the World	Total
City University of Hong Kong	Undergraduate	810	277	36	1 123
	Taught Postgraduate	4	-	1	5
	Research Postgraduate <sup>^</sup>	480	55	52	587
	<b>Sub-total</b>	<b>1 294</b>	<b>332</b>	<b>89</b>	<b>1 715</b>
Hong Kong Baptist University	Undergraduate	692	11	1	704
	Research Postgraduate <sup>^</sup>	160	15	16	191
	<b>Sub-total</b>	<b>852</b>	<b>26</b>	<b>17</b>	<b>895</b>
Lingnan University	Undergraduate	147	19	5	171
	Research Postgraduate <sup>^</sup>	33	5	12	50
	<b>Sub-total</b>	<b>180</b>	<b>24</b>	<b>17</b>	<b>221</b>
The Chinese University of Hong Kong	Undergraduate	1 374	329	77	1 780
	Taught Postgraduate	15	1	1	17
	Research Postgraduate <sup>^</sup>	1 247	40	34	1 321
	<b>Sub-total</b>	<b>2 636</b>	<b>370</b>	<b>112</b>	<b>3 118</b>
The Hong Kong Institute of Education	Undergraduate	235	11	-	246
	Taught Postgraduate	4	1	-	5
	Research Postgraduate <sup>^</sup>	20	3	2	25
	<b>Sub-total</b>	<b>259</b>	<b>15</b>	<b>2</b>	<b>276</b>
The Hong Kong Polytechnic University	Undergraduate	1 104	217	44	1 365
	Research Postgraduate <sup>^</sup>	448	42	36	526
	<b>Sub-total</b>	<b>1 552</b>	<b>259</b>	<b>80</b>	<b>1 891</b>
The Hong Kong University of Science and Technology	Undergraduate	694	491	80	1 265
	Research Postgraduate <sup>^</sup>	1 044	107	42	1 193
	<b>Sub-total</b>	<b>1 738</b>	<b>598</b>	<b>122</b>	<b>2 458</b>
The University of Hong Kong	Undergraduate	1 465	741	82	2 288
	Taught Postgraduate	65	11	10	86
	Research Postgraduate <sup>^</sup>	1 333	118	111	1 562
	<b>Sub-total</b>	<b>2 863</b>	<b>870</b>	<b>203</b>	<b>3 936</b>
All institutions	Undergraduate	6 521	2 096	325	8 942
	Taught Postgraduate	88	13	12	113
	Research Postgraduate <sup>^</sup>	4 765	385	305	5 455
	<b>Total</b>	<b>11 374</b>	<b>2 494</b>	<b>642</b>	<b>14 510</b>

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. To tie in with the implementation of the new academic structure in 2012/13 academic year, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2013/14 academic year.
4. <sup>^</sup> Figures may not add up to the corresponding totals owing to rounding. If the RPg students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
5. '-' denotes 'nil'.

**CONTROLLING OFFICER'S REPLY****EDB283****(Question Serial No. 3204)**

**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 (Member Question No. 64):**

Please provide the titles and brief descriptions of the research projects supported by the Research Endowment Fund since its inception, and the amount of funding each of these projects received.

**Asked by:** Hon. LEE Wai-king, Starry

**Reply:**

The number of research projects supported by the Research Endowment Fund (REF) since its inception in the 2009/10 academic year is as follows:

<b>Academic Year</b>	<b>No. of Research Projects Supported by the REF</b>
2009/10	848
2010/11	839
2011/12	919
2012/13	1 028
2013/14 <sup>(Note)</sup>	1 176

<sup>Note</sup> Position up to 10 March 2014

Details of the research projects supported by the REF under various funding schemes, including the titles, participating institutions and amount awarded, are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). Except for travel grant, conference grant and fellowship type projects, layman summaries of the approved research projects are also available at the above website. In view of the large number of projects involved, members are invited to visit the website to search for the details of individual projects.

**CONTROLLING OFFICER'S REPLY**

**EDB284**

**(Question Serial No. 3205)**

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 (Member Question No. 65):

In the four years from the 2014/15 academic year, how will senior year articulation places and programmes offered by the Government be distributed among institutions? Please give a breakdown by institution and academic discipline.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The approved senior year undergraduate places of the University Grants Committee (UGC)-funded programmes for the 2014/15 academic year by institution and programme are set out at **Annex**. The Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. The UGC will work closely with the institutions to put the additional places to the most effective use. As such, the distribution of the senior year places for the 2015/16 to 2018/19 academic years by institution and programme is not available yet.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded Programmes, 2014/15 Academic Year**

Institution	Programme	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	269	185
	Bachelor of Arts/Bachelor of Sciences	90	72
	Bachelor of Business Administration	347	286
	Bachelor of Engineering	167	64
	Bachelor of Sciences	115	87
	Bachelor of Social Sciences	321	233
	<b>Sub-total</b>	<b>1 309</b>	<b>927</b>
HKBU	Bachelor of Arts	126	92
	Bachelor of Business Administration	106	74
	Bachelor of Sciences	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	107	77
	<b>Sub-total</b>	<b>398</b>	<b>288</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	73	65
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	32	30
	Bachelor of Nursing	60	60
	Bachelor of Sciences (including Bachelor of Health Science)	151	105
	Bachelor of Social Sciences	59	45
	<b>Sub-total</b>	<b>385</b>	<b>315</b>
HKIEd	Bachelor of Arts	34	27
	Bachelor of Social Sciences	46	14
	<b>Sub-total</b>	<b>80</b>	<b>41</b>
PolyU	Bachelor of Arts	216	336
	Bachelor of Arts/Bachelor of Sciences	365	-
	Bachelor of Business Administration	-	62
	Bachelor of Business Administration/ Bachelor of Sciences	241	103
	Bachelor of Engineering	40	151
	Bachelor of Engineering/Bachelor of Sciences	235	-
	Bachelor of Nursing	40	40
	Bachelor of Sciences	182	245
	<b>Sub-total</b>	<b>1 319</b>	<b>937</b>
HKUST	Bachelor of Business Administration	15	15
	Bachelor of Engineering	65	65
	Bachelor of Sciences	20	20
	<b>Sub-total</b>	<b>100</b>	<b>100</b>

Institution	Programme	Penultimate Year (Intake)	Final Year
HKU	Bachelor of Arts	50	50
	Bachelor of Business Administration	30	-
	Bachelor of Engineering	30	30
	Bachelor of Nursing	25	25
	Bachelor of Sciences	110	110
	Bachelor of Social Sciences	40	40
	<b>Sub-total</b>	<b>285</b>	<b>255</b>
<b>Total</b>		<b>4 000</b>	<b>2 987</b>

Notes:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong



**CONTROLLING OFFICER'S REPLY****EDB285****(Question Serial No. 3234)**

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 (Member Question No. 66):

Please provide a breakdown of various types of research funding provided by the Government for each institution and the research funding secured by each institution through competition in the 2012/13 and 2013/14 academic years respectively.

Asked by: Hon. LEE Wai-king, Starry

Reply:

According to information provided by the University Grants Committee (UGC)-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the 2012/13 academic year, with breakdown by source of funding, is listed below. Information in respect of the 2013/14 academic year is not yet available as such information is only reported by institutions on completion of an academic year.

<b>Institution</b>	<b>From UGC / Research Grants Council (RGC) (\$ million)</b>	<b>From Other Government Sources (\$ million)</b>	<b>Total (\$ million)</b>
City University of Hong Kong	730.1	42.6	772.7
Hong Kong Baptist University	335.6	16.5	352.1
Lingnan University	105.1	4.4	109.5
The Chinese University of Hong Kong	1,096.1	167.9	1,264.0
Hong Kong Institute of Education	177.2	5.3	182.5
The Hong Kong Polytechnic University	649.9	70.5	720.4
The Hong Kong University of Science and Technology	782.5	44.5	827.0
The University of Hong Kong	1,787.5	176.4	1,964.0

Research funding secured by each institution through competition administered by UGC/RGC for the 2012/13 and 2013/14 academic years is listed below:

<b>Institution</b>	<b>2012/13 (\$ million)</b>	<b>2013/14<sup>(Note 1)</sup> (\$ million)</b>
City University of Hong Kong	83.6	100.7
Hong Kong Baptist University	47.0	42.9
Lingnan University	5.9	8.7
The Chinese University of Hong Kong	190.1	380.6
Hong Kong Institute of Education	14.3	19.7
The Hong Kong Polytechnic University	90.5	121.2
The Hong Kong University of Science and Technology	204.3	237.9
The University of Hong Kong	318.8	206.7
<b>Total<sup>(Note 2)</sup></b>	<b>954.5</b>	<b>1,118.3</b>

Note 1 Position up to 10 March 2014

Note 2 Figures may not add up due to rounding

(Remarks: Research funding awarded to an institution in the academic year is meant to be spent in the coming several years, over the duration of a project.)

**CONTROLLING OFFICER'S REPLY**

**EDB286**

**(Question Serial No. 3235)**

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 (Member Question No. 68):

Regarding university student hostel places, please provide information on:

- (a) student hostel places provided by each UGC-funded institution, numbers of student applications and percentages of successful applications by local and non-local student hostels in the 2012/13 and 2013/14 academic years; and
- (b) number of places in hostels to be built by each institution.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) The number of hostel places available for allocation, the number of applications received from local and non-local students, and the success rate in the 2012/13 and 2013/14 academic years as advised by the University Grants Committee (UGC)-funded institutions are given at the Annex.
- (b) Currently, there is one publicly-funded hostel project, namely 8015EL "Tseung Kwan O Joint Student Hostel" under construction with estimated completion date in late 2014. It will provide a total of 520 publicly-funded hostel places, with 370 places for The Hong Kong University of Science and Technology (HKUST), and 150 places for Hong Kong Baptist University (HKBU), with possible adjustments to the allocation in future taking into account the institutions' respective demand for hostel places.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 6 400 publicly-funded hostel places will be provided by nine hostel projects under planning. These projects include four from The University of Hong Kong, three from The Chinese University of Hong Kong (CUHK), one each from HKUST and City University of Hong Kong. In addition, CUHK, HKBU and The Hong Kong Polytechnic University have also submitted capital works project proposals that could provide a combined total of some 3 300 additional publicly-funded hostel places.

## Statistics on Allocation of Student Hostel Places in 2012/13 and 2013/14 Academic Years

Institution	2012/13 Academic Year						
	Number of hostel places available for allocation <sup>1</sup>	Applications <sup>2</sup>					
		Local Student			Non-local Student		
		Number received <sup>3</sup>	Number successful	Success rate	Number received <sup>4</sup>	Number successful	Success rate
City University of Hong Kong	3 648	4 139	1 788	43%	2 183	1 840	84%
Hong Kong Baptist University	2 333	2 041	1 164	57%	1 807	1 169	65%
Lingnan University	2 234	1 985	1 702	86%	400	400	100%
The Chinese University of Hong Kong	7 275	7 245	3 756	52%	3 422	3 171	93%
The Hong Kong Institute of Education	2 281	2 653	1 912	72%	378	344	91%
The Hong Kong Polytechnic University	5 025	3 635	2 892	80%	2 591	2 133	83%
The Hong Kong University of Science and Technology	4 584	5 179	2 388	46%	2 511	2 196	88%
The University of Hong Kong	6 186	8 831	3 037	34%	5 764	2 783	48%
<b>Total</b>	<b>33 566</b>	<b>35 708</b>	<b>18 639</b>	<b>52%</b>	<b>19 056</b>	<b>14 036</b>	<b>74%</b>

Institution	2013/14 Academic Year						
	Number of hostel places available for allocation <sup>1</sup>	Applications <sup>2</sup>					
		Local Student			Non-local Student		
		Number received <sup>3</sup>	Number successful	Success rate	Number received <sup>4</sup>	Number successful	Success rate
City University of Hong Kong	3 648	3 903	1 685	43%	2 480	1 945	78%
Hong Kong Baptist University	2 081	2 350	1 267	54%	1 750	814	47%
Lingnan University	2 234	1 979	1 683	85%	444	444	100%
The Chinese University of Hong Kong	8 175	7 291	4 804	66%	3 670	3 352	91%
The Hong Kong Institute of Education	2 220	2 052	1 827	89%	388	388	100%
The Hong Kong Polytechnic University	4 983	4 065	2 623	65%	2 777	2 282	82%
The Hong Kong University of Science and Technology	5 284	4 827	2 651	55%	3 055	2 497	82%
The University of Hong Kong	6 186	6 694	3 184	48%	6 389	2 742	43%
<b>Total</b>	<b>34 811</b>	<b>33 161</b>	<b>19 724</b>	<b>60%</b>	<b>20 953</b>	<b>14 464</b>	<b>69%</b>

<sup>1</sup> Including publicly-funded and privately-funded hostel places as well as temporary places available for allocation.

<sup>2</sup> Including repeated applications from students who have resided in hostels in the past.

<sup>3</sup> Including applications from local students enrolled in UGC-funded and non-UGC funded programmes.

<sup>4</sup> Including applications from non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

**CONTROLLING OFFICER'S REPLY****EDB287****(Question Serial No. 3088)**

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 (Member Question No. 10):

Will the Education Bureau/the University Grants Committee (UGC) advise :

- (a) on the number of publicly-funded hostel places provided by various tertiary institutions in Hong Kong in the 2013/14 and 2014/15 academic years (please list by institution);
- (b) on the proportion of local students and non-local students in the student hostel population of tertiary institutions in the 2013/14 and 2014/15 academic years (please list by institution) ;
- (c) the number of hostel places under construction or under planning by the Education Bureau/UGC and the institutions. What is the expenditure involved and the completion timetable?
- (d) under the prevailing hostel policy, all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses. Have all institutions implemented the policy? If not, please state which institutions failed to do so and provide the shortfall of hostel places.

Asked by: Hon. MA Fung-kwok

Reply:

- (a) and (b) The number of hostel places available in the University Grants Committee (UGC)-funded institutions and the ratio of hostel places allocated to local and non-local students at the beginning of the 2013/14 academic year as advised by the UGC-funded institutions are at the **Annex**. Figures for the 2014/15 academic year are not yet available.
- (c) One publicly-funded hostel project, namely 8015EL- "Tseung Kwan O Joint Student Hostel" with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2014. It will provide a total of 520 publicly-funded hostel places, with 370 places for The Hong Kong University of Science and Technology and 150 places for Hong Kong Baptist University, with possible adjustments to the allocation in future taking into account the institutions' respective demand for hostel places.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 6 400 publicly-funded hostel places will be provided by nine hostel projects under planning. In addition, institutions have recently submitted three capital works proposals that could provide a combined total of some 3 300 additional publicly-funded hostel places. Meanwhile, the UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

- (d) Under the prevailing hostel policy, the provision of publicly-funded student hostels in the UGC-funded institutions is calculated in accordance with the following criteria<sup>1</sup>: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. Publicly-funded hostel places should be allocated to students of publicly-funded programmes only.

The requirements for publicly-funded hostel places by UGC-funded institutions under prevailing hostel policy and the additional requirements that are above the existing level of supply in the 2013/14 academic year are as follows:

<b>Institution</b>	<b>Requirements for publicly-funded hostel places under prevailing hostel policy</b>	<b>Additional requirements that are above the existing level of supply</b>
City University of Hong Kong	4 911	1 426
Hong Kong Baptist University	2 583	723
Lingnan University (LU)	1 300	-
The Chinese University of Hong Kong	7 293	1 111
The Hong Kong Institute of Education (HKIEd)	2 000	-
The Hong Kong Polytechnic University	5 428	774
The Hong Kong University of Science and Technology	5 005	1 054
The University of Hong Kong	7 573	1 848
<b>Total</b>	<b>36 093</b>	<b>6 936</b>

Note: The above requirement is based on the enrolment rate of non-local students in the 2013/14 academic year. Out of the 36 093 hostel places required by the UGC-funded institutions, 19 886 are required to meet the needs of local students under the Government's prevailing hostel policy and the remaining 16 207 are required to meet the needs of non-local students and cater for the special circumstances of LU and HKIEd.

UGC-funded institutions allocate publicly-funded and privately-funded hostel places according to their own sets of criteria and procedures. Generally speaking, institutions take into account the actual number of applications, merits of individual applicants (e.g. contributions in extra-curricular activities) and the policy of allowing undergraduate and research postgraduate students to have some hostel experience as far as possible. In the 2013/14 academic year, institutions have allocated around 19 800 or 57.7% of their hostel places (including publicly-funded, privately-funded and temporary places) to local students. This level is generally sufficient to meet the needs of local students (including the need to provide local undergraduate students the opportunity to stay in student hostel for at least one year) under the Government's prevailing hostel policy (i.e. 19 886).

<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for the Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

(A) Hostel places available for allocation to students in UGC-funded institutions

Institution	2013/14 academic year			
	Publicly-funded	Privately-funded	Temporary	Total
City University of Hong Kong	3 440	208	0	3 648
Hong Kong Baptist University	1 629	235	217	2 081
Lingnan University	1 300	800	134	2 234
The Chinese University of Hong Kong	5 534	2 293	348	8 175
The Hong Kong Institute of Education	2 000	0	220	2 220
The Hong Kong Polytechnic University	4 654	0	329	4 983
The Hong Kong University of Science and Technology	3 308	1 112	864	5 284
The University of Hong Kong	5 573	613	0	6 186
<b>Total</b>	<b>27 438</b>	<b>5 261</b>	<b>2 112</b>	<b>34 811</b>

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded institutions

Institution	Ratio of hostel places allocated in the 2013/14 academic year	
	Local students	Non-local students
City University of Hong Kong	46.4%	53.6%
Hong Kong Baptist University	60.9%	39.1%
Lingnan University	79.1%	20.9%
The Chinese University of Hong Kong	58.9%	41.1%
The Hong Kong Institute of Education	82.5%	17.5%
The Hong Kong Polytechnic University	53.5%	46.5%
The Hong Kong University of Science and Technology	51.5%	48.5%
The University of Hong Kong	53.7%	46.3%
<b>Overall</b>	<b>57.7%</b>	<b>42.3%</b>

**CONTROLLING OFFICER'S REPLY**

**EDB288**

**(Question Serial No. 3091)**

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 (Member Question No. 111):

Please advise on:

- (a) the numbers of students attending the Hong Kong Advanced Level Examination and Hong Kong Diploma of Secondary Education Examination in 2011/12, 2012/13 and 2013/14 academic years, and the numbers of students admitted to tertiary institutions through the Joint University Programmes Admissions System, broken down by institution; and
- (b) the numbers of students meeting the minimum entrance requirements but not admitted to any publicly-funded undergraduate programmes in the above three academic years.

Asked by: Hon. MA Fung-kwok

Reply:

The Joint University Programmes Admission System (JUPAS) is the main platform for students sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination (and previously the Hong Kong Advanced Level (HKAL) Examination) to apply for admission to undergraduate programmes funded by the University Grants Committee (UGC).

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of local students. In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Hence, students meeting the general entrance requirements may not necessarily meet all requirements for admission to individual undergraduate programmes. Furthermore, students meeting all the general entrance requirements might not enter the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students might choose to pursue studies in self-financing undergraduate programmes in Hong Kong or further their studies outside Hong Kong (including the Mainland, Taiwan and other parts of the world). For the 2013/14 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts is also offering 150 publicly-funded undergraduate intake places. The self-financing sector is also offering some 7 000 intake places in full-time locally-accredited self-financing undergraduate programmes. According to the 2013 Secondary 6 Students' Pathway Survey conducted by EDB in October to December 2013, about 8% of the Secondary 6 graduates who responded to the survey (or some 5 600 graduates out of a total of 65 400 graduates of the 2012/13 school year who responded) have chosen to pursue further studies outside Hong Kong.

The number of candidates who sat for the HKAL and HKDSE examinations, the number of candidates having met the general entrance requirements but did not enter UGC-funded FYFD places through JUPAS



and the number of local students admitted via the JUPAS route from the 2011/12 to 2013/14 academic years are set out at Annex.

**Admissions of local students to UGC-funded first-year-first-degree (FYFD) places  
through JUPAS from 2011/12 to 2013/14**

Academic Year	No. of Candidates Sitting for the HKAL/HKDSE Examinations in the Relevant Year <sup>(1)</sup>	No. of Candidates Meeting the General Entrance Requirements of the UGC-funded FYFD Programmes <sup>(1)</sup>	No. of Candidates Meeting General Entrance Requirements but did not enter UGC-funded FYFD Programmes through JUPAS <sup>(2)</sup>	Students Admitted through JUPAS	
				Institution	No. <sup>(3)</sup>
<b>HKAL Examination</b>					
2011/12	<b>41 058 (8 957)</b>	<b>19 059 (667)</b>	<b>7 666</b>	CityU	1 689
				HKBU	1 051
				LU	499
				CUHK	2 510 [194]
				HKIEd	680
				PolyU	1 871
				HKUST	1 558 [31]
				HKU	1 986 [226]
<b>Total</b>	<b>11 844 [451]</b>				
2012/13	<b>40 515 (8 887)</b>	<b>18 820 (454)</b>	<b>7 219</b>	CityU	1 633
				HKBU	1 026
				LU	497
				CUHK	2 443
				HKIEd	526
				PolyU	1 950
				HKUST	1 548
				HKU	1 978
<b>Total</b>	<b>11 601</b>				
<b>HKDSE Examination</b>					
2012/13	<b>72 620 (1 141)</b>	<b>26 636 (42)</b>	<b>13 040</b>	CityU	1 936
				HKBU	1 227
				LU	525
				CUHK	2 889
				HKIEd	757
				PolyU	2 324
				HKUST	1 796
				HKU	2 142
<b>Total</b>	<b>13 596</b>				
2013/14#	<b>81 355 (10 450)</b>	<b>28 451 (1 256)</b>	<b>16 250</b>	CityU	1 658
				HKBU	1 057
				LU	509
				CUHK	2 568
				HKIEd	510
				PolyU	2 005
				HKUST	1 637
				HKU	2 224
<b>Total</b>	<b>12 168</b>				

**Notes :**

(1) Provided by the Hong Kong Examination and Assessment Authority. Figures in ( ) refer to private candidatures.

In addition to the general entrance requirements, individual institutions may determine the attainment level needed in one or two designated or non-designated elective subjects and stipulate further admission requirements. Figures indicate the number of candidates meeting the general entrance requirements only.

- (2) Figures include students who did not participate in JUPAS on their own accord; those who were given FYFD places by the UGC-funded institutions through JUPAS but subsequently declined the offer for various reasons (for instance they opted for locally-accredited self-financing undergraduate programmes or pursue further studies in overseas or Mainland universities); those who were not given a UGC-funded FYFD offer but later received a UGC-funded sub-degree place via JUPAS; those who participated in the Early Admission Scheme (EAS) (which ceased operation in the 2012/13 academic year), etc.
- (3) Figures in [ ] denote students admitted to the UGC-funded FYFD programmes through EAS.
- (4) # Provisional figures
- (5) Abbreviations for institution are as follows:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

**CONTROLLING OFFICER'S REPLY****EDB289****(Question Serial No. 2701)**

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 (Member Question No. 31):

The University Grants Committee (UGC) has been allocating its research funding on a more competitive basis in a gradual manner since 2012/13. What are the expected amounts of research funding to be granted to the eight universities respectively in 2014/15? How many research projects as well as participating researchers will be covered? How do these figures compare with those for 2013/14? Has the UGC evaluated the effectiveness and impact of the above mode of allocation? If yes, what are the findings? If no, what are the reasons? What are the progress and implementation schedule for the Research Assessment Exercise 2014?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

To promote research excellence, since the 2012/13 academic year, the University Grants Committee (UGC) has been gradually allocating the Research portion of the Block Grant to its funded institutions on a more competitive basis according to their success in obtaining peer reviewed Research Grants Council (RGC) Earmarked Research Grants, so as to fund the indirect/on-costs of research projects approved by the RGC. Over a period of nine years, about 12.5% of the Block Grant, or 50% of the prevailing Research portion, will be allocated in this manner. The fund is disbursed to the institutions as part of the Block Grant as infrastructure funding to enable institutions to provide both the staffing and facilities (e.g. accommodation and equipment) necessary to carry out research, and to fund a certain level of research. The UGC will review the competitive allocation mechanism before the end of the first triennium (i.e. 2015).

According to information provided by the UGC-funded institutions, funding from UGC/RGC which was utilized for research purposes in the 2012/13 academic year by these institutions is as follows:

<b>Institution</b>	<b>From UGC / RGC (\$ million)</b>
City University of Hong Kong	730.1
Hong Kong Baptist University	335.6
Lingnan University	105.1
The Chinese University of Hong Kong	1,096.1
Hong Kong Institute of Education	177.2
The Hong Kong Polytechnic University	649.9
The Hong Kong University of Science and Technology	782.5
The University of Hong Kong	1,787.5
<b>Total</b>	<b>5,664.1</b>

Note: Figures may not add up to total due to rounding.

We do not have ready information on the total number of research projects and research staff supported by UGC/RGC funding utilised for research purpose. Information in respect of the 2013/14 and 2014/15 academic years is not yet available as such information will only be reported by institutions at the end of each academic year.

The Research Assessment Exercise aims at assessing the research quality of institutions and encouraging world-class research. The upcoming 2014 exercise will produce quality profiles of individual cost centres (i.e. academic units) of the eight UGC-funded institutions in Hong Kong, using international benchmarks and sharpened measures, to delineate their areas of relative strengths and weaknesses. In consultation with the eight UGC-funded institutions, the UGC has developed the Guidance Notes, the General Panel Guidelines, the panel-specific assessment criteria and working methods, as well as the electronic system. Subsequent to the submission of research output and related materials by the institutions, a trial assessment was conducted in early 2014 to set a consistent assessment standard for each of the 13 panels. The formal assessment process commenced in March 2014. The panels will meet in August to September 2014 for the final assessment.

**CONTROLLING OFFICER'S REPLY****EDB290****(Question Serial No. 0806)**

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 (Member Question No. 21):

The Chief Executive mentioned in his Policy Address that the Government would support UGC's initiatives to strengthen UGC-funded institutions' internationalisation efforts. What are the details of the fundings concerned? What are the criteria for assessing whether the objectives are achieved?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The Policy Agenda of the 2014 Policy Address states that the Government would support the University Grants Committee's (UGC) initiatives "to strengthen UGC-funded institutions' internationalisation efforts, such as funding student-initiated projects that encourage multi-cultural integration".

Indeed, in order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme of \$30 million (with \$20 million from the Administration and \$10 million from institutions) to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives originated from a strategic dialogue with institutions on enhancing internationalisation within the UGC-funded sector.

Firstly, the UGC will fund student-initiated projects or initiatives that encourage multi-cultural integration. Secondly, to create synergy in promoting Hong Kong's higher education sector in other places, the UGC is taking the lead with institutions joining hands in setting up a Hong Kong Pavilion in international education conferences. Thirdly, the UGC is in the process of establishing a sector-wide search engine to provide easier access to information on programmes offered by those institutions for prospective students. Fourthly, a total of \$18 million (out of the \$30 million) will be allocated to subsidise financially-needy students to travel abroad for exchange activities. Each eligible student will be provided with a subsidy up to \$15,000 to go on exchanges. At least 1 200 students will benefit from the scheme.

As the four initiatives are introduced in the sector for the first time in the current triennium, the UGC would, in close partnership with institutions, review their effectiveness after the initiatives are rolled out.

**CONTROLLING OFFICER'S REPLY**

**EDB291**

**(Question Serial No. 0808)**

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 (Member Question No. 23):

The Chief Executive stated in the Policy Address that incremental steps would be implemented to enhance the quality assurance mechanism of post-secondary education, and a working group was being set up to oversee the implementation of periodic external quality audits on sub-degree operations of UGC-funded institutions. What are the estimated establishment and manpower of the working group? What is the mechanism for handling cases where sub-degree operations do not pass the quality audits?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

The working group to plan for and oversee external quality audits on sub-degree operations of University Grants Committee (UGC)-funded institutions comprises representatives nominated by the UGC, the Heads of Universities Committee and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. A representative of the Education Bureau will also participate as an observer. The UGC Secretariat will provide secretariat support to the working group. Around \$1.5 million has been earmarked in 2014-15 to support the work of the working group. The detailed operation of the working group is being worked out. It is expected that the working group will start operation in the first half of 2014, and will work to identify the optimal approach to conducting external quality audits on sub-degree operations of UGC-funded institutions, and recommend the long-term mechanism for such external quality audits.

**CONTROLLING OFFICER'S REPLY**

**EDB292**

**(Question Serial No. 0809)**

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 (Member Question No. 24):

Please list the unit cost and the average unit cost of each of the research postgraduate programmes of the University Grants Committee (UGC)-funded institutions in the past three academic years (i.e. 2010/11, 2011/12 and 2012/13) and in the current academic year, as well as the estimated unit cost in the 2014/15 academic year.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

Based on the information as reported by the institutions, the average student unit costs for UGC-funded research postgraduate programmes for the 2010/11 to 2012/13 academic years are \$511,000, \$516,000 and \$491,000 respectively. The average student unit costs for 2013/14 and 2014/15 are not yet available.



**CONTROLLING OFFICER'S REPLY****EDB293****(Question Serial No. 0815)**

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 (Member Question No. 29):

Please provide the following information for research projects funded by the University Grants Committee in 2011/12 to 2013/14 academic years:

- a) title;
- b) amount of funding for each research project;
- c) titles of research projects in collaboration with Mainland post-secondary institutions; and
- d) number and titles of research projects with Hong Kong as the subject of research.

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (a) & (b) There were 921, 1 041 and 1 167\* approved research projects under various funding schemes administered by the Research Grants Council (RGC) in the 2011/12, 2012/13 and 2013/14 academic years respectively. Details of these projects including the titles, participating institutions and amount awarded are searchable at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/result/result.htm>). In view of the large number of projects involved, members are invited to visit the website for the details of the projects.

\* Position up to 10 March 2014

- (c) The RGC is running two Joint Research Schemes with Mainland organisations, namely the National Natural Science Foundation of China and the Science and Technology Development Centre under the Ministry of Education. These two schemes provide funding support for collaboration projects between local and Mainland academics. Projects funded in 2011/12, 2012/13 and 2013/14 under the two schemes are listed at **Annex A**.

Besides it is also noteworthy that, except for the Joint Research Schemes collaborated with designated regions, all other funding schemes administered by the RGC do not impose restriction on the place of origin of the Co-Investigators. Hence, there may be some projects with Co-Investigators from the Mainland in these other funding schemes.

- (d) The RGC gives equal support to different types of research. All applications for research funding are professionally assessed by local and non-local experts of the RGC based on the academic quality of research proposals. Apart from the Theme-based Research Scheme (TRS), the RGC currently does not administer any other research funding schemes which require the applicants to focus their research on matters related to Hong Kong. Given the vast number of projects funded each year, the RGC does not maintain a comprehensive list of projects with Hong Kong as the subject of research.

As regards the TRS, it was established in 2010 and is supported by investment income from \$4 billion of the Research Endowment Fund to focus academic research efforts of the UGC-funded institutions on large-scale projects under themes of strategic importance to the long-term development of Hong Kong. The list of large-scale projects funded under the TRS from the 2011/12 to 2013/14 academic years is at **Annex B**.

**Projects funded under the Joint Research Schemes with the National Natural Science Foundation of China (NSFC) and Science & Technology Development Centre (STDC) under the Ministry of Education (2011/12 to 2013/14)**

2011/12

NSFC and RGC

1. Advanced Signal Processing for Target Enumeration and Localization in Multiple-Input-Multiple-Output Radar
2. Theoretical and Experimental Study of Quantum Computing and Quantum Simulation with Electron and Nuclear Spins in Solids
3. Towards Trustworthy Cloud Computing with Component-based Design, Online Evaluation, and Runtime Optimization Techniques
4. Theory and practice of large-scale 3D urban reconstruction and modeling
5. The Minimized Energy Consumptions and Maximized Resource Utilizations in Large-scale Datacenters
6. Photochemical properties of endogenous biological molecules: fundamental and application
7. From bone marrow stromal cells to Schwann cells – in vitro route to specification and utility in re-myelination therapy
8. Investigating the role of FOXM1 in the maintenance of human embryonic stem cell pluripotency and genome stability
9. Functional Analysis of Isorhynchophylline in Promoting Autophagy and Protecting Neurons
10. Blocking HIV infection by gene-encoding neutralizing antibodies
11. Induction of tolerance by alloantigen-specific regulatory T cells in humanized mice and non-human primates
12. Health Risk Assessment of Toxic Trace Elements and Polycyclic Aromatic Hydrocarbons (PAHs) Via Indoor Dust from Coal-burning Households in Rural China
13. Investigation of Heat and Mass Transfer Mechanisms in a Novel Total Heat Exchanger
14. Biological Methanogenesis of Alkanes: Thermodynamics and Microbial Ecology
15. Investigating New Methodologies in Transportation Service Procurement between Shippers and Carriers
16. Development of Smart and Uniform-sized Colloidosomes for Drug Delivery
17. Air-surface Exchange of Persistent Organic Pollutants (POPs) and Heavy Metals (HMs) in Peri-urban Agricultural Ecosystems of the Pearl River Delta, South China
18. Design and synthesis of advanced functional materials from microfluidic approaches
19. New fluorescent sensors with aggregation-induced emission characteristics
20. Mechanical-Electrical-Chemical Coupling Properties of Nanoporous Metals
21. Experimental Investigation of the Local Balance Between Buoyant and Inertial Forces in Turbulent Thermal Convection

## **2012/13**

### **NSFC and RGC**

1. Interfacial Engineering of Graphene Heterostructures and Its Device Applications
2. The Key Technologies Study for Deformable Bionic Search Robot with Electric Fabric Skin
3. Searching and Browsing Cyber-Physical Objects
4. Cross-layer Analysis and Optimization for the Lifetime Reliability of MPSoCs
5. Mechanistic Analysis of Palmitate Transferase DHHC11 that Regulates Multiple Developmental and Cellular Processes
6. Molecular Mechanism of Notochord Formation Regulated by XBP1
7. Role of TAM receptor tyrosine kinases on blood-testis barrier function and testicular innate immunity
8. Novel Functions of Spexin as a Regulator for Reproduction and Feeding in Fish Model.
9. Interaction study of PinX1 and nucleophosmin and the effect of inhibiting this interaction on tumor growth
10. Skeletal role of CK2-interacting Protein-1 in Regulating Osteoblastic Bone Formation: Molecular Mechanism and Reversing Osteoporosis
11. Analysis of the role of ATOH8 in HCC cancer stem cell and somatic cell reprogramming
12. Molecular dissection of NSs virulence factor in severe fever-with-thrombocytopenia syndrome virus (SFTSV), a novel bunyavirus identified in China
13. The Role of the BMP Co-receptor Dragon in Kidney Tubular Development and Regeneration
14. Targeted gene correction and disease modeling using Wilson's disease induced pluripotent stem cells
15. Pharmaceuticals in Municipal Sewage Treatment Works of China: Behaviour and Risk Assessment
16. Electromigration and Thermomigration Studies in Nanostructured Composite Electronic Interconnects for Nanoelectronics Applications
17. Mathematical Modeling and High Performance Computing of Complex Fluids
18. Development of Novel Organoboron Chromophores for Two-Photon Cell Imaging
19. High performance resistive phase change memory technology for terascale storage
20. Study of structure, interface and property modification of metal-cluster-decorated graphitic nanostructures
21. Design of high performance organic solar cell structures with newly proposed polymer materials to beyond 10% efficiency
22. Mathematical Theories of Some Kinetic and Fluid Models
23. Dynamical Network mechanisms of information processing in neural systems

### **STDC and RGC**

24. Surface Plasmon Enhancement of Quantum Dot Based Intermediate Band Solar Cells
25. Fiber-shaped Photovoltaic Cells
26. A Gold Nanoplate-Based Plasmonic Platform for Sensing and Photoswitching Applications
27. Enhancement of polarizabilities of small particles through particle-substrate resonances
28. Crowdsourcing via Social Media Platforms

29. Hierarchical Radio Resource Management for 5G Heterogeneous Networks
30. Development of New Environmentally Friendly Green Catalytic Processes for Chiral Drug Discovery
31. Chemical Speciation and Source Identification of Water-soluble Organic Aerosols in Urban Environments for a Mechanistic Understanding of Haze Pollution
32. Phosphorescent Metal Complexes for Solar Energy Conversion Reactions
33. Achieving high-efficiency polymer solar cells through newly solution-processed polymers, carrier transport layer materials and novel device structures
34. Strained topological insulator thin films

#### **2013/14**

#### **NSFC and RGC**

1. Investigation of Antenna Design and Electromagnetic Compatibility in Radio-Frequency System-in-Package
2. Delay-Aware Radio Resource Management:- Theory and Algorithm Design for Cloud Radio Access Networks
3. Investigation of the bulk and interface traps in III-nitride semiconductor heterostructure power electronic devices
4. Effective Location-based Spatial Crowdsourcing
5. Key technology in time-reversal based optical scanning holography and its application on fluorescent biological specimens
6. Research problems on carving and tamper detection of fragmented multimedia evidence for forensic investigation
7. Structural Studies of Flagellar Motor Switch from *H. pylori*: A Combination of X-ray Crystallography and Cryo-electron Microscopy Approaches
8. Probing the dioxin-induced neuromuscular defects: A signaling mechanism leading to the alteration of acetylcholinesterase at the neuromuscular junctions
9. Identifying critical transitions and gene regulatory networks controlling phases of chondrocyte differentiation in the growth plate
10. Study Role of PCNA-binding protein TRAIIP in Replicative Stress Responses and Tumor Suppression
11. Role of TRPC5 Channels in Multidrug Resistance in Adriamycin-resistant Breast Cancer Cells
12. Development of Triterpenoid Natural Product Derivatives as New Antiviral Drugs Directly Blocking the Receptor Binding Site of Influenza Virus
13. High-performance Sunlight-driven Water Purification Pilot Plant Based on Plasmonic Photocatalysis and Microfluidic Planar Reactors
14. Response of air-sea CO<sub>2</sub> fluxes in the northern South China Sea to the carbon and nutrient export associated with the Pearl River plume (PRP)
15. Three Dimensional Graphene/Metal Oxide (Sulfide) Composite Nanoarchitectures for Anode Applications in Li-ion Batteries
16. Design and Biological Response of Biodegradable Mg-Sr-Zn Alloy for Ligament/tendon-bone Reconstruction
17. Processing and Characterization of 3D Graphene Based Thermal Interface Materials

18. Palladium-catalyzed Asymmetric Allylic Alkylations and Its Application in Total Synthesis of Cryptotrine and Bolivianine
19. Novel One-dimensional Quantum States of Spin-orbit Coupled Ultra Cold Atoms beyond Standard Paradigms
20. The Application of Organic Electrochemical Transistors as a State-of-the-art Platform for Label-free, Ultrasensitive, High Throughput and Portable Nucleic Acid Detection
21. Development of polymer/polymer-blend-based bulk-heterojunction organic photovoltaics
22. Investigation of new multi-functional materials based on hierarchical porous mixed oxides and carbon aerogels for air purification and disinfection
23. Dynamic Regulation of the p53 Pathway and Its Control Over Cell Fate at the Single-cell Level

### **STDC and RGC**

24. Inference of Large Epidemic-like Information Spreading: Theories and Network Forensics
25. Impact of Hypoxia-inducible Factor 1 Alpha on EpCAM+ Hepatic Cancer Stem Cells in Hepatocellular Carcinoma
26. Elucidating the Therapeutic Mechanisms of Deep Brain Stimulation in Parkinson's Disease by Selective in vivo Optogenetic Manipulation Strategy
27. Ethylene-induced Subcellular Re-distribution of EIN2 and Its Functional Implications
28. High Performance Aqueous Rechargeable Battery Based on Anodic Compound Electrodes
29. Theoretical Chemical Kinetics for Pyrolysis and Oxidation of Large Biodiesel Molecules
30. Elucidating molecular mechanisms of the Maltose transporter (MalFGK2) using Markov State Models
31. A Fundamental Investigation of PCC Energy Pile and Load Transfer Mechanism: Geotechnical Aspects
32. Quality control and mechanism study of Guizhi-Fuling-Capsule, An ancient herbal formulation for primary dysmenorrhea, by a systemic biology approach
33. Control of the fabrication process and properties of multifunctional magnetoelectric oxide films
34. Revenue Maximization for Wireless Operators in Hybrid Macrocell-Femtocell Networks
35. In search for critical Inflammatory modulator regulated by MT1-MMP
36. Magmatic conduit system of the Jinchuan Cu-Ni-(PGE) sulfide deposit (NW China) with implication for exploration

**Projects funded under the Theme-based Research Scheme**

**2011/12 (Total number of projects: 6)**

1. The Liver Cancer Genome Project: Translating Genetic Discoveries to Clinical Benefits
2. Massively Parallel Sequencing of Plasma Nucleic Acids for the Molecular Diagnostics of Cancers
3. Personalized Medicine for Cardiovascular Diseases: From Genomic Testing and Biomarkers to Human Pluripotent Stem Cell Platform
4. Cell-based Heart Regeneration
5. Challenges in Organic Photo-Voltaics and Light Emitting Diodes–A Concerted Multi-Disciplinary and Multi-Institutional Effort
6. Transforming Hong Kong's Ocean Container Transport Logistics Network

**2012/13 (Total number of projects: 5)**

1. Functional analyses of how genomic variation affects personal risk for degenerative skeletal disorders
2. Stem Cell Strategy for Nervous System Disorders
3. Sustainable Lighting Technology: From Devices to Systems
4. Cost-effective and eco-friendly LED system-on-a-chip (SoC)
5. Enhancing Hong Kong's Future as a Leading International Financial Centre

**2013/14 (Total number of projects: 3)**

1. Systematic Development of Molecular Targets for Nasopharyngeal Carcinoma
2. An Integrated Trans-omics Approach to Diabetic Cardio-renal Complications: From Novel Discoveries to Personalized Medicine
3. Smart Solar Energy Harvesting, Storage, and Utilization

**CONTROLLING OFFICER'S REPLY****EDB294****(Question Serial No. 1594)**

Head: (160) Radio Television Hong Kong

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

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting (Roy TANG)

Director of Bureau: Secretary for Education

Question (Member Question No. 31):

Radio Television Hong Kong (RTHK) produces school educational television (ETV) programmes for the Education Bureau (EDB) in support of the Government's education policies. For years, school ETV programmes have a high production cost but low viewership and are only broadcast on ATV World Channel and TVB Pearl Channel. Would the Administration inform this Committee of the following:

1. Regarding "the daily transmission time was reduced from four to two hours in response to stakeholders' views since September 2012 and the total transmission hours for school ETV programmes are 320 in 2013-14", why is the cost per hour in 2013-14 higher than that in 2012-13?
2. With regard to "school children benefited", the numbers for the past two years were around 383 000. Actually, according to EDB, the total student population (including pre-primary/primary/secondary) in 2013 was 926 200. Therefore, the school children benefited only account for 35% of the total student population and the number is very low. Does the Administration conduct annual review on the usefulness of school ETV programmes? Please provide the reports.
3. Regarding "utilisation rate of the school ETV service", it is observed that the utilisation rates by pre-primary and secondary school children are very low, which are only 10% or below while that by primary school children is higher but still less than 50%. The utilisation rates are very unsatisfactory. Has the Administration considered to stop producing school ETV programmes?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

1. Higher cost per hour in 2013-2014 is mainly due to three factors. First, there is an increase in the production cost for the newly produced Pre-school programmes which require more animation and songs. Second, the programme duration of a Pre-school programme is 10 minute which is shorter than a normal school ETV programme of 15 or 20 minutes. A shorter programme involves relatively higher production cost comparing to a programme of longer duration. Third, there is an increase in the capital and manpower cost required for the migration from SD to HD production.
2. School educational television (ETV) programmes can be accessed via two ATV and TVB television channels and the internet. To examine the usefulness and utilisation of school ETV programmes, the Education Bureau (EDB) sends questionnaires to all local schools every year. The figures under "School children benefited" refers to the total number of students who have viewed school ETV programmes during lessons. As the survey findings revealed, teachers might choose not to show the programmes during lessons because of time constraint. On the suggestion of EDB, they advise students to watch the programmes after school for lesson preparation or revision. The overall viewing rate is encouraging. Taking the 2012/13 school year for instance, the hit rate of ETV website at Hong Kong Education City (HKEdCity) was about 4.35 million. The usefulness



indicators as reported by pre-primary/primary/secondary teachers, set out also in the Controlling Officer's Report, are generally over 70 out of 100 marks. In fact, most teachers noted that ETV programmes were effective learning and teaching resources. Furthermore, to evaluate the effectiveness of ETV programmes, EDB will collect stakeholders' views by various means, such as through the ETV Ad hoc Committee which comprises academics, experienced principals, teachers and parents.

3. Apart from sending questionnaires to all Hong Kong schools, EDB entrusts a tertiary institution to conduct a study by random sampling every year. "The utilisation rate of the school ETV service (average no. of programmes watched)" reflected the average number of ETV programmes watched by each class during lessons rather than the percentage of students viewing the programmes. Taking the 2012/13 school year for instance, while only 8 educational television programmes were produced for pre-primary schools, the average number of educational television programmes viewed by individual classes in kindergartens was 11.3. It indicated that the utilization rate was quite satisfactory. EDB will continue to produce ETV programmes as planned.

**CONTROLLING OFFICER'S REPLY****EDB295****(Question Serial No. 3001)**

Head: (710) Capital Works Reserve Fund: Computerisation

Subhead (No. & title): (A022XN) Infrastructure enhancement for Education Information System

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 40):

Government Secretariat: Education Bureau  
 Subhead: A022XN Infrastructure Enhancement for Education Information System

Regarding the Infrastructure Enhancement for Education Information System, the approved project estimate is over \$157 million while the revised estimate of 2013-14 was only over \$7.5 million. The remaining approved project estimate is over \$149 million while the estimate of 2014-15 is only over \$13.9 million.

What is the timetable of utilising the remaining approved project estimate? How can the project be sped up? Is it possible to list out the resources involved and allocated to each of the infrastructure item? If not, why?

Asked by: Hon. QUAT, Elizabeth

Reply:

Implementation of the Infrastructure Enhancement for Education Information System (the Project) is on schedule. A contract on the supply of hardware, software, implementation services, and system support and maintenance services for the Project was awarded in January 2014 through open tender. The contract amount will be paid progressively according to the major milestones and deliverables as specified in the contract. Timetable of the estimated expenditure of the Project with breakdown is as follows:

	2013-14 \$'000	2014-15 \$'000	2015-16 \$'000	2016-17 \$'000	Total \$'000
(a) Hardware, Software, Implementation Services and other related expenditure	5,719	8,110	72,255	37,912	123,996
(b) System Hosting and Communication Network		1,052	2,116	964	4,132
(c) Contract Staff	1,843	4,755	5,053	2,964	14,615
(d) Contingency				14,274	14,274
<b>Total</b>	<b>7,562</b>	<b>13,917</b>	<b>79,424</b>	<b>56,114</b>	<b>157,017</b>

A Project Steering Committee led by a Deputy Secretary of the Bureau has been set up to oversee the project implementation. Senior management of all relevant divisions of the Bureau will also be actively involved in the project governance and management to ensure the smooth progress of the Project. According to the project plan, the new Education Information System will be ready for use in 2016/17 school year as scheduled.

**CONTROLLING OFFICER'S REPLY**

**EDB296**

**(Question Serial No. 4355)**

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 (Member Question No. 54):

According to the 2014 Policy Address, the Government will set up a Task Force on Vocational Education to map out a strategy to promote vocational education in the community. Regarding this initiative, would the Administration advise this Committee of the plan details, estimated manpower and expenditure?

Asked by: Hon. CHAN Chi-chuen

Reply:

Vocational education plays a pivotal role in integrating education and employment. It provides young people and in-service personnel with comprehensive and diversified opportunities in articulation and career development, nurturing the requisite human capital in support of Hong Kong's development. We consider it necessary to step up efforts in promoting vocational education to students, parents, teachers, schools and the general public, raising their awareness and recognition of vocational education. To this end, the Chief Executive announced in the 2014 Policy Address that the Government will set up a Task Force on Vocational Education to map out a strategy to promote vocational education in the community. Details of the Task Force including the terms of reference and membership are being worked out.

The Education Bureau will provide secretariat support to the Task Force using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB297**

**(Question Serial No. 3569)**

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 (Member Question No. 14):

The Bureau will “further enhance the provision of the Learning Support Grant for public sector primary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs”. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. To further enhance the support for students with SEN in mainstream schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. In subsequent school years, we will adjust the grant rates and ceiling annually according to the change in the Composite Consumer Price Index. Schools should pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN.

For budgetary purpose, the estimated expenditure on LSG for public sector primary schools in the 2014/15 school year is about \$236 million.

**CONTROLLING OFFICER'S REPLY**

**EDB298**

**(Question Serial No. 3570)**

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 (Member Question No. 15):

The Bureau states that it will provide public sector primary schools with a recurrent grant equivalent to the salary of a clerical assistant with effect from the 2014/15 school year to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

With effect from the 2014/15 school year, a recurrent grant equivalent to the salary of a Clerical Assistant will be provided for all public sector primary schools, regardless the number of operating classes of the schools. It will be disbursed in the form of a cash grant for employment of staff or hiring of related services to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation. The estimated expenditure for the initiative in the 2014/15 school year is about \$87 million.

**CONTROLLING OFFICER'S REPLY**

**EDB299**

**(Question Serial No. 3571)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (700) General non-recurrent  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 16):

- a) What are the number of applications approved in the E-Textbook Market Development Scheme (EMADS) announced in 2012 and the organisations concerned? What are the manpower and expenditures involved? What are the organisations that have withdrawn halfway from the scheme? What are their reasons for withdrawal?
- b) What are the details of development progress as well as the expenditures regarding the EMADS in the past 3 years?
- c) What are the work details and estimated expenditure of the Bureau regarding the EMADS in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a)

The e-Textbook Market Development Scheme (EMADS) was launched in June 2012. In November 2012, 30 applications for the development of e-textbooks under the EMADS were approved. Phase Two of the EMADS was launched in August 2013 and 20 applications were approved in December 2013. Of the 50 applications approved for both phases, 14 have been withdrawn out of business consideration (including four from non-profit making (NPM) applicants and ten from other applicants). Of the remaining 36 applications, 18 are from six NPM applicants and 18 from six other applicants. The total amount of seeding grants for the 18 applications from NPM applicants is around \$39.5 million. Other manpower and administrative costs for implementation of the EMADS have been absorbed within the existing resources of the Education Bureau.

(b)&(c)

The try-out of e-textbooks under Phase One of the EMADS at partner schools has been successfully conducted and quality vetting on the final e-textbook deliverables submitted by developers is now underway. It is expected that the e-textbooks will be available for use in the 2014/15 school year. Around \$6 million seeding grant has been disbursed to Phase One developers which are NPM organisations.

We have signed the project agreements with the successful applicants of Phase Two in the first quarter of 2014 for commencement of the development work and try-out of e-textbooks in partner schools. According to the development schedule indicated by the developers concerned, it is expected that most of the e-textbooks developed under Phase Two will be available for use in the 2015/16 school year while a few

will be available in the 2016/17 school year.

We estimate that around \$22.7 million seeding grant will be disbursed to the NPM developers for both phases in 2014-15, subject to the satisfaction of the disbursement conditions.

**CONTROLLING OFFICER'S REPLY**

**EDB300**

**(Question Serial No. 3572)**

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 (Member Question No. 17):

What were the numbers of students from various post-secondary institutions who undertook internships in Hong Kong, the Mainland and overseas in the past five years and the expenditure involved for each year and each institution? What are the estimated expenditure in this regard and the estimated number of students who will benefit in the 2014/15 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Internship helps enhance the employability of students by providing them with better understanding of, and seamless transition to, the workplace. The number of students studying full-time publicly-funded post-secondary programmes who undertook internship outside Hong Kong for the 2009/10 to 2013/14 academic years is at **Annex**. The estimated number of students who will undertake internship in the 2014/15 academic year is not available.

The University Grants Committee (UGC) and the Administration have all along been supportive of institutions' efforts to provide exchange and internship opportunities to students. In 2011, we launched the \$2.5 billion Sixth Matching Grant Scheme (MGS) and encouraged institutions to make use of the funds available from the MGS for, inter alia, exchange and internship programmes. The UGC also provided an additional one-off \$50 million to the eight UGC-funded institutions to enhance exchange opportunities, including internship opportunities, for local students. We have also launched a five-year Pilot Mainland Experience Scheme in the 2011/12 academic year with a total commitment of \$100 million to subsidise on a matching basis post-secondary students to participate in short-term internship or learning programmes in the Mainland. In 2012, an injection of \$1 billion was made each into the Hong Kong SAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish more scholarships or awards to benefit a wider range of students. A new award, called Reaching Out Award, was set up under the two funds to support meritorious students studying in both publicly-funded and self-financing institutions to participate in, inter alia, learning, internship or service programmes.



**Number of Students of Full-time Publicly-funded Post-secondary Programmes Undertaking Internship by Destination from the 2009/10 to 2013/14 Academic Years**

Institutions	Destination	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14 (provisional)
City University of Hong Kong	Hong Kong	975	1053	959	1062	1359
	Mainland	193	192	156	133	353
	Other destinations	168	199	237	242	270
	<b>Total</b>	<b>1 336</b>	<b>1 444</b>	<b>1 352</b>	<b>1 437</b>	<b>1 982</b>
Hong Kong Baptist University	Hong Kong	317	418	436	638	303
	Mainland	155	143	147	213	35
	Other destinations	29	30	28	27	28
	<b>Total</b>	<b>501</b>	<b>591</b>	<b>611</b>	<b>878</b>	<b>366</b>
Lingnan University	Hong Kong	33	49	61	127	127
	Mainland	57	66	63	69	122
	Other destinations	43	70	101	80	112
	<b>Total</b>	<b>133</b>	<b>185</b>	<b>225</b>	<b>276</b>	<b>361</b>
The Chinese University of Hong Kong	Hong Kong	3 889	4 030	3 922	3 962	4 000
	Mainland	448	336	442	511	500
	Other destinations	320	365	449	411	400
	<b>Total</b>	<b>4 657</b>	<b>4 731</b>	<b>4 813</b>	<b>4 884</b>	<b>4 900</b>
The Hong Kong Academy for Performing Arts	Hong Kong	253	185	200	144	225
	Mainland	14	20	10	9	2
	Other destinations	18	37	31	26	6
	<b>Total</b>	<b>285</b>	<b>242</b>	<b>241</b>	<b>179</b>	<b>233</b>
The Hong Kong Institute of Education	Hong Kong	48	38	72	77	190
	Mainland	23	15	34	43	58
	Other destinations	43	34	40	47	70
	<b>Total</b>	<b>114</b>	<b>87</b>	<b>146</b>	<b>167</b>	<b>318</b>
The Hong Kong Polytechnic University	Hong Kong	4 270	3 800	2 777	3 839	1 870
	Mainland	536	439	377	348	200
	Other destinations	224	172	91	150	80
	<b>Total</b>	<b>5 030</b>	<b>4 411</b>	<b>3 245</b>	<b>4 337</b>	<b>2 150</b>

Institutions	Destination	Academic Year				
		2009/10	2010/11	2011/12	2012/13	2013/14 (provisional)
The Hong Kong University of Science and Technology	Hong Kong	128	142	186	394	241
	Mainland	28	14	17	98	30
	Other destinations	8	15	20	53	13
	<b>Total</b>	<b>164</b>	<b>171</b>	<b>223</b>	<b>545</b>	<b>284</b>
The University of Hong Kong	Hong Kong	2 411	2 480	2 574	2 559	2 441
	Mainland	342	422	438	335	416
	Other destinations	127	174	159	151	186
	<b>Total</b>	<b>2 880</b>	<b>3 076</b>	<b>3 171</b>	<b>3 045</b>	<b>3 043</b>
Vocational Training Council	Hong Kong	4 170	4 509	4 942	6 306	679
	Mainland	133	70	121	82	0
	Other destinations	2	4	6	11	9
	<b>Total</b>	<b>4 305</b>	<b>4 583</b>	<b>5 069</b>	<b>6 399</b>	<b>688</b>

Notes :

1. An internship refers to a period of work arranged or endorsed by the institution providing the publicly-funded programme that the student is enrolled. There is no restriction about the duration of internship which can be a part-time or full-time work arrangement, provided that it forms a compulsory or elective component of the programme, regardless of whether it is credit-bearing or not.
2. The 2013/14 figures are provisional figures as at end 2013.
3. Figures for The Hong Kong Institute of Education do not include Field Experience for students.
4. "N/A" denotes "Not Available".

**CONTROLLING OFFICER'S REPLY**

**EDB301**

**(Question Serial No. 3573)**

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 (Member Question No. 18):

The Bureau states that in 2014-15, it will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs. What are the details, implementation timetable and estimated expenditure of the scheme?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, including the provision for one additional time-limited civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB302**

**(Question Serial No. 3574)**

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 (Member Question No. 19):

The Government indicated that a new scholarship scheme would be implemented in the 2014/15 academic year to support up to 100 outstanding local students each cohort to pursue studies in renowned universities outside Hong Kong, with a view to nurturing a diversified pool of top talent. What are the details of the scheme and the estimated expenditure involved? What criteria will the Government adopt in defining “renowned universities outside Hong Kong”?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB303**

**(Question Serial No. 3575)**

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 (Member Question No. 20):

- a) The government states that in the 2014/15 academic year, it plans to introduce the Mainland University Study Subsidy Scheme so that needy students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions may receive a means-tested grant during their study period. What are the details, expected number of beneficiary and estimated expenditures?
- b) In the past three years, did the government work on the recognition of Mainland universities qualifications in Hong Kong? If yes, what are the details of the work and expenditure involved?
- c) In 2014-15, will the government earmark some resources for working on the recognition of Mainland universities qualifications in Hong Kong? If yes, what are the details of the work and estimated expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The 2014 Policy Address proposed the establishment of the Mainland University Study Subsidy Scheme to support needy Hong Kong students pursuing studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). The Admission Scheme was introduced in 2012 as a Government-to-Government initiative whereby Hong Kong students may seek admission to designated Mainland higher education institutions on the basis of their Hong Kong Diploma of Secondary Education examination results, and are thus exempted from taking the Mainland's Joint Entrance Examination. The number of students admitted under the Admission Scheme in the 2012/13 and 2013/14 academic years were 971 and 1 188 respectively.

The proposed subsidy scheme will benefit three cohorts of students starting from the 2014/15 academic year and then be subject to a review on its effectiveness. We estimate that the total expenditure will be \$114 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

- (b) & (c) To promote co-operation between the Mainland and Hong Kong in education and student exchanges, a Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education (MoU) was signed between the Ministry of Education and the then Education and Manpower Bureau of the Hong Kong Special Administrative Region in July 2004. The MoU facilitates the mutual recognition of academic

qualifications awarded in both places for the purpose of further studies in recognised Mainland and Hong Kong higher education institutions with powers to award degrees at Bachelor's level or above. The list of recognised higher education institutions in both places are attached as Annex to the MoU and updated regularly. The 75 Mainland higher education institutions participating in the Admission Scheme in the 2014/15 academic year are all included on the list of recognised institutions in the Mainland in the Annex to the MoU.

Recognition of individual qualifications is essentially a matter for the users to decide. In general, it is up to individual employers (in both the public and private sectors) or professional bodies to decide whether a particular qualification obtained by an applicant should be regarded as meeting the requirements for filling the relevant job position or membership registration.

**CONTROLLING OFFICER'S REPLY****EDB304****(Question Serial No. 3680)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses

Programme: (2) Primary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 21):

- a) In the past 3 years, what are the details and expenditure regarding improving the learning and teaching of the English Language in primary schools by the Bureau?
- b) In the 2014/15 school year, what are the work details and estimated expenditure regarding improving the learning and teaching of the English Language in primary schools by the Bureau?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) and (b)

Throughout the years, we have been implementing various support measures for improving the learning and teaching of English Language in primary schools. The expenditure for the purpose totalled \$447.49 million (of which 141.39 million is from Language Fund), \$429.70 million (of which 95.66 million is from Language Fund) and \$402.43 million (of which 45.14 million is from Language Fund) in 2011-12 to 2013-14 respectively.

In 2014-15, we will continue to improve the teaching and learning of the English Language in primary schools. The estimated expenditure in 2014-15 is \$404.54 million, of which \$35.64 million is from Language Fund.

Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.

No.	Name of Project	Details
<b>B. School-based support</b>		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).
<b>C. Professional development</b>		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
*3.	Overseas Immersion Programme for English Teachers in Primary Schools in Hong Kong	To immerse serving primary school English teachers and principals in an authentic English language and cultural environment to enhance their English language proficiency and to provide them with exposure to innovative pedagogy abroad.  The project was completed in the 2010/11 school year.
4.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
5.	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
<b>D. Creating a facilitating environment for English learning</b>		
1.	Primary Native-speaking English Teacher (NET) Scheme	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	Creating English Language Environment for Students in Hong Kong Project	To provide primary school students with opportunities of listening to and speaking English and hence motivate their interest and raise their confidence in using the language. This project harnessed the efforts of local non-government



No.	Name of Project	Details
		<p>organisations with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises.</p> <p>The project was completed in the 2011/12 school year.</p>
*3.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.
*4.	Networking and Partnership Project	<p>To mobilise the community forces and create possible synergy in providing a more conducive English learning environment for the students beyond the classroom setting.</p> <p>The project is under review.</p>

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

**CONTROLLING OFFICER'S REPLY**

**EDB305**

**(Question Serial No. 3681)**

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 (Member Question No. 22):

Under "Matters Requiring Special Attention in 2014-15", the Bureau will continue to expand the School-based Educational Psychology Service, with the target of covering all public sector primary schools by the 2016/17 school year. In this connection, what are the details of the work and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten schools including primary and secondary schools. They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs.

In the 2013/14 school year, 297 public sector primary schools are receiving SBEPS. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve this, additional EP posts will be created. The total estimated expenditure for public sector primary and secondary schools upon full implementation is about \$125 million per year.

**CONTROLLING OFFICER'S REPLY**

**EDB306**

**(Question Serial No. 3682)**

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 (Member Question No. 23):

The Bureau will provide free lunch at schools for eligible needy primary students. In this connection, what are the details and estimated expenditure, as well as the number of students expected to be benefited?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

For the 2014/15 school year, we have earmarked a recurrent funding of about \$202 million to regularise the Community Care Fund (CCF) programme of providing free lunch at schools for needy primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme (DSS). It is estimated that about 66 000 eligible students in over 500 primary schools will benefit.

The CCF has launched the programme since the 2011/12 school year on a pilot basis to provide free lunch at schools to students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector or DSS primary schools. The implementation mode of the programme remained largely consistent from the 2011/12 to 2013/14 school year. EDB will continue to invite whole-day public sector and DSS primary schools via circular memorandum to inform parents of the programme. Advanced payment is provided to schools so that they may cover the lunch costs for eligible students on an accountable basis. EDB would verify the allocation at the end of the school year.

**CONTROLLING OFFICER'S REPLY****EDB307****(Question Serial No. 3683)**

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 (Member Question No. 24):

The Government will enhance the provision for the School-based After-school Learning and Support Programmes to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organised by schools to support needy students. What are the details, estimated number of students to be benefited and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To support needy students to participate in after-school activities with a view to facilitating their whole-person and all round development, the Education Bureau has implemented the School-based After-school Learning and Support Programmes (the Programme) since the 2005/06 school year. Currently, schools and non-governmental organisations are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible participating students, i.e. Primary 1 to Secondary 6 students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant assistance under the Student Financial Assistance Schemes. In the 2013/14 school year, the funding for the Programme is about \$205 million of which about \$84 million is for the "School-based Grant".

Upon review of the utilisation of funding under the Programme, we will, starting from the 2014/15 school year, increase the flexibility of the School-based Grant by increasing the discretionary quota allowed for schools from 10% to 25% to benefit more needy students who are identified by schools but not in receipt of CSSA or full grant assistance. In tandem, we will, based on schools' previous utilisation rate of the School-based Grant, provide schools with a relatively higher utilisation rate incentive funding when calculating the Grant. The implementation details will be finalised upon consulting the key stakeholders. The objective is to encourage schools to fully utilize the School-based Grant and to deploy their resources flexibly with a view to enhancing the opportunities of needy students to participate in after-school activities. In the 2013/14 school year, 877 schools are provided with the School-based Grant involving about 209,000 eligible students while about 180 non-governmental organisations are provided with the Community-based Project Grant involving about 87 800 eligible students. Pending finalization of the implementation details, in particular the arrangements for incentive funding, we are not able to provide the estimated number of additional students who will benefit from the proposed enhancement of the Programme. For illustrative purpose, if utilisation of 80% of the School-based Grant is considered as an acceptable threshold for incentive funding, it is estimated that about 100 000 students will benefit from the enhanced funding in the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB308****(Question Serial No. 3684)**

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 (Member Question No. 25):

The Government stated that it will provide enhanced funding support 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 effective learning of Chinese as a second language. What are the plan details, the work schedule, the estimated number of students to benefit and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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.

All NCS students will benefit from the above support measures starting the 2014/15 school year. Based on the data collected through the annual Student Enrolment Survey, 15 866 NCS students are studying in public sector and Direct Subsidy Scheme schools in the 2013/14 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB309**

**(Question Serial No. 3685)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 26):

The Government will phase out the recurrent subsidies for English Schools Foundation schools in 13 years starting from the 2016/17 school year. What are the details and progress of the plan and the number of students expected to be affected?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013 and its outcome has been reported to the Legislative Council Panel on Education in July 2013. The recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million will be maintained for three years from the 2013/14 to the 2015/16 school years. Starting from the 2016/17 school year, the annual recurrent subvention will be phased out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing recurrent subvention of \$28.3 million a year for students with special education needs in ESF's mainstream schools as well as its special school will be excluded from the phasing out arrangement and frozen at the current level pending further review. Since the above-mentioned phasing out arrangement would only commence in the 2016/17 school year, the interest of existing ESF students would not be affected. In fact, all students in the ESF system (kindergartens, primary and secondary levels) in the 2013/14 school year will be insulated from the impact of the subvention reduction.

**CONTROLLING OFFICER'S REPLY**

**EDB310**

**(Question Serial No. 3686 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 27):

The Bureau will continue to expand the School-based Educational Psychology Service, with the target of covering all public sector secondary schools by the 2016/17 school year. In this connection, what are the details of the work and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten schools including primary and secondary schools. They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs.

In the 2013/14 school year, 282 public sector secondary schools are receiving SBEPS. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve this, additional EP posts will be created. The total estimated expenditure for public sector primary and secondary schools upon full implementation is about \$125 million per year.

**CONTROLLING OFFICER'S REPLY**

**EDB311**

**(Question Serial No.3687)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No.28):

The Bureau will further enhance the provision of the Learning Support Grant for public sector secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs. In this connection, what are the details, estimated expenditure and number of students expected to be benefited?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector secondary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. To further enhance the support for students with SEN in mainstream schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The ceiling of LSG is \$1.5 million per school per annum. In subsequent school years, we will adjust the grant rates and ceiling annually according to the change in the Composite Consumer Price Index. Schools should pool together and deploy flexibly the LSG and other school resources for employing additional teachers, teaching assistants or hiring professional services to render appropriate support for the students with SEN. Hence, all students with SEN studying in these schools will benefit.

For budgetary purpose, the estimated expenditure on LSG for public sector secondary schools in the 2014/15 school year is about \$216.1 million.



**CONTROLLING OFFICER'S REPLY**

**EDB312**

**(Question Serial No. 3688)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 29):

- (a) What are the Education Bureau's work and expenditure on relieving the problem of decline of the Secondary 1 (S1) student population in the 2013/14 school year?
- (b) What are the Education Bureau's work plan and estimated expenditure on relieving the problem of decline of the S1 student population for the 2014/15 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

a) & b)

To address the decline in S1 student population in the coming few years, the Education Bureau has, building on the measures adopted in the pasts such as lowering allocation class size and the operating class threshold from 30 to 25 students, further introduced a basket of targeted relief measures aiming at preserving the stability and strengths of the schools as well as the teaching force in the 2013/14 school year. In gist, the targeted relief measures include:

- i. a progressive reduction of the number of students allocated per S1 class by "2-1-1" / "1-1-1" under a district-/school-based approach in three school years from 2013/14 to 2015/16;
- ii. relaxing the "not less than three S1 classes" requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation (SSPA) exercise with a cap of three S1 classes; and
- iii. extending the retention period for surplus teachers arising from packing of S1 classes to three years.

As a result, only 12 out of the 388 public sector secondary schools participating in the SSPA exercise had one S1 class packed each (i.e. reduction of a total of 12 classes) in the 2013/14 school year, which is far less than the over 100 classes projected by some stakeholders in the sector. Notwithstanding class-packing, the impact on the schools concerned is minimized since the Government allows the schools to retain their surplus teachers for three academic years.

The basket of relief measures, including the progressive reduction of the number of students allocated per S1 class, have taken into account the situation of the continuous declining S1 student population trend in the transient period in the next few years. In the 2014/15 school year, we will continue the targeted relief measures, including the progressive reduction of allocation class size by years on the basis of the consensus we have reached with the sector. In other words, the number of students allocated per S1 class will be

reduced by one in the schools concerned in the 2014/15 school year. Within districts, the EDB's School Development Sections will closely liaise with schools and provide necessary coordination for a smooth implementation. It is not possible to quantify the exact financial implication of the above relief measures as there are a host of mediating factors (including parental choice, the transfer of students among schools after allocation, etc.) which would affect the number of classes under different scenarios.

**CONTROLLING OFFICER'S REPLY**

**EDB313**

**(Question Serial No. 3689)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 30):

The Bureau indicated that it will provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. What are the details and estimated expenditure? How many students are expected to benefit?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Upon completion of senior secondary education, irrespective of the pathway that a student may choose, he/she will face an environment markedly different from school life and hence, we consider enhanced life-planning and career guidance support appropriate to the needs of senior secondary students is of critical importance. To expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations, the Education Bureau will provide schools operating senior secondary education levels with a recurrent grant with effect from the 2014/15 school year. The estimated expenditure of the recurrent grant for 2014/15 school year is about \$255 million. All secondary students will be benefited.

**CONTROLLING OFFICER'S REPLY**

**EDB314**

**(Question Serial No. 3690)**

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

Question (Member Question No. 31):

- a) For the past three years, please provide the respective amounts of funding allocated to the tertiary institutions, the Vocational Training Council, universities, secondary schools, kindergartens and special schools in the government, aided and Direct Subsidy Scheme categories, international schools and schools under the English Schools Foundation, as well as the unit cost of each subsidised place.
- b) For the 2014/15 school year, please provide an estimate of the respective amounts of funding to be allocated to the tertiary institutions, the Vocational Training Council, universities, secondary schools, kindergartens and special schools in the government, aided and Direct Subsidy Scheme categories, international schools and schools under the English Schools Foundation, as well as the estimated unit cost of each subsidised place.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

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

	Financial Provision				Unit Cost			
	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate	2014-15 Estimate	2011-12 Actual	2012-13 Actual	2013-14 Revised Estimate	2014-15 Estimate
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>1</sup>	2,012	2,143	2,295	2,621	N/A	N/A	N/A	N/A
Government secondary schools <sup>2</sup>	1,339	1,396	1,395	1,452	52,084	57,249	62,630	67,990
Aided secondary schools	17,275	18,219	18,318	18,799	44,972	49,246	54,170	59,960
English Schools Foundation Secondary Schools	169	170	170	171	28,775	28,873	28,980	29,100
Secondary schools under the Direct Subsidy Scheme	2,315	2,317	2,470	2,615	44,047	45,965	49,570	52,180
Aided special schools	1,606	1,775	1,859	2,036	180,003	196,976	207,530	226,460
Vocational Training Council <sup>3</sup>								
- Higher technician / technician level	1,854	2,013	2,074	2,085	69,000	74,900	83,700	90,000
- Craft level					55,500	63,500	68,300	71,800
University Grants Committee-funded Institutions <sup>4</sup>	11,634	13,550	14,985	15,214	222,127	213,082	219,870	246,910

### Notes

1. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
2. The unit cost for government secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by the Hong Kong Institute of Vocational Education and the VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.

4. Subventions to individual institutions under Head 190 University Grants Committee are as follows –

	<b>2011-12 Actual</b>	<b>2012-13 Actual</b>	<b>2013-14 Revised Estimate</b>	<b>2014-15 Estimate</b>
	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>	<b>\$ million</b>
City University of Hong Kong	1,383	1,577	1,761	1,816
Hong Kong Baptist University	684	814	904	931
Lingnan University	283	333	370	360
The Chinese University of Hong Kong	2,661	3,166	3,538	3,602
The Hong Kong Institute of Education	551	610	663	660
The Hong Kong Polytechnic University	1,902	2,201	2,378	2,392
The Hong Kong University of Science and Technology	1,475	1,705	1,870	1,885
The University of Hong Kong	2,695	3,144	3,501	3,568
Total	11,634	13,550	14,985	15,214

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

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

The unit cost for 2014/15 estimate is calculated based on the approved student number targets and does not assume any over-enrolment, whereas the unit cost for 2011/12, 2012/13 and 2013/14 revised estimate is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2014/15. In practice, institutions do over-enroll, in particular to take in non-local students who are on top of the approved student number targets.

**CONTROLLING OFFICER'S REPLY****EDB315****(Question Serial No. 3691)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 32):

- a) Please list the total expenditure and total recurrent expenditure on education, as well as their respective percentage shares of the Government's total public expenditure and total recurrent expenditure in the past 3 years.
- b) For 2014-15, please provide the estimate of the total expenditure and total recurrent expenditure on education, as well as their respective estimated percentage shares of the Government's total public expenditure and total recurrent expenditure.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The total expenditure and total recurrent expenditure on education, as well as their respective percentage shares of the Government's total public expenditure and total recurrent expenditure from 2011-12 to 2014-15 are as follows –

	Total expenditure on education		Total recurrent expenditure on education	
	Amount	% share of total public expenditure	Amount	% share of recurrent government expenditure
	\$ million	%	\$ million	%
2011-12	67,891	17.6	55,526	22.9
2012-13	76,600	19.1	60,449	23.0
2013-14 Revised Estimate	76,856	16.7	63,752	22.4
2014-15 Estimate	75,372	17.1	67,131	21.8

**CONTROLLING OFFICER'S REPLY**

**EDB316**

**(Question Serial No. 3692)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 33):

- (a) In the 2013/14 school year, what are the number of public sector primary schools receiving the School-based Educational Psychology Service, the details and expenditure concerned and the number of students benefited?
- (b) In the 2013/14 school year, what are the number of public sector secondary schools receiving the School-based Educational Psychology Service, the details and expenditure concerned and the number of students benefited?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) and (b)

In the 2013/14 school year, 297 public sector primary schools and 282 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS). The total estimated expenditure for the provision of SBEPS covering public sector primary and secondary schools in the 2013/14 school year is about \$70 million.

Under the SBEPS, one educational psychologist (EP) serves six to ten schools (including primary and secondary schools). They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. As such, all students in the participating schools benefit from the service either directly or indirectly.



**CONTROLLING OFFICER'S REPLY****EDB317****(Question Serial No. 3693)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 34):

- (a) What are the numbers of students with special educational needs (SEN) studying in mainstream primary and secondary schools at various grade levels in the past 5 years? Please give a breakdown by the types of specific learning disabilities, intellectual disabilities, autism spectrum disorders, attention deficit, hyperactivity disorder, physical disability, visual impairment, hearing impairment, speech and language impairment.
- (b) What are the amounts of government subsidy for the respective types of SEN students?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The numbers of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools from the 2009/10 to 2013/14 school years by grade levels by SEN types are set out at the Appendix.
- (b) To support schools to cater for their students with SEN, the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. These additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and development of teaching resources for use by teachers and parents, etc. to help schools cater for students with SEN. Hence, all students with SEN in these schools will benefit. It should be noted that some of the additional resources and support services are provided for individual schools for meeting the specific needs of their students with SEN (e.g. Top-up Fund for procurement of special furniture and equipment). In other words, not all schools and students with SEN are receiving the same support services and the funding involved can vary. The total expenditures on additional support and services provided for students with SEN in mainstream schools on top of the regular subvention for all mainstream schools in the 2009/10, 2010/11, 2011/12 and 2012/13 school years are \$878 million, \$900 million, \$964 million and \$1,009 million respectively, whereas the estimated expenditure for the 2013/14 school year is \$1,079 million. We are not able to apportion the amount of government subsidy by types of SEN students.

**Numbers of students with SEN studying in  
public sector mainstream primary and secondary schools by grade levels by SEN types  
from the 2009/10 to 2013/14 school years**

<b>Specific Learning Difficulties</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	30	632	1 754	2 081	1 735	1 682	1 458	1 375	1 092	743	355	15	10
2010/11	40	665	1 786	2 080	2 168	1 809	1 863	1 516	1 385	1 004	630	21	15
2011/12	20	428	1 612	2 039	2 131	2 197	1 891	1 803	1 494	1 248	834	557	19
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779	N/A
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934	N/A

<b>Intellectual Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	74	133	142	129	139	141	162	181	152	140	76	1	0
2010/11	60	135	155	151	128	143	166	169	208	131	133	0	1
2011/12	68	94	166	166	154	127	164	184	181	178	108	125	0
2012/13	67	88	113	181	161	154	149	168	195	153	164	103	N/A
2013/14	97	88	98	130	181	157	183	137	175	161	125	145	N/A

<b>Autism Spectrum Disorders</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	254	296	305	248	191	182	135	152	124	84	63	8	5
2010/11	368	382	353	366	288	227	186	185	170	126	91	15	9
2011/12	431	422	417	386	378	290	225	210	206	177	129	94	11
2012/13	496	542	487	469	425	417	294	258	245	208	179	123	N/A
2013/14	547	662	624	533	502	444	396	345	298	246	199	179	N/A

<b>Attention Deficit / Hyperactivity Disorder</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	34	134	249	343	407	324	254	244	143	70	27	1	1
2010/11	62	188	333	444	477	492	373	364	286	152	69	2	2
2011/12	53	143	293	449	503	513	488	468	379	265	124	62	4
2012/13	57	186	414	535	634	628	577	567	486	362	228	113	N/A
2013/14	45	200	508	648	700	751	710	709	589	482	320	204	N/A

<b>Physical Disability</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	10	24	34	31	42	33	35	51	48	23	22	2	5
2010/11	17	25	31	45	44	46	37	53	55	45	29	5	3
2011/12	21	21	18	19	29	32	35	47	39	50	38	31	7
2012/13	13	23	22	15	22	31	33	42	45	41	47	38	N/A
2013/14	12	18	23	25	16	21	32	37	43	46	33	44	N/A

<b>Visual Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	3	7	10	8	13	6	17	14	22	11	18	4	5
2010/11	3	5	7	12	8	15	8	20	17	17	16	4	4
2011/12	0	6	6	6	12	8	15	11	26	19	16	17	4
2012/13	2	3	5	7	4	11	8	18	19	21	19	13	N/A
2013/14	4	5	3	5	7	4	12	12	19	18	20	19	N/A

<b>Hearing Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	40	45	56	70	59	66	75	80	92	90	93	20	19
2010/11	39	43	50	59	71	65	72	76	81	91	87	21	21
2011/12	33	45	49	52	60	72	63	71	78	82	87	88	23
2012/13	35	34	42	48	49	57	66	58	72	63	80	79	N/A
2013/14	38	36	43	44	51	52	60	68	55	76	58	83	N/A

<b>Speech &amp; Language Impairment</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>S7</b>
2009/10	24	632	392	220	142	109	83	42	14	20	13	2	5
2010/11	21	623	383	220	137	94	71	60	36	33	24	1	3
2011/12	47	910	450	281	174	110	60	29	42	35	20	22	2
2012/13	30	890	445	268	189	117	73	39	22	22	21	13	N/A
2013/14	36	815	447	271	178	130	65	41	40	19	18	24	N/A

Note: 1. Figures as at September of the respective school years.

2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the numbers of S6 students with SEN have increased since the 2011/12 school year.
3. N/A: Not applicable.

**CONTROLLING OFFICER'S REPLY****EDB318****(Question Serial No. 3694)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 35):

The Bureau will launch a number of measures to improve special education services in special schools with effect from the 2014/15 school year, including the provision of an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity, improving the manpower for boarding services. In this connection, what are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Education Bureau (EDB) will, starting from the 2014/15 school year, provide an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity (MC) at an annual rate of \$15,000 or \$25,000 per 5-day boarder with MC and \$30,000 or \$50,000 per 7-day boarder with MC, depending on the level of support required. Each school with such boarders will receive a minimum provision of \$160,000. The additional grant will be supplementary in nature and the schools will be required to utilize this grant in conjunction with the existing manpower and resources to meet the personal and health care needs of the boarders. For budgetary purpose, the estimated expenditure for the 2014/15 school year is about \$15.6 million.

Starting from the 2014/15 school year, EDB will also enhance the provision of houseparents, programme workers, nurses, janitor staff and cooks for weekend and Sunday boarding service of special schools. The estimated numbers of additional staff to be provided in the 2014/15 school year are tabulated below. For budgetary purpose, the estimated expenditure is about \$12.4 million.

School Type	No. of Additional Boarding Staff
Visual Impairment	3.8
Physical Disability	17
Moderate Intellectual Disability	11.3
Severe Intellectual Disability	17.8

Currently, one Enrolled Nurse (EN) post is provided for boarding sections with 20 or more weekday places and 0.6 EN post for 20 or more weekend and Sunday places for schools for children with visual impairment (VI), hearing impairment and moderate intellectual disability (MoID). Starting from the 2014/15 school year, EDB will re-grade the nurse establishment in the boarding section of these schools from EN grade to Registered Nurse grade. It is estimated that a total of 17 EN posts will be re-graded in the 2014/15 school year. For budgetary purpose, the estimated expenditure for the 2014/15 school year is about \$1.4 million.

**CONTROLLING OFFICER'S REPLY**

**EDB319**

**(Question Serial No. 3695 )**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4 ) Special education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 36 ):

The Bureau will provide additional teacher assistants for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital school, and reducing progressively the class size to 12 students per class in the school for children with visual impairment and schools for social development. In this connection, what are the respective details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Currently, under the Code of Aid for Special Schools / Code of Aid for Aided Schools, 0.5 teacher assistant (TA) per class is provided for schools for children with severe intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school. Starting from the 2014/15 school year, the Education Bureau (EDB) will improve the TA provision in these schools to 1 TA per class. We will also provide TA for schools for children with mild intellectual disability and schools for children with moderate intellectual disability at the ratio of 1 TA per 2 resource teachers for autistic children, which is a new provision. For budgetary purpose, it is estimated that about 225 additional TA posts will be provided for the 2014/15 school year and the additional expenditure is around \$32.4 million.

The class size of school for children with visual impairment and schools for social development will be reduced from 15 to 12 students per class progressively by grade level starting from the lowest grade level of both primary and secondary sections of the schools concurrently, and this will be fully implemented by the 2019/20 school year. For budgetary purpose, the estimated additional expenditure for the 2014/15 school year is around \$4 million.

**CONTROLLING OFFICER'S REPLY**

**EDB320**

**(Question Serial No. 3696)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 37):

- (a) In the past 3 years, the Government implemented the adapted curriculum in schools for children with intellectual disability to facilitate the implementation of the new senior secondary academic structure. What were the details and expenditure?
- (b) In the 2014/15 school year, what are the details and estimated expenditure on the implementation of the new senior secondary academic structure in schools for children with intellectual disability by the Administration?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The adapted new senior secondary (NSS) curriculum implemented in the 2009/10 school year for students with intellectual disability (ID) covers Chinese Language, Mathematics, Liberal Studies/Independent Living, Physical Education, Visual Arts, Music, Design and Applied Technology, Information and Communication Technology, Technology and Living and the adapted Applied Learning courses.

With the implementation of the new senior secondary (NSS) curriculum, special schools for children with ID are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. They are provided with a Senior Secondary Curriculum Support Grant on a recurrent basis, which is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In addition, these schools are also provided with a Diversity Learning Grant to support their offering of diversified curriculum such as adapted Applied Learning courses, starting from the 2009/10 school year onwards. An additional, one-off Liberal Studies Curriculum Support Grant was also granted to these special schools in the 2012/13 school year based on their need for additional resources to ensure smooth startup implementation of the subject.

Apart from the above, resources are deployed for enriching the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID)) curriculum, strengthening the professional development programmes for teachers, developing resource materials to support learning and teaching of the NSS(ID) curriculum, and enhancing the curriculum continuity at the interface between senior secondary and basic education levels.

The above measures will continue to run in the 2014/15 school year.

The expenditures for 2011/12, 2012/13 and 2013/14 school years are summarized as follows:

	2011/12 school year (\$ million) (actual)	2012/13 school year (\$ million) (actual)	2013/14 school year (\$ million) (revised estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	21.3	22.0	23.7
Senior Secondary Curriculum Support Grant	19.0	8.3	8.8
Diversity Learning Grant	1.6	2.0	2.6
Additional Liberal Studies Curriculum Support Grant	n/a	3.5	n/a
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	12.8	7.2	5.1
Total	54.7	43.0	40.2

(b) The estimated expenditures for the 2014/15 school year are summarized as follows:

	2014/15 school year (\$ million) (estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	24.2
Senior Secondary Curriculum Support Grant	8.8
Diversity Learning Grant	2.7
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	6.4
Total	42.1

**CONTROLLING OFFICER'S REPLY**

**EDB321**

**(Question Serial No. 3697)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 38):

According to the Bureau, during 2014-15, it will provide free lunch at schools for eligible needy primary students in special schools, what are the details, estimated expenditure and number of student expected to benefit from it?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

For the 2014/15 school year, we have earmarked a recurrent funding of about \$202 million to regularise the Community Care Fund (CCF) programme of providing free lunch at schools for needy primary students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector schools (including special schools) or primary schools under the Direct Subsidy Scheme (DSS). Regarding special schools, based on past experience, not all eligible schools would join the programme. This is mostly because some special schools provide boarding service including lunch and some others have received funding or lunch subsidy of similar nature from other charities or organisations. For budgetary purpose, it is estimated that about 550 eligible primary students in special schools would benefit from the programme in the 2014/15 school year with an estimated expenditure of about \$2 million.

The CCF has launched the programme since the 2011/12 school year on a pilot basis to provide free lunch at schools to students in receipt of full grant assistance under the Student Financial Assistance Schemes studying in whole-day public sector or DSS primary schools. The implementation mode of the programme remained largely consistent from the 2011/12 to 2013/14 school year. EDB will continue to invite whole-day public sector and DSS primary schools via circular memorandum to inform parents of the programme. Advanced payment is provided to schools so that they may cover the lunch costs for eligible students on an accountable basis. EDB would verify the allocation at the end of the school year.



**CONTROLLING OFFICER'S REPLY**

**EDB322**

**(Question Serial No. 3698)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 39):

- a) What were the numbers of non-Chinese speaking (NCS) students and the numbers of ethnic minorities studying at different grade levels in public sector and Direct Subsidy Scheme (DSS) primary schools in the past 5 years?
- b) What were the numbers of NCS students and the numbers of ethnic minorities studying at different grade levels in public sector and DSS secondary schools in the past 5 years?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students, and the number of NCS ethnic minority students studying at different grade levels in public sector and Direct Subsidy Scheme primary and secondary schools in the past 5 years (i.e. in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years) are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students  
studying at different grade levels in primary and secondary schools  
from the 2009/10 to 2013/14 school years**

Level	Grade	2009/10 school year	2010/11 school year	2011/12 school year	2012/13 school year	2013/14 school year
Primary (Primary 1 – 6)	P1	1 116	1 229	1 291	1 394	1 445
	P2	1 066	1 252	1 310	1 359	1 459
	P3	1 052	1 259	1 297	1 304	1 376
	P4	1 163	1 173	1 321	1 357	1 322
	P5	1 066	1 254	1 222	1 339	1 368
	P6	1 017	1 070	1 262	1 192	1 320
	<b>P1-P6</b>	<b>6 480</b>	<b>7 237</b>	<b>7 703</b>	<b>7 945</b>	<b>8 290</b>
Secondary (Secondary 1 – 7)	S1	1 099	1 304	1 373	1 448	1 437
	S2	976	1 145	1 339	1 363	1 468
	S3	802	995	1 114	1 308	1 366
	S4	692	815	999	1 118	1 312
	S5	519	645	734	957	1 101
	S6	179	189	648	725	892
	S7	139	143	166	-	-
	<b>S1-S7</b>	<b>4 406</b>	<b>5 236</b>	<b>6 373</b>	<b>6 919</b>	<b>7 576</b>

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data 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 from the 2009/10 to 2013/14 school years**

Primary Schools

P1	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	14	5	17	9	18
Filipino	176	182	188	205	194
Indian	118	137	149	166	147
Pakistani	410	416	474	504	481
Nepalese	185	233	204	216	246
Japanese	10	13	8	22	16
Thai	10	16	20	14	18
Korean	3	6	4	4	7
Other Asian	2	6	10	4	16
White	56	48	63	84	118
Others	67	77	89	71	94
<b>Total</b>	<b>1 051</b>	<b>1 139</b>	<b>1 226</b>	<b>1 299</b>	<b>1 355</b>

P2	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	7	12	6	16	12
Filipino	177	203	191	197	211
Indian	150	137	144	161	163
Pakistani	389	453	445	498	515
Nepalese	169	190	234	207	220
Japanese	6	8	14	11	19
Thai	16	18	15	27	20
Korean	2	5	6	5	5
Other Asian	2	2	10	10	3
White	40	58	55	62	98
Others	58	82	86	81	86
<b>Total</b>	<b>1 016</b>	<b>1 168</b>	<b>1 206</b>	<b>1 275</b>	<b>1 352</b>

## Annex B (Cont'd)

P3	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	6	15	6	17
Filipino	176	222	205	193	211
Indian	149	169	143	142	168
Pakistani	376	453	479	445	490
Nepalese	149	198	195	244	206
Japanese	6	8	8	12	12
Thai	14	19	19	21	25
Korean	5	3	5	5	5
Other Asian	5	1	3	8	10
White	36	40	51	52	62
Others	59	68	84	77	88
Total	983	1 187	1 207	1 205	1 294

P4	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	9	7	13	10
Filipino	203	197	223	224	194
Indian	162	148	179	161	138
Pakistani	395	443	479	497	457
Nepalese	166	168	208	208	250
Japanese	12	6	7	7	9
Thai	20	15	23	22	22
Korean	2	5	3	3	4
Other Asian	4	3	4	7	6
White	52	38	41	52	55
Others	41	59	64	73	83
Total	1 065	1 091	1 238	1 267	1 228

P5	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	8	8	7	6	13
Filipino	180	207	201	232	228
Indian	141	175	166	195	155
Pakistani	360	440	474	485	498
Nepalese	186	194	168	220	212
Japanese	6	13	6	7	7
Thai	16	29	14	26	29
Korean	6	3	3	2	2
Other Asian	3	3	4	5	3
White	31	48	34	44	53
Others	43	47	57	48	78
Total	980	1 167	1 134	1 270	1 278

P6	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	11	9	7	7	6
Filipino	209	183	206	201	237
Indian	152	143	186	164	191
Pakistani	352	376	446	466	480
Nepalese	145	186	196	162	212
Japanese	3	7	13	5	6
Thai	12	18	34	16	27
Korean	4	6	1	3	2
Other Asian	4	2	6	1	4
White	26	29	45	35	42
Others	39	41	39	53	47
Total	957	1 000	1 179	1 113	1 254

Notes:

1. Figures refer to the position as at September of the respective school years.
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.

## Secondary Schools

S1	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	9	8	12	7	11
Filipino	220	256	237	254	238
Indian	178	179	197	220	185
Pakistani	346	453	502	496	506
Nepalese	173	212	229	236	194
Japanese	9	10	10	11	12
Thai	12	14	12	19	14
Korean	7	8	8	7	8
Other Asian	6	2	11	11	18
White	19	25	24	24	29
Others	55	81	68	86	106
Total	1 034	1 248	1 310	1 371	1 321

S2	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	7	9	6	9	3
Filipino	193	225	259	241	253
Indian	166	180	193	200	236
Pakistani	312	347	451	485	494
Nepalese	137	184	216	228	239
Japanese	13	12	12	12	12
Thai	9	14	13	10	29
Korean	2	8	10	7	6
Other Asian	7	7	2	6	6
White	18	19	27	22	25
Others	47	64	86	71	83
Total	911	1 069	1 275	1 291	1 386

## Annex B (Cont'd)

S3	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	6	10	9	6	8
Filipino	155	186	223	258	247
Indian	106	174	184	197	202
Pakistani	223	304	320	429	469
Nepalese	121	146	173	206	232
Japanese	9	11	12	13	10
Thai	11	9	15	15	9
Korean	6	4	10	11	8
Other Asian	6	7	8	3	7
White	17	16	23	30	24
Others	48	49	58	74	74
Total	708	916	1 035	1 242	1 290

S4	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	6	5	5	7	5
Filipino	121	162	181	224	258
Indian	103	104	170	194	206
Pakistani	178	218	291	312	416
Nepalese	134	106	160	180	208
Japanese	7	10	12	14	15
Thai	7	12	7	15	17
Korean	3	7	4	11	10
Other Asian	1	8	7	8	3
White	16	30	24	26	30
Others	27	55	54	61	82
Total	603	717	915	1 052	1 250

## Annex B (Cont'd)

S5	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	3	7	3	5	6
Filipino	115	118	142	167	210
Indian	59	108	94	149	181
Pakistani	141	145	194	258	272
Nepalese	72	106	92	142	169
Japanese	4	7	11	10	11
Thai	8	5	10	5	14
Korean	2	5	5	3	10
Other Asian	0	1	5	4	8
White	22	27	24	16	21
Others	21	31	60	51	56
Total	447	560	640	810	958

S6	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	0	0	5	3	5
Filipino	13	20	107	133	159
Indian	21	12	92	88	137
Pakistani	11	18	131	173	237
Nepalese	5	9	86	73	132
Japanese	3	4	7	11	10
Thai	1	1	5	9	4
Korean	1	1	5	4	3
Other Asian	0	1	0	3	6
White	21	7	22	14	9
Others	10	8	26	51	46
Total	86	81	486	562	748



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

Notes:

1. Figures refer to the position as at September of the respective school years.
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.

**CONTROLLING OFFICER'S REPLY**

**EDB323**

**(Question Serial No. 3699)**

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 (Member Question No. 40):

What were the numbers of ethnic minorities students in Hong Kong in the past 5 years? (Please provide a breakdown by the categories of ethnic minorities)

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) ethnic minority students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools from the 2009/10 to 2013/14 school years is tabulated at Annex A and Annex B respectively. The number of ethnic minority students studying at kindergartens from the 2009/10 to 2013/14 school years is tabulated at Annex C.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in primary schools  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Indonesian</b>	56	49	59	57	76
<b>Filipino</b>	1 121	1 194	1 214	1 252	1 275
<b>Indian</b>	872	909	967	989	962
<b>Pakistani</b>	2 282	2 581	2 797	2 895	2 921
<b>Nepalese</b>	1 000	1 169	1 205	1 257	1 346
<b>Japanese</b>	43	55	56	64	69
<b>Thai</b>	88	115	125	126	141
<b>Korean</b>	22	28	22	22	25
<b>Other Asian</b>	20	17	37	35	42
<b>White</b>	241	261	289	329	428
<b>Others</b>	307	374	419	403	476
<b>Total</b>	6 052	6 752	7 190	7 429	7 761

Notes:

1. Figures refer to the position as at September of the respective school years.
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.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in secondary schools  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Indonesian</b>	31	39	40	37	38
<b>Filipino</b>	831	978	1 167	1 277	1 365
<b>Indian</b>	649	775	941	1 048	1 147
<b>Pakistani</b>	1 222	1 496	1 907	2 153	2 394
<b>Nepalese</b>	644	766	965	1 065	1 174
<b>Japanese</b>	47	57	67	71	70
<b>Thai</b>	48	56	63	73	87
<b>Korean</b>	21	34	43	43	45
<b>Other Asian</b>	21	26	33	35	48
<b>White</b>	113	126	147	132	138
<b>Others</b>	214	292	357	394	447
<b>Total</b>	3 841	4 645	5 730	6 328	6 953

Notes:

1. Figures refer to the position as at September of the respective school years.
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.

**Number of ethnic minority students studying in kindergartens  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>Indonesian</b>	66	50	60	66	69
<b>Filipino</b>	537	899	557	583	642
<b>Indian</b>	947	940	993	1 023	1 033
<b>Pakistani</b>	1 299	1 396	1 520	1 473	1 414
<b>Nepalese</b>	641	691	760	907	950
<b>Japanese</b>	778	805	886	898	834
<b>Thai</b>	109	101	111	114	100
<b>Korean</b>	198	242	241	254	257
<b>Other Asian</b>	174	181	179	166	228
<b>White</b>	2 731	2 985	3 356	3 671	3 839
<b>Others</b>	962	959	1 125	1 206	1 304
<b>Total</b>	8 442	9 249	9 788	10 361	10 670

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.

**CONTROLLING OFFICER'S REPLY**

**EDB324**

**(Question Serial No. 3700)**

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 (Member Question No. 41):

- (a) In the 2013/14 school year, the Education Bureau (EDB) conducts Quality Review for kindergartens joining the Pre-primary Education Voucher Scheme (PEVS). What are the details and expenditure involved?
- (b) In the 2014/15 school year, the EDB will continue to conduct Quality Review for kindergartens joining the PEVS. What will be the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) & (b)

The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). All KGs under the Pre-primary Education Voucher Scheme are required to conduct ongoing SSE for school development and accountability purposes. KGs should prepare development plans and conduct holistic review on their state of performance by making reference to the Performance Indicators (Pre-primary Institutions) issued by the Education Bureau (EDB).

The EDB arranges QR to make professional judgement on the overall performance of KGs. Apart from scrutinising the School Reports and stakeholder survey results submitted by KGs, the review team of the EDB conducts on-site visits to KGs to validate their findings in SSE. The QR reports will be issued to the KGs and uploaded onto the EDB website, which is linked to the KG Profile, to facilitate parents in making informed choices of kindergarten for their children.

All the QRs are conducted by EDB staff and the relevant expenditure is subsumed in the overall expenditure of EDB.

**CONTROLLING OFFICER'S REPLY****EDB325****(Question Serial No. 3748)**

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 (Member Question No. 45):

- a) What were the details of the Bureau's work on promoting Basic Law education at senior primary and junior secondary levels and the expenditure involved in the past 5 years?
- b) What are the details of the Bureau's plan to promote Basic Law education at senior primary and junior secondary levels and the estimated expenditure for the 2014/15 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- a) Pursuant to the 2010-11 Policy Address, the Education Bureau (EDB) started to develop learning packages to enhance students' understanding of the Basic Law in November 2010. The Chinese and English versions of the learning packages for junior secondary and senior primary students, developed during the 2011-12 financial year, have been distributed to schools in stages from January 2012 to January 2013. During the same period, web-based resources supporting the learning of the Basic Law were also made available for school use. To keep pace with the development of e-learning, an e-book version of the learning packages for junior secondary has also been developed in February 2014.

To facilitate teachers in their assessment of students' understanding of the Basic Law in various school subjects, two databases of questions for assessment in schools have also been provided for primary and secondary schools teachers separately by June 2012. Students can assess their own understanding of the Basic Law online through responding to questions or engaging in online games available in December 2012.

To enhance teachers' understanding of the concepts and essence of the Basic Law as well as the strategy in using the learning packages and web-based resources, the EDB has organised from time to time professional development programmes during the past five years.

The expenditures of the EDB for promoting Basic Law education from 2010-11 to 2013-14 were as follows:

2009-10*	2010-11	2011-12	2012-13	2013-14
--	\$0.03 million	\$16 million	\$0.8 million	\$0.4 million

\* No separate breakdown is available. The expenditure was absorbed in the recurrent expenditure of the EDB.

- b) In the 2014/15 school year, the EDB will conduct trial teaching of the e-book version of the junior secondary learning packages developed in 2012 in secondary schools. The EDB will continue to organise professional development programmes to enhance teachers' understanding of the concepts and essence of the Basic Law as well as the strategy in using the learning packages and online resources. The EDB will also continue to enrich and update the assessment bank and collect feedback through various channels to further refine the resource materials so far developed. The estimated expenditure for promoting Basic Law education in 2014/15 is \$0.4 million. The staffing resources required will be absorbed from within EDB's establishment.



**CONTROLLING OFFICER'S REPLY****EDB326****(Question Serial No. 3749)**

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 (Member Question No. 46):

a) The Bureau indicates that it will work towards the target of subsidising every primary and secondary school student to join at least one Mainland exchange programme by the 2015/16 school year. What are the details of the plan and estimated expenditure?

b) In the past three years, what were the respective number of secondary and primary school students taken part in the Mainland exchange programmes subsidised by the Bureau? What are the respective content and expenditures?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) As set out in the 2010-11 Policy Address, the Administration would increase opportunities for students to participate in Mainland learning and exchange activities, and our target is to subsidise every secondary and primary school student to join at least one Mainland exchange programme. The Education Bureau has started to provide some 4 500 additional Mainland exchange opportunities each year starting from the 2011/12 school year with a view to achieving the target by the 2015/16 school year. The estimated number of secondary and primary school students receiving subsidies to join the Mainland exchange programmes in the 2014/15 school year is 56 500 (rounded down to the nearest hundred) and the estimated expenditures is \$63.6 million.

(b) In the past three school years (2011/12, 2012/13 and 2013/14), the number of secondary and primary school students who had received subsidies to join the Mainland exchange programmes and the expenditure involved are shown below:

School Year	Number of students (rounded down to the nearest hundred)		Expenditure (\$million)	
	Secondary Students	Primary Students	Secondary Students	Primary Students
2011/12	21 800	21 300	37.9	14.4
2012/13 <sup>#</sup>	18 200	10 900	26.1	6.9
2013/14 <sup>+</sup>	29 800	18 000	42.3	12.8

# Actual figures revised from last year's estimates

+ Provisional figures

The Mainland exchange programmes for secondary and primary students aim at broadening students' horizons through integrating their learning and exchange experiences with the school curriculum. The contents of the Mainland exchange programmes include field studies, school visits and experience sharing. Teachers take part to act as impartial learning facilitators in sharing sessions, helping students to think and investigate from multiple perspectives and develop their collaboration, communication and project learning skills. Details of these programmes are available on EDB's website.

**CONTROLLING OFFICER'S REPLY****EDB327****(Question Serial No. 3750)**

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 (Member Question No. 47):

The Bureau will develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects. What is the detailed plan and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

All along, the Education Bureau has been providing a range of professional development programmes to principals and teachers in kindergartens, primary and secondary schools to support the implementation of the curricula of different Key Learning Areas (KLAs) and subjects, as well as to keep teachers abreast of the latest development of the curriculum development of the KLAs and subjects. These programmes mainly focus on areas such as subject knowledge, pedagogy, assessment, curriculum leadership and cross-curricular issues, etc. In 2014-15 the Bureau will organize over one thousand training programmes for principals and teachers and the estimated expenditure on professional development programmes in this regard is \$13.7 million.

To help teachers establish e-learning pedagogy, we have been providing teachers with professional development programmes to enrich their knowledge and skills in e-learning. These programmes are conducted regularly so that teachers' knowledge and skills are continuously refreshed. Most of these programmes have been conducted in-house with the cost involved absorbed within the internal resources of the Bureau, while some have been provided by local Information and Communications Technology sector at no cost to the Bureau. We have also procured services from external training institutes for the purpose. In 2014-15, the estimated expenditure in this regard is \$4.5 million.

The Bureau has also developed strategies to support teachers in the preparation of learning and teaching resources. Among other things, the "One-stop Portal for Learning and Teaching Resources" (One-stop Portal) was launched in May 2012 with an aim to provide teachers with diversified learning activities and assessment items to enhance effectiveness of learning and teaching. It contains over 6 000 pieces of digitalised learning and teaching resources as well as other curriculum-related materials (e.g. assessment tasks, curriculum documents) covering the eight KLAs across the four key stages (Primary 1 to Secondary 6), General Studies at the Primary level and Liberal Studies at the Senior Secondary level. The implementation of the One-stop Portal is an integral part of the EDB's day-to-day work. Its incurred manpower and administration costs are absorbed within the Bureau's existing provision.

With the objective of facilitating and encouraging the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula, the Bureau launched the

e-Textbook Market Development Scheme (EMADS) in June 2012. In November 2012, 30 applications for the development of e-textbooks under the EMADS were approved. Phase Two of the EMADS was launched in August 2013 and 20 applications were approved in December 2013. Of the 50 applications approved for both phases, 36 sets of e-textbooks are/will be under development, with 18 from six non-profit making (NPM) applicants and 18 from six other applicants. The total amount of seeding grants for the 18 applications from NPM applicants is around \$39.5 million. To assure the quality of e-Textbooks developed under the EMADS, we have appointed at least two partner schools for each developer no matter whether they belong to the “non-profit making” category or the “other organisations” category, to field-test the deliverables at different stages of development and provide feedback to the developers for enhancement of the contents and design of the e-textbooks. Other manpower and administrative costs for implementation of the EMADS have been absorbed within the overall provision of the Bureau.

**CONTROLLING OFFICER'S REPLY**

**EDB328**

**(Question Serial No. 3751)**

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 (Member Question No. 48):

According to the Bureau, it will launch the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers' professional capability in teaching Chinese as a second language, what are the details of the scheme and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language.

We will launch a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) in 2014/15 school year as part of our continuous endeavor to enrich the continued 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 practical pedagogical knowledge and skills in teaching Chinese to NCS students. The Scheme will be implemented on a pilot basis for three years. An allocation of \$29 million has been earmarked from the Language Fund for its implementation.

**CONTROLLING OFFICER'S REPLY****EDB329****(Question Serial No. 3752)**

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 (Member Question No. 49):

The Bureau states that it will plan to set up a \$1 billion endowment fund, the investment income of which will be used to provide long-term support for the sustainable development of the Qualifications Framework. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 Industry Training Advisory Committees (ITACs), QF-related studies/projects and public education.

For (a), we plan to incorporate the existing QF Support Schemes, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (b), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

**CONTROLLING OFFICER'S REPLY**

**EDB330**

**(Question Serial No. 3753)**

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 (Member Question No. 50):

- a) What were the details and expenditure of the Government's work to "implement measures and make refinements to enhance the development of Hong Kong as a regional education hub" in 2013-14.
- b) What are the details and estimated expenditure of the Government's plan to "implement measures and make refinements to enhance the development of Hong Kong as a regional education hub" in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) & (b)

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We have also recently implemented some refinements to our existing measures, including extending student exchange from degree and above programmes to sub-degree programmes, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, and aligning the permitted period of stay of non-local students with the normal duration of their study programmes.

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;
- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises

operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$7 billion have been approved;

- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2012/13 academic year, about 26 600 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 4 600 incoming students on exchange in our publicly-funded institutions and a similar number of students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

The above initiatives are regular policy work of the Education Bureau hence the implementation is funded by our existing resources.



**CONTROLLING OFFICER'S REPLY**

**EDB331**

**(Question Serial No. 3754)**

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 (Member Question No. 52):

The Government states that in the 2014/15 school year it will plan to launch the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools from the 2014/15 school year. What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB332**

**(Question Serial No. 3755)**

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 (Member Question No. 53):

According to the Education Bureau, during 2014-15 academic year, it will establish a tuition fee reimbursement mechanism and provide a flat-rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level, what are the details, eligible programmes, assessment criteria and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2013/14 academic year, the Community Care Fund has launched a programme to enhance the support for eligible students pursuing below sub-degree programmes in two aspects, including the introduction of a tuition fee reimbursement mechanism, and provision of a flat-rate academic expenses grant for students. The Government will regularise the programme starting from the 2014/15 academic year.

In order to ensure the quality of the programmes, student beneficiaries should meet all the criteria below –

- (a) they are pursuing full-time programmes below sub-degree level;
- (b) they are pursuing Government-subsided programmes; for self-financing programmes, the following conditions must be satisfied –
  - (i) the programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications;
  - (ii) the tuition fee levels are approved by the Education Bureau; and
  - (iii) the programmes are accepted by the Civil Service Bureau as meeting the entry qualification of civil service grades requiring Level 2 in five subjects, including Chinese Language and English Language, in the Hong Kong Diploma of Secondary Education;
- (c) they are eligible for full or half grant assistance under the means-test mechanism of the Student Financial Assistance Agency (SFAA); and
- (d) their families are not recipients of the Comprehensive Social Security Assistance (CSSA), since “school fees and school-related expenses” are already covered by the “special grants” under CSSA.

Students meeting the above criteria will be eligible for tuition fee reimbursement, regardless of the programme duration. Students eligible to receive full or half grant under SFAA will be eligible to receive reimbursement of 100% or 50% of the tuition fees respectively. If students pursue programmes of duration at one year or above, they may also receive full or half level of the flat-rate academic expenses grant. For reference, eligible students are entitled to a full-grant of \$2,094 or a half-grant of \$1,047 in the 2013/14 academic year under the Community Care Fund programme. The amount of the flat rate grant will be subject to annual price adjustment.

It is estimated that the programme will incur an annual recurrent expenditure of about \$68 million. The expenditure only covers the financial assistance to students. The Government will provide administrative support for the programme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB333**

**(Question Serial No. 3756)**

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 (Member Question No. 54):

The Education Bureau indicated that it would provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes. What are the details, anticipated number of beneficiaries and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the 2014 Policy Address, we propose that a means-tested subsidy of up to HK\$15,000 be provided for needy students pursuing full-time locally-accredited undergraduate degree or sub-degree programmes to participate in exchange programmes outside Hong Kong. The exchange programmes will be confined to those arranged by the institutions, and only students nominated by their institutions to participate in the exchange programmes are eligible to apply for the subsidy. We estimate that this initiative would benefit around 9 800 post-secondary students per year, with an estimated annual expenditure of about \$110 million.

**CONTROLLING OFFICER'S REPLY**

**EDB334**

**(Question Serial No. 3757)**

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 (Member Question No. 55):

- a) What are the details and expenditure in overseeing the Hong Kong Examinations and Assessment Authority in each of the past five years?
- b) What are the detailed plan and estimated expenditure in overseeing the Hong Kong Examinations and Assessment Authority in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a)&(b)

The Hong Kong Examinations and Assessment Authority (HKEAA) is a statutory body set up in 1977 under the HKEAA Ordinance (Cap.261). Within the broad policy framework set by the Government in respect of its statutory functions, the HKEAA enjoys autonomy in its day-to-day operation. It is governed by the HKEAA Council with members drawn from various sectors, including tertiary institutions, schools, business and the Government. In respect of the Government's general monitoring role, the Education Bureau (EDB) is represented on the HKEAA Council and its committees. HKEAA is also required to submit its annual estimates of income and expenditure and programme of its proposed activities to the Government for approval, and to table its annual audited accounts and report of activities at the Legislative Council every year, under the HKEAA Ordinance (Cap.261). As regards specific monitoring of the use of one-off non-recurrent grant to HKEAA for specific projects, the EDB will, apart from being represented on the relevant committees, require HKEAA to report progress of the projects on a regular basis. The manpower and administrative costs for the EDB's monitoring role have been absorbed within the existing resources of the EDB.

**CONTROLLING OFFICER'S REPLY****EDB335****(Question Serial No. 3774)**

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 (Member Question No. 83):

- a) What were the work content and expenditures of the National Education Centre in each of the past five years?
- b) What is the progress of the tender of the National Education Centre? What is the estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) From April 2009 to June 2012, the National Education Centre was sponsored to organise national education related programmes for primary and junior secondary students, which included day camps, seminars, Mainland exchange programmes, and exhibitions, etc. The expenditure of the centre in the past five years is shown below:

Financial Year	Expenditure (\$million)
2009-10	3.6
2010-11	4.5
2011-12	4.2
2012-13#	0.9

# Since the expiry of service contract on 30 June 2012, no funding has been allocated to the centre.

(b) Preparation for the tender exercise of the National Education Centre is in progress. There have been views that, in line with the currently more school-based implementation of national education, EDB's support for schools can be more flexible and innovative, and need not be confined by the previous model. We, therefore, will need more time for further deliberation and preparation.

**CONTROLLING OFFICER'S REPLY****EDB336****(Question Serial No. 3791)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 720):

What are the average numbers per class in schools for children with mild intellectual disability in the past 5 years?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The average numbers of students per class in schools for children with mild intellectual disability (MiID schools) from the 2009/10 to 2013/14 school years are as follows:

School year	2009/10	2010/11	2011/12	2012/13	2013/14
Average number of students per class*	17.6	16.8	16.2	15.8	15.0

\* The figure for each school year is derived from the total number of students and the total number of approved classes in MiID schools in the respective year.

**CONTROLLING OFFICER'S REPLY**

**EDB337**

**(Question Serial No. 3792)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 722):

In the 2013/14 school year, how many students with special educational needs (SEN) applied for extension of years of study (EoS)? How many applications were approved? What was the expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The improvement measures on extension of years of study (EoS) were introduced in the 2010/11 school year for students of schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. Under the improvement measures, the Education Bureau (EDB) provides the schools with additional school places and allows them to devise school-based policy to exercise professional judgment to arrange for students with such a need and valid reasons to extend their years of study in accordance with the objective criteria jointly set by EDB and the special education sector. The number of students approved for EoS in the 2013/14 school year is 705. As the applications for EoS were made direct to and subsequently approved by the special schools concerned, EDB does not have the number of such applications. The estimated additional recurrent expenditure for providing additional places for EoS for the 2013/14 school year is around \$190 million.



**CONTROLLING OFFICER'S REPLY****EDB338****(Question Serial No. 3793)**

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 (Member Question No. 723):

In the past 3 years, the Education Bureau provided newly-arrived children and young people with Induction Programmes and full-time Initiation Programmes to help them integrate into the local education system. What were the expenditures involved and the details?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Expenditure for the Induction Programmes and Initiation Programmes in the past three school years are tabulated as follows:

	Expenditure for 2011/12 (\$ million)	Expenditure for 2012/13 (\$ million)	Estimated expenditure for 2013/14 (\$ million)
Induction Programmes	1.8	1.9	2.0
Initiation Programmes	18	19	22

Newly-arrived children and young people can choose to attend Initiation Programmes prior to joining mainstream schools. Initiation Programmes are 6-month full-time programmes run by local schools which aim to enhance the learning experience of the newly-arrived children and young people in a real classroom environment, help them adjust to the local society and foster their personal development before they are placed in mainstream schools.

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

**CONTROLLING OFFICER'S REPLY****EDB339****(Question Serial No. 3794)**

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 (Member Question No. 724):

a) In the 2013/14 school year, the Education Bureau (EDB) provided various support measures for non-Chinese speaking (NCS) students. Were NCS students with special educational needs also covered? If yes, what are the details and expenditure? If no, what are the reasons?

b) In the 2014/15 school year, what support measures will the EDB provide for NCS students with special educational needs? What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students (including those with special educational needs (SEN)) into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language. The breakdown of the estimated expenditures of the major support measures for NCS students, which are also applicable to NCS students with SEN, in the 2013/14 and 2014/15 school years is tabulated at Annex.

In addition, to support schools to cater for students with SEN, including NCS students with SEN, the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, top-up fund, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). The EDB also provides teacher training and school networking for sharing of good practices, and develops teaching resources for use of teachers and parents. In addition, the professional staff of the EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. Professional support is also provided through assessment and consultation services of educational psychologists, speech therapists and audiologists to help schools cater for students with SEN. All NCS students with SEN benefit from the above support and services.

For budgetary purpose, the total estimated expenditures on additional support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2013/14 and 2014/15 school years are \$1,079 million and \$1,235 million respectively.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2013/14 and 2014/15 school years**

<b>Support measures</b>	<b>Estimated expenditure in the 2013/14 school year \$ million</b>	<b>Estimated expenditure in the 2014/15 school year \$ million</b>
<p>Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration</p> <p>The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students. School-based professional support is provided in different modes.</p>	<p align="center">61.3</p> <p align="center">Note 1</p>	<p align="center">Note 2</p>
<p>Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students</p> <p>Provision of the “Chinese Language Curriculum Second Language Learning Framework” starting from the 2014/15 school year</p>	<p align="center">Note 1</p> <p>An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">Note 1 Note 2</p>
<p>Training programmes for Chinese Language teachers teaching NCS students</p>	<p>The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.</p>	<p>The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.</p> <p align="center">Note 2 Note 3</p>
<p>Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers</p>	<p align="center">2.9</p>	<p align="center">3.3</p>

<p>Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes</p> <p>A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund. Starting from the 2013/14 school year, all schools may apply.</p>	21.0	<p>To be regularised and subsumed into the additional recurrent funding support for schools</p> <p>Note 2</p>
<p>Summer Bridging Programme for NCS students in primary schools</p> <p>Starting from 2013, the programme has been refined to allow NCS parents to accompany their children with a view to enhancing their exposure to, and use of, Chinese and support for their children.</p>	2.5	3.2
<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education</p> <p>Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.</p>	1.0	1.2
<p>District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund</p>	2.51	<p>2.51</p> <p>Note 2</p> <p>Note 4</p>
<p>Support for kindergartens admitting NCS students -</p> <p>(a) University-School Support Programme projects financed by the Education Development Fund to support kindergartens in the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year</p> <p>(b) School-based professional support services</p>	<p>4.5</p> <p>Note 1</p>	<p>2.1</p> <p>Note 1</p> <p>Note 2</p>

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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 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.

3. To facilitate schools’ implementation of the “Learning Framework”, professional development programmes will be provided as mentioned in Note 2 above. In addition, the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers’ professional capabilities and qualifications in teaching Chinese as a second language will also be launched in the 2014/15 school year.
4. We are considering extending the programmes to NCS students aged above 9 so as to encourage primary and secondary schools traditionally admitting more NCS students to create an immersed Chinese environment for their students by joining the activities.

**CONTROLLING OFFICER'S REPLY****EDB340****(Question Serial No. 3795)**

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 (Member Question No. 725):

What are the respective expenditures on the subventions by the Education Bureau (EDB) to the Hong Kong Education City in the past 3 years? What kinds of services the Hong Kong Education City has to provide as required by the EDB? What is the EDB's estimated expenditure on providing subventions to the Hong Kong Education City in the 2014/15 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government provides subventions to the Hong Kong Education City Limited (HKECL) for the delivery of quality education information and services to the education community and the public through an electronic platform. For instance, the HKECL website hosts learning and teaching materials from different sources for direct use or adaptation by teachers, online learning programmes for students, and an e-platform to facilitate the online transactions of e-learning resources. The HKECL website also serves as a professional education portal to support the education community. In the coming years, the HKECL will place emphasis on developing partnerships with various stakeholders to extend its services and tools to facilitate e-learning and the use of e-textbooks.

The subventions for the HKECL in the past three school years are tabled below:

School years	Actual subventions (\$ million)
2011/12	28.9
2012/13	30.0
2013/14	31.2

In the 2014/15 school year, the estimated subvention for HKECL is \$32.5 million.

**CONTROLLING OFFICER'S REPLY**

**EDB341**

**(Question Serial No. 3796)**

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 (Member Question No. 727):

In relation to the establishment of a Youth College to provide specialised support for non-Chinese speaking students and students with special educational needs by the Bureau in the 2013/14 academic year, what are the details and expenditure involved? Will the Bureau conduct a review on this initiative? If it will, what are the details?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Youth College (Yeo Chei Man) was set up under the Vocational Training Council (VTC) in the 2012/13 academic year to provide diversified study opportunities for students, as well as dedicated support for non-Chinese speaking (NCS) students and students with special education needs (SEN). Services for NCS students include alternative vocational Chinese modules, additional tutorial classes, counseling and coaching, peer support through the peer mentorship scheme and various student activities for promoting a culture of inclusion and integration with the community. Services for SEN students include provision of technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services are also provided to both NCS and SEN students.

For the 2014/15 academic year, the Government has specifically earmarked about \$25.9 million of subvention for the operation of this Youth College, covering staff salaries, administrative costs and other operating expenses. Separately, since 2013-14, an additional recurrent funding of \$12 million has been allocated to the VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning.

VTC will keep in view the effectiveness of Youth College (Yeo Chei Man) as part of its quality assurance framework for programme planning and delivery.

**CONTROLLING OFFICER'S REPLY**

**EDB342**

**(Question Serial No. 3800)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (5) Other Educational Services and Subsidies, (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 728):

Regarding the injection of \$5 billion by the Government into the Language Fund to facilitate its longer term planning, what are the progress, work details and expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Language Fund supports and funds various projects in enhancing the proficiency in Chinese (including Putonghua) and English of the people of Hong Kong. The proposed \$5 billion injection is a seed funding which helps provide a stable stream of funding for the Language Fund to facilitate its longer term planning. There is no intention to change the remit of the Language Fund.

Following the approval of the proposed injection of \$5 billion by the Finance Committee of the Legislative Council in January 2014, the Standing Committee on Language Education and Research (which comprises experienced principals and teachers, renowned language academics and private sector personalities) will advise the Government on the use of the fund to support worthwhile initiatives and programmes under the following six key areas -

- a. Facilitating effective language education policy formulation and implementation through initiating longitudinal research and comparative studies in local and international settings;
- b. Strengthening support of language learning in Chinese and English in very early years;
- c. Enhancing professional preparation and continuing development of language teachers;
- d. Catering for learner diversity, including the needs of non-Chinese speaking students;
- e. Creating and nurturing a facilitating language learning environment for students in and beyond school settings through partnership with relevant stakeholders, in particular the community; and
- f. Raising language proficiency of Hong Kong's workforce in response to the changing language landscape.



**CONTROLLING OFFICER'S REPLY****EDB343****(Question Serial No. 3801)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 729):

- (a) In the 2013/14 school year, what were the details and expenditure on the implementation of the new senior secondary academic structure in schools for children with intellectual disability by the Government?
- (b) In the 2014/15 school year, what are the details and estimated expenditure on the implementation of the new senior secondary academic structure in schools for children with intellectual disability by the Government?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

With the implementation of the new senior secondary (NSS) curriculum, special schools for children with Intellectual Disability (ID) are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. They are provided with a Senior Secondary Curriculum Support Grant on a recurrent basis, which is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. In addition, these schools are also provided with a Diversity Learning Grant to support their offering of diversified curriculum such as adapted Applied Learning courses, starting from the 2009/10 school year onwards.

Apart from the above, resources are deployed for enriching the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID)) curriculum, strengthening the professional development programmes for teachers, developing resource materials to support learning and teaching of the NSS(ID) curriculum, and enhancing the curriculum continuity at the interface between senior secondary and basic education levels.

The above-mentioned work has continued/ will continue to run in the 2013/14 and 2014/15 school years.

(a) The revised estimated expenditures for 2013/14 school year are summarized as follows:

	2013/14 school year (\$ million) (revised estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	23.7
Senior Secondary Curriculum Support Grant	8.8
Diversity Learning Grant	2.6

Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	5.1
Total	40.2

(b) The estimated expenditures for 2014/15 school year are summarized as follows:

	2014/15 school year (\$ million) (estimate)
Additional NSS classes and teacher-to-class ratios for NSS classes	24.2
Senior Secondary Curriculum Support Grant	8.8
Diversity Learning Grant	2.7
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	6.4
Total	42.1

**CONTROLLING OFFICER'S REPLY**

**EDB344**

**(Question Serial No. 3802)**

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 (Member Question No. 730):

In the 2013/14 school year, did the Education Bureau provide any support on the matter of relocating the Christian Zheng Sheng College in Cheung Chau? If yes, what were the details and expenditure? If no, what were the reasons?

In the 2014/15 school year, will the Education Bureau earmark any resources for this purpose? If yes, what are the details and expenditure? If no, what are the reasons?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Christian Zheng Sheng College (CZSC), operated by the Christian Zheng Sheng Association (CZSA), is co-located with the drug treatment and rehabilitation centres (DTRCs) of the CZSA at Cheung Chau, Ha Keng and Tai O.

It is noted that CZSA has submitted different proposals to the Administration for reprovisioning and improvement of its DTRCs facilities in Ha Keng since 2006. We understand that the relevant bureau has been keeping close contact with the CZSA. As drug treatment and rehabilitation does not fall within the Education Bureau's purview, we have not earmarked any provision for the relocation of the DTRCs.

**CONTROLLING OFFICER'S REPLY**

**EDB345**

**(Question Serial No. 3803)**

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 (Member Question No. 732):

- a) In the 2013/14 school year, how many international schools which do not have a permanent campus approached the Government for assistance in finding a permanent campus?
- b) The International Montessori School in Tin Hau is having problem with tenancy renewal. Has the Government done anything to help the school renew its tenancy in the 2013/14 school year? If it has, what are the details and expenditure involved? If not, what are the reasons for that?
- c) How many international schools are operating in leased premises at present? Please give a breakdown of the figures.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(a) & (c) International schools in Hong Kong are mainly operated on sites or school premises leased from or granted by the Government, while some are on private land or leased properties. We have no prevailing policy to provide accommodation for private schools, including international schools. As part of our efforts to facilitate the development of the international school sector, we, generally, allocate vacant school premises and sites for designated school use, including international school use, to school operators through an open and competitive central bidding process, which is subject to the vetting of a committee comprising non-officials and officials.

In the 2013/14 school year, one international school with no permanent campus has sought our assistance in identifying permanent premises. In line with established practice, all international schools, including the school which has sought our assistance, would be invited to apply for the use of vacant school premises or greenfield sites for international school development whenever there is any school allocation exercise for this purpose. According to our record, nine international schools are currently leasing Government premises. We however do not have readily available information about the number of international schools operating in leased private premises.

(b) As regards the International Montessori School (IMS), we are concerned about its existing students. We have taken the following actions with a view to alleviating the impact on them and the expenditure involved has been absorbed by the existing resources of the Education Bureau –

- (i) As soon as the matter was first brought to our attention in late 2012, we have reflected the situation of IMS to the Hong Kong Construction Association Limited (HKCA), grantee of the lot where IMS' Tin Hau campus is located, and requested HKCA to ensure early notice and allow sufficient time for the

IMS to make necessary arrangements. We have reminded HKCA that, in considering the extension of tenancy, it should ensure that the interest of the students now studying in Tin Hau campus would not be affected. In parallel, we have requested HKCA to propose its future plan for operating a school on the lot in accordance with the terms of the private treaty grant;

- (ii) On the proposed use of the site for youth hostel development suggested by some parties, we have sought clarification from the Home Affairs Bureau (HAB), which is the policy bureau responsible for the Youth Hostel Scheme. HAB has confirmed that it would not give policy support to pursue any youth hostel project on the site at Tin Hau now occupied by IMS; and
- (iii) Upon IMS' advice that they were unable to find an alternative site for the Tin Hau campus, we advised IMS on 18 February 2014 that we would offer assistance and support as far as possible should IMS intend to look for other school premises as temporary campus for students studying in their Tin Hau campus. In response to IMS' request for vacant school premises on 24 February 2014 and 6 March 2014, we have identified one possible premises on 11 March 2014 and a site visit was arranged on 13 March 2014. We have made it clear to IMS that such premises would only be available for interim use. We have also invited IMS to participate in the coming school allocation exercise for international school development.

**CONTROLLING OFFICER'S REPLY**

**EDB346**

**(Question Serial No. 3804)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 733):

Over the past 3 years, what are the number of students per class, the unit cost of each subsidised place and the student-to-teacher ratio in schools for children with mild intellectual disabilities, schools for children with moderate intellectual disabilities and schools for children with severe intellectual disabilities each year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The average numbers of students per class, average unit costs per school place and student-to-teacher ratios in schools for children with mild intellectual disability, schools for children with moderate intellectual disability and schools for children with severe intellectual disability in the 2011/12 to 2013/14 school years are set out at the Appendix.

**Average Number of Students per Class, Average Unit Cost per School Place and Student-to-Teacher Ratio  
in Schools for Children with Mild Intellectual Disability, Schools for Children with Moderate Intellectual Disability  
and Schools with Children Severe Intellectual Disability in the 2011/12 to 2013/14 School Years**

School Type	2011/12 School Year			2012/13 School Year			2013/14 School Year		
	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio	Average Number of Students per Class	Average Unit Cost per School Place	Student-to-Teacher Ratio
Mild Intellectual Disability <sup>Note</sup>	16.2	\$122,500	6.8 : 1	15.8	\$140,000	6.6 : 1	15.0	\$145,500	6.3 : 1
Moderate Intellectual Disability <sup>Note</sup>	9.2	\$198,500	4.1 : 1	9.3	\$216,500	4.1 : 1	9.3	\$218,000	4.1 : 1
Severe Intellectual Disability	7.2	\$263,000	4.0 : 1	7.1	\$278,000	3.9 : 1	7.1	\$281,000	3.9 : 1

*Note: The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include 7 schools for children with MiID and children with MoID.*

**CONTROLLING OFFICER'S REPLY****EDB347****(Question Serial No. 3807)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 736):

Please give a breakdown, by grade, the number of cross-boundary students travelling daily across the boundary to schools in Hong Kong.

Asked by: Hon. CHAN Ka-lok, KennethReply:

The numbers of cross-boundary students (CBS) by class level in the 2013/14 school year are as follows:

Class Level	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6	Total
Number of CBS	3 252	3 139	2 895	3 162	2 241	1 339	949	709	681	611	540	452	422	275	204	20 871

Notes

- (1) The figures are based on the annual survey conducted in September 2013 on the number of students travelling daily across the boundary conducted via schools in the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung Districts.



**CONTROLLING OFFICER'S REPLY**

**EDB348**

**(Question Serial No. 3808)**

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 (Member Question No. 737):

Regarding helping young people with life planning as emphasised by the Chief Executive in the Policy Address, what are the details of the Bureau's work plan and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Education Bureau (EDB) will expand its Career Guidance Team to strengthen professional support services to schools to take forward a paradigm shift towards life planning education in a more co-ordinated and systematic manner. The expanded Team will conduct career guidance visits to schools, organise professional development programmes/sharing sessions for career guidance teachers, promote career-related learning/experiences beyond the classroom and enhance parents' awareness of the multiple pathways for their children. The estimated expenditure required for expanding the Team is about \$5.011 million a year.

At the same time, the EDB will provide schools operating senior secondary education levels with a recurrent grant with effect from the 2014/15 school year to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. The estimated expenditure of the recurrent grant for 2014/15 school year is about \$255 million. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. We will then issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement

**CONTROLLING OFFICER'S REPLY**

**EDB349**

**(Question Serial No. 3809)**

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 (Member Question No. 740):

- a) How many students are there in Direct Subsidy Scheme (DSS) secondary and primary schools respectively?
- b) Please provide a full list of schools which have applied to convert from public sector secondary and primary schools to DSS schools in the past three years.
- c) Please provide a breakdown, in tabular form, of the school fees and provisions for scholarship of DSS secondary and primary schools.
- d) What are the details and expenditures of the Bureau's work in overseeing the financial management of DSS schools in the 2013/14 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- a) As at October 2013, there are 49 124 and 14 550 students studying in Direct Subsidy Scheme (DSS) secondary and primary schools respectively.
- b) In the past three years, no public sector primary schools have applied to convert to DSS schools. The list of public sector secondary schools which have applied to convert to DSS schools is tabulated at Appendix 1.
- c) The school fees and provisions for fee remission and scholarship of DSS secondary and primary schools are tabulated at Appendices 2 and 3 respectively.
- d) To oversee the financial management of DSS schools, the Education Bureau would conduct audit inspections to DSS schools, monitor their fee revision applications and examine the school budgets and annual audited accounts. The work of monitoring the administration of DSS schools cuts across various divisions and the amount of resources may also fluctuate from time to time in tandem with policy and other priority considerations. As such, we are unable to segregate the resources assigned to oversee the financial management of DSS schools.

**List of Public Sector Secondary Schools Having Applied to Convert to DSS Schools  
in the Past Three Years**

Year	School Name
2011	Heep Yunn School
2012	Mu Kuang English School
2013	St Paul's Secondary School*

\* The application was not approved.

## School Fees of DSS Schools for the 2013/14 School Year

## Primary Schools

No.	School Name	P1	P2	P3	P4	P5	P6	
1	Delia (Man Kiu) English Primary School	7,370						
2	Diocesan Boys' School*	40,000						
3	ELCHK Lutheran Academy*	46,300	41,160	36,750			NA	
4	Evangel College*	16,300						
5	Fukien Secondary School Affiliated School	30,000		18,000 – 30,000				
6	G. T. (Ellen Yeung) College *	28,600		30,800		32,780		
7	HKBUAS Wong Kam Fai Secondary and Primary School*	35,000						
8	HKCCC Union Logos Academy *	23,000					NA	
9	HKUGA Primary School	21,000						
10	Hon Wah College*	14,000						
11	Lingnan University Hong Kong Alumni DSS Primary School	14,124						
12	PLK Camoes Tan Siu Lin Primary School	14,800						
13	PLK HKTA Yuen Yuen Primary School	9,900						
14	PLK Lam Man Chan English Primary School	12,800						
15	PLK Luk Hing Too Primary School	13,000						
16	Pui Kiu College*	22,400						
17	St. Margaret's Co-educational English Secondary and Primary School*	33,160				32,040		
18	St. Paul's Co-educational College Primary School	60,000						
19	St. Paul's College Primary School	30,000						
20	WF Joseph Lee Primary School	12,000						
21	Ying Wa Primary School	15,000						

\* School operates classes at both secondary and primary levels

## Secondary Schools

No.	School Name	S1	S2	S3	S4	S5	S6
1	Buddhist Fat Ho Memorial College	4,500	3,000		4,500	3,000	NA
2	Caritas Charles Vath College	NA			8,400		
3	CCC Kung Lee College	NA			11,500		
4	Chan Shu Kui Memorial School	700		400	6,000		
5	China Holiness College	2,650			5,800		9,520
6	Chinese Y.M.C.A. Secondary School	10,000					
7	Confucius Hall Secondary School	2,800	2,400	1,400	NA		
8	Creative Secondary School	62,450		65,900		70,880	
9	Delia Memorial School (Broadway)	Free			3,000		
10	Delia Memorial School (Glee Path)	Free			3,000		
11	Delia Memorial School (Hip Wo)	Free			3,000		
12	Delia Memorial School (Matteo Ricci)	Free			3,000		
13	Delia Memorial School (Yuet Wah)	Free			3,000		
14	Diocesan Boys' School*	37,700					
15	Diocesan Girls' School	38,000					
16	ECF Saint Too Canaan College	12,600	13,250		9,950		
17	ELCHK Lutheran Academy*	49,530	45,860	40,950	52,830	NA	
18	Evangel College*	19,970					
19	Fanling Lutheran Secondary School	5,500			4,500		
20	Fukien Secondary School	14,400	11,200		13,720		
21	G. T. (Ellen Yeung) College *	32,780	34,980		37,180		
22	Good Hope School	35,000			45,000		
23	Heep Yunn School	30,000		NA			
24	Heung To Middle School	4,000	3,210		7,060		
25	Heung To Middle School (Tin Shui Wai)	3,500	1,600		4,490		
26	Heung To Secondary School (Tseung Kwan O)	4,000			6,650		
27	HKBUAS Wong Kam Fai Secondary and Primary School*	35,000					
28	HKCCC Union Logos Academy *	26,000					
29	HKFYG Lee Shau Kee College	19,200			28,800		
30	HKICC Lee Shau Kee School of Creativity	NA			26,000		27,000
31	HKMA David Li Kwok Po College	29,239	30,700	28,560	27,050	25,720	
32	HKUGA College	35,000	36,000	37,000	38,000	39,000	40,000
33	Hon Wah College*	15,120					
34	Kiangsu-Chekiang College	4,836					
35	Kowloon Sam Yuk Secondary School	2,000	1,900	1,800	1,700	1,600	1,500
36	Lam Tai Fai College	20,000				16,874	19,470
37	Law Ting Pong Secondary School	12,500			13,000	15,500	
38	Li Po Chun United World College of Hong Kong	NA				98,000	
39	Mu Kuang English School	2,000	NA				
40	Pak Kau College	1,800			3,800		
41	PLK Laws Foundation College	18,000			22,000		

No.	School Name	S1	S2	S3	S4	S5	S6	
42	PLK Ngan Po Ling College	25,500				24,500		
43	Pui Kiu College*	24,600			31,000			
44	Pui Kiu Middle School	6,200		4,380	9,520			
45	QualiEd College	6,000			8,000			
46	St. Margaret's Co-educational English Secondary and Primary School*	31,240	28,830	25,030	22,410	18,880	18,879	
47	St. Margaret's Girls' College, Hong Kong	8,000			13,500			
48	St. Paul's Co-educational College	52,000						
49	St. Paul's College	38,000						
50	St. Paul's Convent School	25,000			27,500			
51	St. Stephen's College	53,500						
52	Stewards Pooi Kei College	18,500		18,000		17,000	16,000	
53	Tai Po Sam Yuk Secondary School	5,500		4,500				
54	Tak Sun Secondary School	22,000						
55	The Chinese Foundation Secondary School	13,000	11,800		17,300			
56	Tsung Tsin Christian Academy	29,500	28,000			26,500		
57	United Christian College (Kowloon East)	25,000	22,000			21,000	20,000	
58	Wai Kiu College	3,000			3,200			
59	Workers' Children Secondary School	2,675			6,590			
60	Yeo Chei Man Senior Secondary School	NA					6,300	
61	Ying Wa College	16,500						
62	YMCA of Hong Kong Christian College	31,000	28,000	25,500	24,500	20,000		

\* School operates classes at both secondary and primary levels

**Provisions for Fee Remission and Scholarship for the 2011/12 School Year<sup>Note 1</sup>**  
**(as reflected in the 2011/12 Audited Accounts)**

No.	Name of School <sup>Note 2</sup>	Provisions for Fee Remission and Scholarship
1	School A	18,763,883
2	School B*	18,009,819
3	School C	16,128,437
4	School D	13,473,299
5	School E	10,761,118
6	School F*	7,797,343
7	School G	7,618,373
8	School H	7,429,266
9	School I*	7,048,444
10	School J	5,799,914
11	School K	5,391,048
12	School L	4,723,904
13	School M	4,205,438
14	School N*	4,096,075
15	School O*	3,940,252
16	School P*	3,792,870
17	School Q	3,437,014
18	School R	3,364,201
19	School S	3,325,340
20	School T*	3,318,172
21	School U*	2,646,575
22	School V	2,573,515
23	School W	2,082,706
24	School X	1,913,090
25	School Y	1,818,657
26	School Z*	1,801,171
27	School AA	1,786,080
28	School AB	1,714,706
29	School AC	1,687,163

<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Provisions for Fee Remission and Scholarship</b>
30	School AD	1,657,193
31	School AE	1,650,300
32	School AF	1,608,288
33	School AG	1,603,800
34	School AH	1,556,737
35	School AI	1,522,636
36	School AJ	1,515,486
37	School AK	1,506,330
38	School AL	1,503,130
39	School AM	1,502,462
40	School AN	1,458,492
41	School AO*	1,450,100
42	School AP	1,401,785
43	School AQ	1,359,030
44	School AR	1,290,958
45	School AS	1,231,012
46	School AT	1,189,257
47	School AU	1,064,245
48	School AV	1,039,150
49	School AW	910,650
50	School AX	857,988
51	School AY	852,846
52	School AZ	758,030
53	School BA	743,237
54	School BB	732,135
55	School BC	728,633
56	School BD	701,716
57	School BE	691,912
58	School BF	662,723
59	School BG	643,500
60	School BH	581,800
61	School BI	571,900



<b>No.</b>	<b>Name of School</b> <sup>Note 2</sup>	<b>Provisions for Fee Remission and Scholarship</b>
62	School BJ	568,064
63	School BK	566,034
64	School BL	531,932
65	School BM	514,280
66	School BN	508,995
67	School BO	464,000
68	School BP	458,440
69	School BQ	418,794
70	School BR	357,120
71	School BS	274,900
72	School BT	156,080
73	School BU	58,740
74	School BV	6,300

Note 1: The Education Bureau has not yet received the 2012/13 and 2013/14 audited accounts from all the DSS schools.

Note 2: The names of the DSS schools are not provided as the submission of the annual audited accounts to the Education Bureau is solely for audit purpose.

\* School operates classes at both secondary and primary levels.

**CONTROLLING OFFICER'S REPLY**

**EDB350**

**(Question Serial No. 4908)**

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 (Member Question No. 51):

- a) Regarding strengthening schools' internal management and reducing teachers' administrative work, what are the details and expenditures of the efforts made in 2013/14 school year?
- b) Regarding strengthening schools' internal management and reducing teachers' administrative work, what are the detailed work plan and estimated expenditures in 2014/15 school year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

a) and b)

To improve school's management and reduce teachers' administrative work, the Education Bureau (EDB) has launched the Pilot Project on Strengthening Schools' Administration Management (pilot project) in public sector schools since the 2011/12 school year. Through reviewing their administrative practices in a contextualised manner, participating schools identify areas for improvement with a view to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. Each participating school is provided with an additional grant of \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc. to develop fit-for-purpose systems/practices appropriate to their own circumstances. Professional advice and training are provided for the pilot schools through a quadripartite partnership involving the schools, school sponsoring bodies, non-Government personalities experienced in management, and the EDB. Good practices and useful information gathered from the pilot project will be disseminated to other public sector schools.

Since the 2011/12 school year, three phases of the pilot project have been launched with the participation of a total number of 96 public sector schools. Upon completion of the first phase at the end of the 2012/13 school year, the second phase started in the early 2013/14 school year and will continue until the end of 2014. The third phase has just been launched in March 2014 and will continue till the end of 2015. The total estimated expenditure for the second and third phases is at about \$29.7 million.

**CONTROLLING OFFICER'S REPLY**

**EDB351**

**(Question Serial No. 4983)**

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 (Member Question No. 735):

Please provide the number of beneficiaries of the Pre-primary Education Voucher Scheme and the statistics on the cases of school fees of kindergartens in excess of the voucher value in each of the past 5 years. (Please give a breakdown by District Council district)

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The respective numbers of beneficiaries under the Pre-primary Education Voucher Scheme (PEVS) by District Council district from the 2009/10 to 2013/14 school years are tabulated at Appendix 1.

The respective numbers of kindergartens under the PEVS operating whole-day and half-day classes with school fees exceeding the voucher value by District Council district from the 2009/10 to 2013/14 school years are tabulated at Appendix 2 and Appendix 3 respectively.

**Number of beneficiaries under the Pre-primary Education Voucher Scheme (PEVS)  
by District Council district from the 2009/10 to 2013/14 school years**

District	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional)
Central & Western	4 151	4 427	4 677	4 412	4 324
Wan Chai	4 299	4 558	4 729	4 070	3 766
Eastern	7 262	7 516	7 929	8 628	8 985
Southern	2 412	2 498	2 478	2 538	2 483
Sham Shui Po	7 173	7 206	7 475	7 649	7 804
Yau Tsim Mong	3 942	4 087	4 252	4 363	4 391
Kowloon City	10 311	10 390	10 976	10 751	10 015
Wong Tai Sin	6 184	6 095	6 310	6 220	6 291
Kwun Tong	10 390	10 878	11 211	11 348	11 199
Tsuen Wan	4 896	5 051	5 215	5 375	5 319
Tuen Mun	8 690	9 272	9 980	10 637	11 181
Yuen Long	11 692	12 359	13 321	14 083	14 712
North	8 284	9 016	9 819	10 197	10 746
Tai Po	3 740	3 820	4 267	4 520	4 755
Sha Tin	8 552	8 650	9 230	9 437	9 815
Sai Kung	5 581	5 674	5 931	5 935	6 041
Islands	2 634	2 564	2 479	2 476	2 545
Kwai Tsing	8 914	8 797	8 841	8 799	8 872

**Number of kindergartens under the Pre-primary Education Voucher Scheme  
operating whole-day classes with school fees exceeding the voucher value  
by District Council district from the 2009/10 to 2013/14 school years**

District	2009/10	2010/11	2011/12	2012/13	2013/14
Central & Western	19	18	18	18	18
Wan Chai	13	13	13	11	11
Eastern	55	50	50	50	50
Southern	17	18	17	17	17
Sham Shui Po	35	34	34	35	35
Yau Tsim Mong	21	20	20	20	20
Kowloon City	31	29	30	30	30
Wong Tai Sin	38	40	41	40	40
Kwun Tong	56	55	56	52	56
Tsuen Wan	22	20	21	21	21
Tuen Mun	53	53	52	52	54
Yuen Long	59	54	52	52	52
North	34	32	34	34	32
Tai Po	26	25	25	25	24
Sha Tin	51	47	47	48	47
Sai Kung	40	38	38	37	36
Islands	19	19	19	17	19
Kwai Tsing	43	43	44	46	50

**Number of kindergartens under the Pre-primary Education Voucher Scheme  
operating half-day classes with school fees exceeding the voucher value  
by District Council district from the 2009/10 to 2013/14 school years**

District	2009/10	2010/11	2011/12	2012/13	2013/14
Central & Western	19	17	16	14	14
Wan Chai	14	14	13	8	7
Eastern	53	44	44	45	43
Southern	11	11	10	9	9
Sham Shui Po	27	25	24	23	25
Yau Tsim Mong	16	15	15	15	14
Kowloon City	37	33	31	30	25
Wong Tai Sin	29	27	23	23	22
Kwun Tong	39	38	37	35	34
Tsuen Wan	22	20	18	18	16
Tuen Mun	43	36	32	31	32
Yuen Long	49	41	31	35	37
North	34	29	28	28	26
Tai Po	20	19	17	17	17
Sha Tin	43	37	35	35	34
Sai Kung	32	27	27	26	26
Islands	20	19	16	14	15
Kwai Tsing	45	41	40	38	39

**CONTROLLING OFFICER'S REPLY****EDB352****(Question Serial No. 5785)**

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 (Member Question No. 71):

(1) What are the annual total government grants received by the Hong Kong Examination and Assessment Authority (HKEAA) and annual total expenditure in conducting public examinations in the past five years?

(2) Will the Bureau consider reviewing the existing funding mechanism and level of grants to the HKEAA? If yes, what are the details; if no, why?

(3) Will the Bureau consider paying for all the expenditures of public examinations with public money so that candidates will not have to pay for examinations, thereby alleviating their financial burden? If yes, what are the details; if no, why?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

(1) The sums disbursed to the Hong Kong Examinations and Assessment Authority (HKEAA) with respect to the government grants approved in the past five years (i.e. 2009 to 2013) are set out below:

Finance Committee Approval Date	Grant	Amount of grant disbursed to the HKEAA (\$ million)					Total
		2009-10	2010-11	2011-12	2012-13	2013-14*	
January 2009	Development of Hong Kong Diploma of Secondary Education (HKDSE) Examination system	24.44	12.81	58.64	31.82	12.48	<b>140.19</b>
December 2010#	Grant to the HKEAA for the rental and related costs of an onscreen marking centre on Hong Kong Island	4.69	2.24	3.37	7.49	6.76	<b>24.55</b>

Finance Committee Approval Date	Grant	Amount of grant disbursed to the HKEAA (\$ million)					
		2009-10	2010-11	2011-12	2012-13	2013-14*	Total
December 2010	Grant to cover the deficits for conducting the 2011 Hong Kong Certificate of Education Examination (HKCEE) and the 2013 Hong Kong Advanced Level Examination (HKALE) for private candidates	N/A	0	35.56	0	29.96	<b>65.52</b>
	<b>Total:</b>	29.13	15.05	97.57	39.31	49.20	<b>230.26</b>

\* Figures as at 12 March 2014

# The grant was first approved in 2006 with increase in commitment in 2010.

The expenditure of the HKEAA in conducting the public examinations in the past five years is listed below:

Year of Examination	Examination	Expenditure (\$ million)
2009	HKCEE	140.4
	HKALE	95.6
2010	HKCEE	144.3
	HKALE	102.8
2011	HKCEE	57.2
	HKALE	116.9
2012	HKALE	105.9
	HKDSE	201.7
2013	HKALE	45.6
	HKDSE	237.6

- (2) HKEAA utilizes its own income and assets to support its daily operation according to the HKEAA Ordinance (HKEAAO). The Government will provide HKEAA with non-recurrent grants if there are sound justifications so as to reduce the cost of conducting the public examinations. The existing mechanism is running smoothly and the Government currently has no intention to change the mechanism. Nevertheless, the Government will continue to monitor the impact of the financial status of HKEAA, the operational expenses of conducting the public examinations, the level of examination fees and the special and non-recurrent services that must be provided by HKEAA so as to evaluate the need of the HKEAA for non-recurrent grants.
- (3) Public money must be used properly. The user-pay principle is an effective fee-charging mechanism normally used in different policy areas. Based on this principle, it is not appropriate for the Government to subsidize the examination fees for all candidates. Nevertheless, the Government understands that the public examinations play a vital role in determining the prospects and pathways of the candidates. Therefore, the Government has other policies to ensure that there will be no students who, because of financial difficulties, cannot enter for the public examinations which are considered as appropriate by the schools.

In view of the financial burden of the needy students in paying examination fees when applying for the public examinations, the Student Financial Assistance Agency (SFAA) administers the Examination Fee Remission (EFR) Scheme to provide assistance to the eligible students with financial needs for entering



public examinations conducted by the HKEAA. Eligible students can receive either full or half level of examination fee remission. In the 2012/13 school year, around 25,600 students were successful in applying for the EFR, representing around 34% of the school candidates. The total amount of grants disbursed was \$52 million. In addition, the Social Welfare Department also provides students from families receiving Comprehensive Social Security Assistance (CSSA) with assistance to cover public examination fees. Therefore, there will be no eligible students who cannot enter for the public examinations because of financial difficulties.

Apart from financially subsidizing the examination fees of the needy students, the Government will also provide HKEAA with non-recurrent grants where justified so as to reduce the cost of public examinations. Furthermore, according to the HKEAAO, the public examination fees have to be approved by the Government. In considering whether to approve the examination fees proposed by the HKEAA, the Government will take into consideration all related factors such as inflation, the economic conditions of Hong Kong and the financial status of the HKEAA. We consider the current mechanism reasonable and fair as it can ensure that there will be no eligible students who cannot enter for the public examinations because of financial difficulties, and at the same time the examination fees can be maintained at a level affordable to the general public.

**CONTROLLING OFFICER'S REPLY**

**EDB353**

**(Question Serial No. 5814)**

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 (Member Question No. 706):

In connection with the report on “the incident involving teacher Alpais Lam”, what are the work details, time for compiling the report and expenditures of the Bureau?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Compilation of reports is part of the Education Bureau's day-to-day work to serve various purposes. Time and resources for compiling the report are made available through re-prioritisation within the Education Bureau. Hence, we are not able to provide the time spent and the expenditure solely arising from preparing the report under reference.

**CONTROLLING OFFICER'S REPLY****EDB354****(Question Serial No. 6690)**

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 (Member Question No. 79):

Regarding the Vocational Training Council (VTC), please list:

1. the amount of subvention, enrolment, graduation rate and employment rate in respect of programmes offered by its member institutions in the past 3 years; and
2. the annual total expenditure as well as number of teachers and staff of its member institutions in the past 3 years.

Asked by: Hon. CHAN Yuen-han

Reply:

The total number of students, graduation/completion rate and employment rate of the vocational education programmes offered by the Vocational Training Council (VTC) from the 2010/11 to 2012/13 academic years (AY) are provided as follows –

Award Level	2010/11			2011/12			2012/13		
	Number of Students	Graduation/Completion Rate	Employment Rate	Number of Students	Graduation/Completion Rate	Employment Rate	Number of Students	Graduation/Completion Rate	Employment Rate (provisional)
Degree and Top-up Degree	2 880	81%	91%	2 981	81%	87%	3 836	87%	89%
Higher Diploma and Diploma	44 723	79%	92%	40 621	79%	90%	37 824	77%	91%
Professional Diploma and Professional Certificate	6 846	94%	Not available	8 062	95%	Not available	5 672	99%	Not available

Award Level	2010/11			2011/12			2012/13		
	Number of Students	Graduation/Completion Rate	Employment Rate	Number of Students	Graduation/Completion Rate	Employment Rate	Number of Students	Graduation/Completion Rate	Employment Rate (provisional)
Foundation Diploma and Yi Jin Diploma (Project Yi Jin)	6 587	82%	86%	2 875	78%	82%	4 698	85%	83%
Diploma in Vocational Education	5 890	71%	90%	4 164	51%	94%	6 868	54%	89%
Certificate	9 397	85%	97%	8 367	86%	95%	7 550	81%	96%

Note: Part-time programmes are designed for in-service personnel and thus employment survey is not conducted. The above table provides the employment rates for full-time programmes only. Professional diploma and professional certificate programmes are offered in part-time mode only, and therefore employment rate is not available.

The amounts of subvention under this programme area in the past 3 years are as follows –

2011-12 \$ million	2012-13 \$ million	2013-14 (Revised estimate) \$ million
1,851.9	2,012.7	2,073.8

There is also a subvention from Head 141 Government Secretariat: Labour and Welfare Bureau to VTC for provision of vocational training to meet manpower needs of industries and to persons with disabilities.

The total number of staff and total expenditure of VTC in the past 3 years are as follows –

Financial Year	Number of teaching staff	Total number of staff	Total expenditure (\$ million)
2011-12	2 620	5 385	3,668
2012-13	2 675	5 485	3,867
2013-14 (Provisional)	2 738	5 675	4,200

Note: The total expenditure is met by both subvention and other income of VTC.

As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the amount of subvention, total expenditure as well as number of teachers and staff by individual institution are not available.

**CONTROLLING OFFICER'S REPLY****EDB355****(Question Serial No. 3379)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 19):

1. Please give a breakdown of the information on primary and secondary students having transferred to other schools in the past 5 years.

2009-2010

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2010-2011

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2011-2012

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2012-2013

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2013-2014 (latest figures)

	No. of transferred students with SEN	Total no. of students with SEN	No. of transferred students without SEN	Total no. of students without SEN
P1 to P3				
P4 to P6				
S1 to S3				
S4 to S6				

2. Please list out the reasons for students transferring to other schools by category.

3. What are the Education Bureau's policies on handling students transferring to other schools and the support service for these students?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) - (2)

The Education Bureau (EDB) does not collect the information on reasons for transfer of school of students. It should be noted that students may change schools due to different reasons, such as removal, family reasons and adaptation problem, etc. We consider that providing a breakdown of the information on primary and secondary students having transferred to other schools solely by whether the students are with special educational needs (SEN) or not is inappropriate and can be misleading.

(3)

EDB provides placement assistance to school-aged children in need upon request. If there is information indicating that the school transfer is due to special reasons of the students such as poor adjustment in their original schools, special educational needs or changes in family status that warrant schools' particular attention, the EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students. Schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as induction / adjustment programmes, peer support scheme and therapeutic group work, etc. to help students adapt to the new learning environment and integrate into the new school life. Schools also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitudes, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

For students with SEN who are unable to cope with learning in mainstream schools and in need of transferring to special schools, EDB will, with consent from parents, place them in appropriate special schools according to the assessment results and recommendations of medical specialists / professionals. Special schools, subject to parental consent, may also refer students who are found to be more capable in learning as compared to other students to their educational psychologists for assessment for consideration of transferring to mainstream schools.

**CONTROLLING OFFICER'S REPLY****EDB356****(Question Serial No. 3380)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education  
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 20):

Please provide a breakdown, by types of disabilities, of the distribution and data of students with special educational needs in each of the 3 tiers under the 3-Tier Intervention Model in the past 5 years.

2009-2010

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2010-2011

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2011-2012

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2012-2013

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

2013-2014(the latest figures)

	Number of students requiring tier-1 support	Number of students requiring tier-2 support	Number of students requiring tier-3 support
Specific Learning Disabilities			
Intellectual Disabilities			
Autism Spectrum Disorders			
Attention Deficit / Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech and Language Impairment			

Asked by: Hon. CHEUNG Chiu-hung, Fernando



Reply:

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

EDB encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. Under the Model, appropriate support measures are adopted to cater for the students' diverse needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add on" intervention, such as small group learning and pull-out programmes etc., for students with persistent learning difficulties, including those with SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN. It should be noted that even for students with the same type of SEN, their need and the degree of support required may vary. Schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward from time to time according to the performance of the students. Hence, we are unable to provide the distribution of students in each tier under the 3-Tier Intervention Model.

The numbers of students with SEN studying in public sector mainstream primary and secondary schools by SEN types from the 2009/10 to 2013/14 school years are set out at the Appendix.

**Number of students with SEN studying in public sector mainstream primary and secondary schools by major SEN Types  
from the 2009/10 to 2013/14 school years**

School Year	School Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
<b>2009/10</b>	Primary	7 910	760	1 480	1 490	170	50	340	1520
	Secondary	5 050	710	570	740	190	90	470	180
<b>2010/11</b>	Primary	8 550	770	1 980	2 000	210	50	330	1 480
	Secondary	6 430	810	780	1 250	230	90	450	230
<b>2011/12</b>	Primary	8 430	780	2 320	1 950	140	40	310	1 970
	Secondary	7 850	940	1 050	1 790	250	110	490	210
<b>2012/13</b>	Primary	8 390	760	2 840	2 450	130	30	270	1 940
	Secondary	9 050	930	1 310	2 330	250	100	420	190
<b>2013/14</b>	Primary	8 190	750	3 310	2 850	120	30	260	1 880
	Secondary	9 890	930	1 660	3 010	240	100	400	210

**CONTROLLING OFFICER'S REPLY****EDB357****(Question Serial No. 3381)**

**Head:** (156) Government Secretariat: Education Bureau

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

**Programme:** (2) Primary Education, (3) Secondary Education

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

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 21):**

The distribution of students with special educational needs in the three bandings of secondary schools in the past five years by categories of disabilities.

2009-10

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2010-11

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2011-12

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			

Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2012-13

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

2013-14 (the latest figures)

	Band 1 No. of student	Band 2 No. of student	Band 3 No. of student
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

“Banding of a student or secondary school” is a misconception. In brief, the Secondary School Places Allocation (SSPA) System is designed for, among other objectives, allocation of a Secondary One place to each participating student in an orderly manner to reduce undue pressure on students when seeking admission to Secondary One through the SSPA System. The so-called “banding” is merely an intermediary product in the computer-processing of school choice during the Central Allocation (CA) of the SSPA System to differentiate the order of allocation of participating students to a secondary school when the number of students making the choice to the secondary school exceeds the CA quota of the school. To avoid labelling of students and schools, and adverse impact on learning and teaching in schools, there is a consensus in the school sector that any information related to the “banding” of students should not be disclosed. The Education Bureau has been, through various means of parent education, calling for parents’ consideration of the needs, aptitudes and abilities of children when making school choice to reduce unnecessary competition for school places and alleviate undue pressure on students. The number of students with special educational needs (SEN) studying in Secondary One in public sector mainstream secondary schools by SEN type in the past five years (from the 2009/10 to 2013/14 school years) is tabulated at the [Annex](#). However, like other SSPA applicants, we do not have the number of students with SEN by SEN type in secondary schools of different “banding”.

**Numbers of Secondary One students with SEN studying in public sector mainstream secondary schools by SEN type from the 2009/10 to 2013/14 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
2009/10	1 458	162	135	254	35	17	75	83
2010/11	1 863	166	186	373	37	8	72	71
2011/12	1 891	164	225	488	35	15	63	60
2012/13	2 267	149	294	577	33	8	66	73
2013/14	2 297	183	396	710	32	12	60	65

Note: Figures as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY****EDB358****(Question Serial No. 3382)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 23):

1. Regarding the support for students with special educational needs (SEN), what are the allocation criteria for each type of disability under the current 3-Tier Intervention Model?
2. Students of which tier of support or level of disabilities can participate in the individual education plan (IEP)?
3. What is the number of students participating in the IEP currently and what is their percentage share in the total number of students with SEN?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) - (3)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with more severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

To facilitate students' learning in mainstream schools, EDB encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. It should be noted that even for students with the same type of SEN, their need and the degree of support required may vary. Under the 3-Tier Intervention Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support under which schools are required to draw up an individual education plan (IEP) for each student. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate. These help to ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for the other students requiring tier-1 or tier-2 support, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the level of support

required as appropriate. As such, the level of support of students with SEN may require upward or downward adjustment. Hence, the distribution of students under the 3-Tier Intervention Model may change from time to time according to the changing needs of the students. In gist, whether a student with SEN requires an IEP depends solely on his support needs and it is also a school-based professional judgement and decision, and it may not have any relationship with his category of disabilities, hence we are unable to provide the figures as requested.

**CONTROLLING OFFICER'S REPLY****EDB359****(Question Serial No. 3383)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education  
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 24):

Regarding the current admission of students with special needs by primary and secondary schools, please provide the respective numbers of schools which have admitted the following numbers of students:

Number of Students with Special Needs Admitted	Number of Primary Schools	Number of Secondary Schools
0		
1-5		
6-10		
11-20		
21-30		
31-40		
41-50		
Over 50		

Asked by: Hon. CHEUNG Chiu-hung, FernandoReply:

The number of primary and secondary schools by number of students with special educational needs (SEN) admitted in the 2013/14 school year (position as at September 2013) is tabulated below.

Number of students with SEN admitted	Number of Primary Schools	Number of Secondary Schools
0	0	2
1-5	5	35
6-10	18	52
11-20	45	80
21-30	78	41
31-40	106	21
41-50	95	29
More than 50	106	133



**CONTROLLING OFFICER'S REPLY****EDB360****(Question Serial No. 3384 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4 ) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 26 ):

It is stated in the Policy Address that “the Government proposes to increase the staff of the boarding section of special schools and provide an additional grant for these schools to enhance the support for boarders with complex medical conditions.”

1. Please provide a breakdown, by categories of special schools, of the amount of grant to be received and the manpower to be increased, as well as the definition of “boarders with complex medical conditions”;
2. There are special schools with chaotic administration and management, causing problems in care services and outbreaks of influenza. Does the Government have any targeted support and improvement plan to protect the students in special schools?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- (1) Starting from the 2014/15 school year, the Education Bureau (EDB) will enhance the provision of houseparents, programme workers, nurses, janitor staff and cooks for weekend and Sunday boarding service of special schools. For budgetary purpose, the estimated numbers of additional staff to be provided by types of special schools in the 2014/15 school year are tabulated below:

School Type	No. of Additional Boarding Staff
Visual Impairment	3.8
Physical Disability	17
Moderate Intellectual Disability	11.3
Severe Intellectual Disability	17.8

EDB will also provide an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity (MC) at an annual rate of \$15,000 or \$25,000 per 5-day boarder with MC and \$30,000 or \$50,000 per 7-day boarder with MC, depending on the level of support required. Each school with such boarders will receive a minimum provision of \$160,000. The additional grant will be supplementary in nature and the schools will be required to utilize this grant in conjunction with the existing manpower and resources to meet the personal and health care needs of the boarders. Whether a boarder has medical complexity will be subject to the assessment of the medical professionals and we are unable to provide the amount of grant for each school at this stage.

- (2) EDB has been providing special schools with resources, professional support and training to enhance their capacity to cater for their students. Under the School Development and Accountability

Framework, special schools are required to review the effectiveness of their school policies and services in supporting their students on an on-going basis through School Self-evaluation, which is validated through External School Review conducted by EDB. Focused support and intervention will be provided for individual schools with serious problems as and when necessary.

**CONTROLLING OFFICER'S REPLY****EDB361****(Question Serial No. 3385)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 28):

Integrated education has been implemented by the Government for over ten years and many problems have arisen. Will the Government conduct a comprehensive review of the integrated education policy? If yes, what will be the manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Whole School Approach (WSA) to Integrated Education (IE) currently implemented in Hong Kong is in line with the global trend in the development of IE. The Education Bureau (EDB) has kept the implementation of IE under constant review by monitoring the deployment of resources and implementation of measures through its daily work, sending officers on study tours to other countries and regions to learn from their experiences, and collecting feedback from the sector and stakeholders through different channels. The EDB has set up the Task Force on IE in Mainstream Schools (IE Task Force) in 2005, comprising representatives from the school sector, other government departments, non-governmental organisations (NGOs) and parent groups. Through regular meetings, the EDB briefs the members of the IE Task Force on the progress of implementing IE and seeks their views on improvement measures. In addition to this formal communication platform, we also keep in touch and, where necessary, meet with school councils, NGOs and parent groups to strengthen communication and co-operation as well as to tap their views on the implementation of IE. In the light of our on-going review and having considered the need of the students and views of the different stakeholders, the EDB has introduced a number of enhancement measures in the past years, including regularizing the Enhanced Speech Therapy Grant and the resource schools and special schools cum resource centres, introducing the teacher professional development framework on IE, extending the School-based Educational Psychology Service to cover all public sector primary and secondary schools and improving the funding arrangements of the Learning Support Grant.

Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their school policies and measures, including the support for students with special educational needs (SEN), through self-evaluation each year, which is validated through External School Review conducted by the EDB. The EDB also requires schools to submit an annual self-evaluation report on the implementation of the WSA to IE at the end of the school year. To further enhance transparency, schools are required to set out in their annual school reports how resources are deployed to provide support services for students with SEN. With a view to supporting schools to better utilize their resources, professional staff of the EDB conducts regular school visits to provide consultation and organise training and sharing sessions for schools to facilitate proper deployment of resources for supporting students with SEN. According to our observations and communication with schools, schools are in support of IE. With accumulated practical experiences gained over the years, more and more schools are adopting WSA in

providing appropriate support for students with SEN and successful cases have been seen in schools in respect of culture, policy formulation and implementation. The EDB will continue to closely monitor the implementation of IE in schools and introduce improvement measures as and when necessary.

**CONTROLLING OFFICER'S REPLY**

**EDB362**

**(Question Serial No. 3386)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 29):

1. What are the existing teacher training requirements in respect of supporting students with special educational needs?
2. How do these requirements compared to that of other developed countries, including Taiwan, Canada, U.S.A and Britain?
3. What proportion of teachers have received adequate training? Please list out the respective data of mainstream schools and special schools.
4. Does the Government have any strategies to provide all teachers with training in supporting students with special needs?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) and (2)

The Education Bureau (EDB) launched a five year teacher professional development framework on integrated education (IE) in the 2007/08 school year. Under the framework, structured training courses pitched at Basic, Advanced and Thematic levels (BAT Courses) are provided for serving teachers to enhance their capacity in supporting students with special educational needs (SEN). Having regard to the training needs of teachers and the operational needs of schools, we have launched a new round of BAT Courses starting from the 2012/13 school year. The training targets for each of the public sector mainstream schools to be achieved by the end of the 2014/15 school year are as follows:

- (i) at least 10% to 15% of teachers will complete the Basic Course;
- (ii) at least three to six teachers will complete the Advanced Course; and
- (iii) at least three to six teachers will complete the Thematic Courses (with at least one teacher completing the course(s) under each category as far as possible).

Since the 2012/13 school year, we have also provided a Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (TCSST) specifically for special school teachers.

As the education system and policy vary among different countries, it is considered not appropriate to make any direct comparison with other countries in respect of teacher training in supporting students with SEN.

(3) and (4)

As at the 2012/13 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is 42% and 18.3% respectively. The percentage of secondary school teachers having received special education training is lower than that of their primary counterpart mainly because secondary school teachers have given priority to training programmes related to the implementation of the New Senior Secondary curriculum in the previous years. As for special schools, 72.9% of the teachers have received special education training.

To support schools in arranging teachers to attend the BAT Courses and the TCSST in a systematic manner, regular teachers of government and aided primary, secondary and special schools are granted paid study leave for attending these courses, and supply teachers are provided to the schools concerned. Letters have been sent to mainstream schools annually to inform them of the latest training position of the school to facilitate their planning of teachers to attend the BAT Courses as well as school-based professional development programmes.

It should be noted that apart from the BAT Courses and the TCSST, EDB also provides teachers with different theme-based training activities, including seminars, workshops, sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN.

Besides, EDB has maintained communication with teacher education institutions (TEIs) to request them to include “supporting students with SEN or learner diversity” as a core module in the pre-service education programmes. According to our understanding, the TEIs have already included this module in their pre-service teacher training programmes to enhance prospective teachers’ knowledge in this area. EDB has also incorporated topics on catering for student diversity and spearheading IE implementation in the Preparation for Principalship Course for Aspiring Principals and induction programme for newly appointed principals to strengthen the leadership of principals in the implementation of the Whole School Approach to IE.

**CONTROLLING OFFICER'S REPLY****EDB363****(Question Serial No. 3394 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 39):

1. Please list, by district, the numbers of students with special educational needs participating in the individual education plan (IEP)
2. What categories and levels of students will be arranged to participate in the IEP by schools? In what way is the effectiveness assessed?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) and (2)

The Government adopts a dual-track mode in providing education services to students with special educational needs (SEN). The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and the consent of the parents, refer students with severe or multiple disabilities to special schools for intensive support services. Other students with relatively mild SEN who are able to cope with the mainstream curriculum and may benefit from attending mainstream schools will be placed in mainstream schools.

EDB encourages schools to adopt the Whole School Approach to supporting these students through a 3-Tier Intervention Model, taking into account their need and the tier of support required. It should be noted that even for students with the same type of SEN, their need and the degree of support required vary. Under the 3-Tier Intervention Model, students with severe learning difficulties, regardless of their SEN type, are provided with tier-3 support under which schools are required to draw up an individual education plan (IEP) for each student. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices so that adjustment to the support can be arranged. Schools also review IEP regularly following the schedule set therein with involvement of the parents as appropriate. These help to ensure that appropriate support is provided for the student and the IEP is suitably implemented. As for the other students requiring tier-1 or tier-2 support, schools are required to keep a Student Support Register to record the support and adaptations offered as well as their performance and progress for regular review and adjustment of the type and level of support required as appropriate. In gist, whether a student with SEN requires an IEP depends solely on his prevailing support needs and is a school-based professional

decision. It may not have any relationship with his grade level, category of disabilities and the district in which he lives or studies, hence we are unable to provide the information as requested.



**CONTROLLING OFFICER'S REPLY**

**EDB364**

**(Question Serial No. 3395)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 42):

Please give a breakdown of the numbers of students with special educational needs who are Secondary 3 school leavers in the past 5 years, as well as their percentage share among the overall population of Secondary 3 school leavers.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Data relating to students with special educational needs (SEN) are collected from schools through a separate computer system which was developed for use by secondary schools in the 2008/09 school year. The number of secondary students with SEN who left school after completing Secondary 3 (S3) is captured through the system only since the 2011/12 school year. As such, information about students with SEN who left school after completing S3 from the 2008/09 to 2010/11 school years is not available. For the 2011/12 and 2012/13 school years, about 170 and 260 students with SEN respectively were reported to have left school after completing S3. The increase in number of such students reported in the 2012/13 school year may be attributed to a greater number of students identified with SEN as a result of enhanced awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms. According to the information reported by schools, the main reasons for these students leaving the schools include attending full-time or part-time courses run by the Vocational Training Council, joining the Apprenticeship schemes or pre-employment vocational training, continuing their studies in local private schools or pursuing overseas study, etc. Since we have not captured the overall number of S3 school leavers under the afore-mentioned system which was designed specifically for maintaining information about students with SEN, we are unable to provide the percentage share of S3 school leavers with SEN among the overall population of S3 school leavers.

**CONTROLLING OFFICER'S REPLY**

**EDB365**

**(Question Serial No. 3397)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No.45):

1. Please provide the means, media, numbers and the effectiveness of parent education for students with special educational needs (SEN) over the past 5 financial years.
2. Please provide the means, media, numbers and the effectiveness of public education concerning students with SEN over the past 5 financial years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) and (2)

The Education Bureau (EDB) recognizes the importance of home-school cooperation in promoting Integrated Education (IE) and has been enhancing the parents' awareness of IE through various means. The EDB issued and uploaded onto its website the "Parent Guide on the Whole School Approach to Integrated Education" in the 2008/09 school year to provide parents with information on the procedures for identifying and assessing different types of special educational needs (SEN) and on various support strategies. The EDB also organizes seminars and talks for parents on a need basis to enhance their understanding of the students with SEN.

From the 2009/10 to 2013/14 school years, a series of public education activities have been held. Some major events are set out as follows:

- In 2009, two video production and broadcasting contests were jointly organised with the DH and the Subsidized Primary Schools Council.
- Since 2009, an online Special Education Newsletter has been published regularly to help parents and the public gain a better understanding of IE policy and support measures.
- In 2011, the EDB participated in the "Learning and Teaching Expo 2011" organised by the HKEdCity to introduce the support strategies adopted by ordinary schools in implementing IE.
- In 2011, the EDB staged the "Special Schools Variety Show" jointly with the Radio Television Hong Kong (RTHK), the Hong Kong Special Schools Council and Hong Kong Institute of Education. In 2011, an eight-part series featuring special schools was also produced and broadcast on the radio programme "Crazy and Happy".

- In 2012, “The Visual Art Contest on Inclusion” was organized. A series of roving exhibition of the winning entries have been arranged at various public venues.
- Between October 2012 and January 2013, two ETV series in Chinese (讓我高飛 and 天生我才) featuring the stories of four secondary and primary students with SEN were broadcasted.
- In 2012, a major public event “Learning and Teaching Expo 2012” was held to highlight the development and achievements of IE. Local and overseas academics were invited to give thematic talk and a theme song (天生有才) was composed for the event.
- In the 2013/14 school year, the “Home-school Cooperation in Building an Inclusive School Culture” Award Scheme (「親子共融滿校園」嘉許計劃) has been organised in ordinary primary and secondary schools. To kick off the Scheme and promote this meaningful activity among schools and parents, a launching ceremony for the Award Scheme was held on 30 November 2013.
- From December 2013 to March 2014, a series of seven IE articles were published at Headline Daily to enhance public understanding of IE.
- Since January 2014, Announcement in the Public Interest on television and radio has been disseminated continually to promote IE and to enhance public awareness of IE.
- From March to April 2014, a four-week series featuring students with SEN will be produced and broadcasted on RTHK radio programme “訴心事家庭”.

These public and parent education programmes were well received.

The EDB will continue to organize different activities to promote inclusive culture and enhance public awareness and acceptance of students with SEN. In fact, owing to the increased awareness among parents and teachers, more parents are willing to disclose the SEN details of their children and hence more students with SEN have been assessed for early intervention. The number of such students has increased from 21 720 in the 2009/10 school year to 33 830 in the 2013/14 school year.

**CONTROLLING OFFICER'S REPLY****EDB366****(Question Serial No. 3400)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 48):

Please list, by the disability category of special schools, the unit cost (including the school section and the boarding section) per student per year.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The average unit costs per school place and per boarding place per year for each type of special schools in the 2013/14 school year are as follows:

School Type	Average unit cost per school place	Average unit cost per boarding place
Visual Impairment	\$229,000	\$134,500
Hearing Impairment	\$262,500	\$335,000
Physical Disability	\$254,000	\$234,500
Mild Intellectual Disability	\$145,500	Not Applicable
Moderate Intellectual Disability	\$218,000	\$198,000
Severe Intellectual Disability	\$281,000	\$255,500

**CONTROLLING OFFICER'S REPLY****EDB367****(Question Serial No. 3405)**

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 (Member Question No. 53):

With the increasing emphasis on the importance of sign language which also signifies the emphasis on and implementation of the Convention on the Rights of Persons with Disabilities by the international community, will the Government advise on whether it will introduce a post-secondary course on sign language interpretation and put it under post-secondary education and the Qualifications Framework to attract more people to join the profession?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

It is the Government's established policy objective to create a barrier-free environment and promote barrier-free communication, thereby facilitating full integration of persons with disabilities into the community. To further promote the use of sign language and social inclusion, the Rehabilitation Advisory Committee (RAC) formed a Working Group on Promoting Sign Language in 2010 to advise the Government on ways to promote sign language. The Working Group comprises members of the RAC, persons with hearing impairment, sign language interpreters and representatives from the non-governmental organisations of the rehabilitation sector and the education sector. Representatives of relevant government bureaux and departments also attend meetings for discussion as and when required. Apart from launching a series of public education initiatives in promoting the use of sign language, the Working Group is also studying the issue of training and accreditation of sign language interpreters in consultation with stakeholders.

Post-secondary education institutions in Hong Kong enjoy institutional autonomy in planning for their programmes taking into account, among other things, the community needs. Sign language courses provided by these institutions may be recognised under the Qualifications Framework and registered in the Qualifications Register (QR) if they are quality assured by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or the self-accrediting institutions. At present, a number of sign language-related courses are registered in the QR.

**CONTROLLING OFFICER'S REPLY****EDB368****(Question Serial No. 3406)**

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 (Member Question No. 55):

In the 2012/13 school year, Induction Programmes and Initiation Programmes were provided to 1 214 and 684 newly-arrived children and young people respectively. What was the age distribution of the newly-arrived children and young people who enrolled in the programmes? As the Induction Programmes and Initiation Programmes have been implemented for 19 and 12 years respectively, will the Administration earmark any provision for conducting review on the programmes (including contact hours and programme contents) and their effectiveness? If yes, what are the details and expenditure involved?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The age distribution of newly-arrived children and young people who enrolled in the Induction Programmes and Initiation Programmes in the 2012/13 school year is tabulated as follows:

Age	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
Induction Programmes	94	104	80	99	109	127	132	116	117	94	69	51	22	1 214
Initiation Programmes	41	40	71	57	69	86	101	70	49	53	29	15	3	684

The Induction Programmes and Initiation Programmes were launched in 1995 and 2000 respectively. On completion of each course under the Induction Programmes and Initiation Programmes, the non-governmental organisations or schools concerned are required to submit to the Education Bureau evaluation reports covering student performance and achievement, survey results reflecting the opinions of parents and students on various aspects such as teaching and learning, etc. Based on the evaluation reports submitted as well as the visits conducted by this Bureau, the overall performance of the two programmes will be assessed. The two programmes are in general effectively operated and are able to meet the needs of newly-arrived children and young people.

**CONTROLLING OFFICER'S REPLY**

**EDB369**

**(Question Serial No. 3412)**

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 (Member Question No. 68):

Will the Administration inform this Committee of:

1. a breakdown of the total expenditure on the Government's support for students with hearing impairment and deaf students in pre-primary, primary, secondary and tertiary education , over the past 5 years.
2. a breakdown and details of the expenditure incurred by the Government to support students with hearing impairment and deaf students on
  - 2.1 hardware (for students' whole-day use), e.g. hearing aid, Cochlear implant external speech processor
  - 2.2 hardware (for teachers' use in class) – FM System/receiver-transmitter
  - 2.3 software – to assist students with hearing impairment/deaf students in special learning, such as remedial learning in school, other project activities, speech therapy, teacher and teaching assistant training
3. the percentage share of the relevant expenditure in the overall spending on education.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(1) - (3)

The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and consent of the parents, refer students with severe or profound hearing loss or those who cannot construct knowledge because of inadequate speech ability to schools for children with hearing impairment (HI). Other students with HI who can benefit from studying in mainstream schools will be placed in mainstream primary and secondary schools. The total expenditures on the schools for children with HI in the past five years are set out in Table 1 of the Appendix.

To help mainstream schools cater for students with special educational needs (SEN), including those with HI, the EDB has been providing them with additional resources, professional support and teacher training on top of the regular subvention for mainstream schools. The annual additional expenditure on support and services provided for public sector mainstream primary and secondary schools to cater for students with SEN (including those with HI) over the past five years are set out in Table 2 of the Appendix. We are unable to apportion the expenditure solely for students with HI.

Both special and mainstream schools could flexibly deploy their resources to acquire hardware (including FM systems) and software (such as hiring additional teachers / teaching assistants to provide remedial teaching; and procuring speech therapy and / or other specialist services) to support the students with HI based on the needs of the students. We do not have breakdown and details of the expenditure as requested.

In addition to the above, the EDB provides free hearing aids and related services including audiological re-assessments, hearing aid tuning, making of earmould, maintenance and replacement of hearing aids, to children / students with HI until they complete secondary education. The total expenditures on the provision of hearing aids and related services in the past five years are set out in Table 3 of the Appendix.

At the post-secondary level, recurrent grants are given by the Government in the form of block grants to the University Grants Committee-funded institutions, and institutions have flexibly in deploying their resources to enhance the support for their students (including those with SEN). Expenditure specifically for supporting students with HI is not available. It should be noted that the Government has implemented various initiatives in recent years with a view to enhancing support to post-secondary students with SEN (including those with HI). These include allocating an additional recurrent funding of \$12 million to the Vocational Training Council each year, since the 2013-14 financial year, for procuring equipment and learning aids for students with SEN, providing them with psychological and student counselling services, and enhancing the support for teaching and learning.

Since services for children with SEN at pre-primary levels are provided by the Social Welfare Department, the EDB does not have the information as requested.

For those children / students with HI who are confirmed not able to benefit from using hearing aids but are suitable for cochlear implant, the Hospital Authority would provide them with cochlear implantation at public charges. The EDB does not have the expenditure on the provision of cochlear implant devices.



**Total Annual Expenditure on  
Government's Support for Students with HI**

Table 1: Annual expenditure on schools for children with HI

Financial Year	2009-10	2010-11	2011-12	2012-13	2013-14 (Revised Estimate)
Expenditure (\$ million)	62.8	52.4	48.4	51.2	50.5

Table 2: Additional expenditure on support and services provided for public sector mainstream primary and secondary schools to cater for students with SEN (on top of the regular subvention for mainstream schools)

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)
Expenditure (\$ million)	878	900	964	1,009	1,079

Table 3: Annual expenditure on provision of hearing aids and related services

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)
Expenditure <sup>Note</sup> (\$ million)	0.67	0.83	1.92	1.78	3.36

*Note:*

1. Expenditure each year varies with the actual number of students receiving the hearing aids and related services, which might fluctuate due to situations such as non / deferred attendance in that particular year.
2. There has been significant increases in the expenditure due to the enhancement in the provision, including the provision of two hearing aids to those in need of binaural fitting and shortening the hearing aid replacement period from 5-year to 3-year by phases starting from the 2010/11 school year. The estimated expenditure in the 2013/14 school year rises considerably mainly because the first batch of students receiving binaural hearing aids will have them replaced this year.

**CONTROLLING OFFICER'S REPLY**

**EDB370**

**(Question Serial No.3414)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No.71):

The Policy Address states that the Government will increase the grant rates of the Learning Support Grant (LSG) by 30%; however, the current \$1.5 million ceiling of the LSG is not raised. In this connection, what is the estimated number of schools unable to benefit from this policy as a result of exceeding the ceiling?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

To help public sector schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has all along been providing them with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of the LSG received by each school is calculated according to the number of students with SEN enrolled and the tier of support the students require subject to the prevailing ceiling. To enhance the support for schools with a larger clustering of students with SEN, the EDB raised the LSG ceiling from \$1 million to \$1.5 million per school per annum from the 2013/14 school year. To further enhance the support for mainstream schools to cater for students with SEN, EDB will increase the rates of the LSG by 30% in the 2014/15 school year, i.e. the annual grant per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. In subsequent school years, the grant rates and the ceiling of the LSG for each school will be adjusted annually according to the change in the Composite Consumer Price Index. As the profiles of students with SEN of individual schools vary across years, we are unable to provide the estimated number of schools which would receive an LSG amounting to the \$1.5 million ceiling in the 2014/15 school year at this stage. It should be noted that apart from the LSG, the EDB provides schools with additional resources under different initiatives, including Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, Top-up Fund, etc. Schools should pool together and deploy the LSG and other school resources flexibly and holistically for employing additional teachers, teaching assistants or hiring professional services, etc. to render appropriate support for the students with SEN.

**CONTROLLING OFFICER'S REPLY****EDB371****(Question Serial No. 3416)**

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 (Member Question No. 82):

In 2012, only 10 out of 510 non-Chinese speaking (NCS) candidates attending the Diploma of Secondary Education (DSE) examinations received offers under the Joint University Programmes Admissions System (JUPAS) with the DSE Chinese results. Other NCS students were granted offer using alternative Chinese Language qualifications of lower levels than that of the DSE. How will the Government expect the policy on NCS students stated in this year's Policy Address can help improve the said situation?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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.

Since the "Learning Framework" making the learning progress of NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learners' needs, NCS students are expected to make steady progress with a view to bridging over to mainstream Chinese Language classes. When the package of enhanced education support for NCS students as announced in the 2014 Policy Address takes root and sustains, it is expected that more NCS students would sit for the Hong Kong Diploma of Secondary Education (Chinese Language) Examination and pursue studies in tertiary institutions.

**CONTROLLING OFFICER'S REPLY**

**EDB372**

**(Question Serial No. 3417)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary School, (3) Secondary School  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 84):

Under Programmes 2 and 3, the student/teacher ratio in government and aided primary and secondary schools is decreasing. In this connection, will the Government strengthen measures to support the implementation of small class teaching?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Small Class Teaching (SCT) has, where circumstances permit, been implemented in public sector primary schools by phases, starting from Primary 1 in the 2009/10 school year and extending progressively to cover Primary 1 to Primary 6 by the 2014/15 school year. We have been adopting a pragmatic and flexible approach, taking into account the availability of classrooms to meet the demand for school places in individual school nets under the Primary One Admission System, and the development plan and needs of individual schools.

Conceptually speaking, SCT is a kind of teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International studies have suggested that SCT is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. Although the teacher to student ratio is decreasing in recent years partly due to the decline in student population, we should not commit to implementing SCT in secondary schools lightly without giving due consideration to the justifications from the educational and other relevant perspectives.

**CONTROLLING OFFICER'S REPLY**

**EDB373**

**(Question Serial No. 3418)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 85):

In Programmes (2) and (3), the Government states that it will continue to expand the School-based Educational Psychology Service, with the target of covering all public sector primary and secondary schools by the 2016/17 school year.

1. What is the coverage rate of school-based educational psychologists at present?
2. What is the ratio of school-based educational psychologists to students at present? What will the ratio be when the target of covering all public sector primary and secondary schools by the 2016/17 school year is reached?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

1. In the 2013/14 school year, 579 public sector primary and secondary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 70% of all public sector schools.
2. Under the SBEPS, one educational psychologist (EP) serves six to ten schools including both primary and secondary schools of varying sizes. They pay regular visits to their schools to provide service at the school system, teacher support and student support levels. Since SBEPS is still at its developing stage and some schools are being provided with educational psychology service on a referral basis at a ratio of one EP to about 20 schools, we consider it not meaningful to provide the current ratio of EPs to students. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. As the number of students in the 2016/17 school year is not available, we are unable to provide the ratio of EPs to students of that year at this stage.

**CONTROLLING OFFICER'S REPLY****EDB374****(Question Serial No. 3426)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme:  
(2) Primary Education  
(3) Secondary Education  
(5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 343):

The most common services currently provided by schools for students with various special educational needs. (The first 3 most common services)

Type of Schools in Which Students Study	The Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Second Most Common Service Provided (Type of Service and Utilisation Rate of Service)	The Third Most Common Service Provided (Type of Service and Utilisation Rate of Service)
Kindergarten			
Primary School			
Secondary School (S1 to S3)			
Secondary School (S4 to S5)			
University			

Asked by: Hon. CHEUNG Chiu-hung, FernandoReply:

Services for children with special educational needs (SEN) at pre-primary levels are provided by the Social Welfare Department. The Education Bureau (EDB) does not maintain data on students with SEN at kindergarten levels.

To support public sector primary and secondary schools to cater for their students with SEN, the EDB has been providing schools with additional resources on top of the regular subvention for all mainstream schools. These additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including employing additional teachers and teaching assistants to provide in-class support or supplemental coaching after class, arrange small group learning and pull-out programmes, or hiring professional services (such as speech therapy, other specialist services, training groups on social/communication/executive functioning skills, emotion management, learning strategies, peer-mediated activities, etc). Schools can also apply for the Top-up fund to procure special furniture and equipment or carry out minor conversion work for students

with disabilities if necessary. For students with significant emotional and behavioral problems despite provision of support, EDB will consider providing the schools with a time-limited grant to employ additional teaching assistants to help the students establish classroom routine. In addition, the professional staff of the EDB pays regular visits to schools to render professional advice on their support policies and measures, teaching strategies and resource deployment, etc. The EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and develops teaching resources for use by teachers and parents, etc. to help schools cater for students with SEN. As the context of individual schools differs and school-based support services vary according to the genuine needs of their students with SEN, we do not have detailed statistics about the services provided by schools and their utilisation rate.

At post-secondary level, many institutions provide special arrangement and support services according to the needs of students with SEN, including assigning academic advisors, providing tutorial services, special examination and assessment arrangements, arranging for programme applications flexibly, special measures for learning support (e.g. extra tutorials and early dissemination of handouts), appropriate boarding in campus as well as learning and amenity facilities, procuring and providing appropriate equipment (e.g. automatic page turner), providing scholarships and loans, career advisory and support services, etc. Under the principle of institutional autonomy, post-secondary institutions can determine how to deploy their resources to assist students with SEN. Hence we are unable to provide the detailed information as requested.

**CONTROLLING OFFICER'S REPLY****EDB375****(Question Serial No. 3427)**

**Head:** (156) Government Secretariat: Education Bureau

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

**Programme:** (2) Primary Education, (3) Secondary Education

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

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 344):**

Please provide information on the admission of students with special educational needs (SEN) by Band 1 to 3 schools through discretionary places admission (DPA) and central allocation (CA) in the past five years.

2009-10

	Band 1 No. of student		Band 2 No. of student		Band 3 No. of student	
	DPA	CA	DPA	CA	DPA	CA
Specific Learning Difficulties						
Intellectual Disability						
Autism Spectrum Disorders						
Attention Deficit/Hyperactivity Disorder						
Physical Disability						
Visual Impairment						
Hearing Impairment						
Speech & Language Impairment						

2010-11

	Band 1 No. of student		Band 2 No. of student		Band 3 No. of student	
	DPA	CA	DPA	DPA	CA	DPA
Specific Learning Difficulties						
Intellectual Disability						
Autism Spectrum Disorders						
Attention Deficit/Hyperactivity Disorder						
Physical Disability						
Visual Impairment						
Hearing Impairment						
Speech & Language Impairment						

2011-12

	Band 1 No. of student		Band 2 No. of student		Band 3 No. of student	
	DPA	CA	DPA	DPA	CA	DPA
Specific Learning Difficulties						



Intellectual Disability						
Autism Spectrum Disorders						
Attention Deficit/Hyperactivity Disorder						
Physical Disability						
Visual Impairment						
Hearing Impairment						
Speech & Language Impairment						

2012-13

	Band 1 No. of student		Band 2 No. of student		Band 3 No. of student	
	DPA	CA	DPA	DPA	CA	DPA
Specific Learning Difficulties						
Intellectual Disability						
Autism Spectrum Disorders						
Attention Deficit/Hyperactivity Disorder						
Physical Disability						
Visual Impairment						
Hearing Impairment						
Speech & Language Impairment						

2013-14 (the latest figures)

	Band 1 No. of student		Band 2 No. of student		Band 3 No. of student	
	DPA	CA	DPA	DPA	CA	DPA
Specific Learning Difficulties						
Intellectual Disability						
Autism Spectrum Disorders						
Attention Deficit/Hyperactivity Disorder						
Physical Disability						
Visual Impairment						
Hearing Impairment						
Speech & Language Impairment						

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

“Banding of a student or secondary school” is a misconception. In brief, the Secondary School Places Allocation (SSPA) System is designed for, among other objectives, allocation of a Secondary One place to each participating student in an orderly manner to reduce undue pressure on students when seeking admission to Secondary One through the SSPA System. The so-called “banding” is merely an intermediary product in the computer-processing of school choice during the Central Allocation (CA) of the SSPA System to differentiate the order of allocation of participating students to a secondary school when the number of students making the choice to the secondary school exceeds the CA quota of the school. To avoid labelling of students and schools, and adverse impact on learning and teaching in schools, there is a consensus in the school sector that any information related to the “banding” of students should not be disclosed. The Education Bureau has been, through various means of parent education, calling for parents’ consideration of the needs, aptitudes and abilities of children when making school choice to reduce unnecessary competition for school places and alleviate undue pressure on students. The number of students with special educational needs (SEN) studying in Secondary One in public sector mainstream secondary schools by SEN type in the past five years (from the 2009/10 to 2013/14 school years) is tabulated at the [Annex](#). However, like other SSPA applicants, we do not have the number of students with SEN by SEN type in secondary schools of different “banding”.

**Numbers of Secondary One students with SEN studying in public sector mainstream secondary schools by SEN type from the 2009/10 to 2013/14 school years**

<b>School Year</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
2009/10	1 458	162	135	254	35	17	75	83
2010/11	1 863	166	186	373	37	8	72	71
2011/12	1 891	164	225	488	35	15	63	60
2012/13	2 267	149	294	577	33	8	66	73
2013/14	2 297	183	396	710	32	12	60	65

Note: Figures as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY****EDB376****(Question Serial No. 3428)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education  
(3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 345):

Please advise on the situation of "shadow teachers" in primary and secondary schools for the past 5 years. In addition to teachers of the relevant subjects, "shadow teachers" assist subject teachers in providing immediate counselling and support to students with special educational needs during lessons.

2009-2010

	Secondary School	Primary School
Total number of schools employing "shadow teachers"		
Total number of "shadow teachers" employed		
Average number of "shadow teachers" employed by each school		
Wastage rate of "shadow teachers"		
Ratio of "shadow teachers" to students		
Average number of hours/lessons "shadow teachers" spent on each student per day		

2010-2011

	Secondary School	Primary School
Total number of schools employing "shadow teachers"		
Total number of "shadow teachers" employed		
Average number of "shadow teachers" employed by each school		
Wastage rate of "shadow teachers"		
Ratio of "shadow teachers" to students		

Average number of hours/lessons “shadow teachers” spent on each student per day		
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2011-2012

	Secondary School	Primary School
Total number of schools employing “shadow teachers”		
Total number of “shadow teachers” employed		
Average number of “shadow teachers” employed by each school		
Wastage rate of “shadow teachers”		
Ratio of “shadow teachers” to students		
Average number of hours/lessons “shadow teachers” spent on each student per day		

2012-2013

	Secondary School	Primary School
Total number of schools employing “shadow teachers”		
Total number of “shadow teachers” employed		
Average number of “shadow teachers” employed by each school		
Wastage rate of “shadow teachers”		
Ratio of “shadow teachers” to students		
Average number of hours/lessons “shadow teachers” spent on each student per day		

2013-2014 (the latest figure available)

	Secondary School	Primary School
Total number of schools employing “shadow teachers”		
Total number of “shadow teachers” employed		
Average number of “shadow teachers” employed by each school		
Wastage rate of “shadow teachers”		
Ratio of “shadow teachers” to		

students		
Average number of hours/lessons “shadow teachers” spent on each student per day		

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

To support schools to cater for their students with special educational needs (SEN), the Education Bureau has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, top-up fund, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). Since the context of individual schools differs and school-based support services vary according to the genuine needs of their students with SEN, we do not have detailed information about the additional staff employed by schools. In particular, we have no information about the schools’ employment of “shadow teachers” to assist teachers in class to support the students with SEN.

**CONTROLLING OFFICER'S REPLY****EDB377****(Question Serial No. 3429)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 346):

The situation of educational psychologists providing services to students with special educational needs in secondary and primary schools at present.

	Secondary school	Primary school
No. of school visits made per month for providing services		
Average no. of cases counselled per month		
Average length of counselling time for each student		
Average number of years of services provided to each student		

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In other words, the services provided by EPs under the SBEPS go beyond handling individual student cases and thus reporting the average number of cases counselled by the EPs does not reflect comprehensively the actual service provided under the SBEPS. Likewise, the number of visit days paid to each school and the length of counselling time spent on each student vary, depending on the specific needs of the schools and their students. In principle, students will receive SBEPS on a need basis throughout their years of schooling in public sector primary and secondary schools. We do not have the detailed statistics about school visits by EPs as requested in the table.

**CONTROLLING OFFICER'S REPLY****EDB378****(Question Serial No. 3430)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 347):

Please provide the information on the complaints received by the Education Bureau from parents of students with special educational needs on primary and secondary schools in the past five years.

2009-2010

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

2010-2011

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

2011-2012

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		

Average case processing time		
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2012-2013

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

2013-2014(latest data available)

	Secondary School	Primary School
Total number of complaints		
Number of schools being complained		
Number of completed cases		
Number of cases waiting to be processed		
Average time for waiting processing		
Average case processing time		

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The number of complaints lodged by parents of students with special educational needs received by the Education Bureau (EDB) in the past five years is as follows:

**2009-2010**

	Secondary School	Primary School
Total number of complaints	2	7
Number of schools being complained	2	7
Number of completed cases	2	7

**2010-2011**

	Secondary School	Primary School
Total number of complaints	2	4
Number of schools being complained	2	4
Number of completed cases	2	4

**2011-2012**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	4	1
Number of schools being complained	0	4	1
Number of completed cases	0	4	1



**2012-2013**

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	2	2	3
Number of schools being complained	2	2	3
Number of completed cases	2	2	1

**2013-2014** (latest data available)

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	1	0	1
Number of schools being complained	1	0	1
Number of completed cases	0	0	0

Note: The statistics above are counted on a case-basis and some cases may involve more than one complainant.

The EDB will handle the complaints received in the first instance. We have no statistics on the number of cases waiting to be processed and the average time for waiting processing. The time spent on handling each complaint case would depend on the nature and complexity of the case. In general, it takes about two to three months to handle a formal complaint case. It may take a longer time to handle some complicated cases.

**CONTROLLING OFFICER'S REPLY****EDB379****(Question Serial No. 3431)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 348):

In all kinds of schools, what types of complaints are received by the Education Bureau from parents of students with special educational needs?

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Kindergarten			
Primary School			
Secondary School (Secondary 1 to Secondary 3)			
Secondary School (Secondary 4 to Secondary 6)			
University			

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The common types of complaints received by the Education Bureau (EDB) from parents of students with special educational needs in the past 5 years are listed below:

	Types of Complaints		
	Common Complaints Type 1	Common Complaints Type 2	Common Complaints Type 3
Primary School	Learning Support	School Maladministration	Discrimination
Secondary School (Note)	School Maladministration	Learning Support	-
Special School	School Maladministration	-	-

Note: There is no breakdown on the statistics of junior and senior secondary level.

The EDB received no complaints from parents of students with special educational needs in kindergartens and universities during the period.

**CONTROLLING OFFICER'S REPLY**

**EDB380**

**(Question Serial No. 3432)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 349):

How does the Administration handle the complaints made by parents of students with special educational needs? What strategies does it adopt to handle these complaints?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

According to the established procedures, if the complaints are about daily operation and internal matters of schools, the Education Bureau (EDB) will, after securing the complainant's consent, refer the case to the school concerned and require the submission of a report/response within a reasonable timeframe. Upon receiving school's report/response, the EDB will examine its content to ensure that the school has handled the case in a fair and sensible manner. If necessary, the EDB will seek further clarifications/information from the school, ask for relevant information direct from parties involved (such as the complainant, school, school sponsoring bodies, etc.) and/or interview relevant persons in order to gain a thorough understanding of the incidents. The EDB will consolidate the relevant information and the findings of the investigation report before drawing up a conclusion and making necessary recommendations. It will then provide the complainant with a written reply. If the complainant does not accept the investigation findings, he/she is entitled to lodge an appeal on condition that new justifications are raised. In response, the EDB will assign suitable officers to conduct an investigation afresh in accordance with the established procedures.

Complaints about Education Ordinance, education policies and services directly provided by the Bureau will be handled by the EDB. If the complaint is of a serious nature where students' safety may be endangered or school operation severely undermined, or under special circumstances where maladministration of the School Management Committee/Incorporated Management Committee or grave mismanagement of the school are implicated, the EDB may initiate direct investigation. If the complaint is found breaching the laws of Hong Kong after investigation, the EDB may make a direct referral / refer the case after seeking legal advice, to the HK Police Force or relevant authority (e.g. Equal Opportunity Commission) to see if there is sufficient evidence to take action under the respective legislations. However, if the complainant has already lodged a complaint with other government department/organisation, or the complaint issue is already under legal proceedings, the EDB/school will not start another investigation.

For complaints against teachers' misconduct of a serious nature or teachers committing criminal offences, the EDB will consider cancelling the registration of the teacher concerned upon conclusion of the case (i.e. no further appeal has been lodged).

**CONTROLLING OFFICER'S REPLY**

**EDB381**

**(Question Serial No. 3433)**

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 (Member Question No. 37):

In the Estimates for 2014-15, paragraph 32 under “National education” of “Head 156 – Government Secretariat: Education Bureau” states that “The Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers. It also provides professional support, where appropriate, to schools.” Please provide:

- (i) the expenditures and establishment in the past five years;
- (ii) the 2014-15 estimates and establishment;
- (iii) the specific channels as well as the approval, assessment and review methods for the provision of the relevant subsidy by the Education Bureau, in respect of
  - (a) Students joining Mainland exchange programmes;
  - (b) Professional development and exchange programmes for teachers; and
  - (c) Providing appropriate professional support to schools by the Bureau.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in schools and outside schools at primary and secondary school levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student’s learning in relevant Key Learning Areas/subjects as well as, where appropriate, provision of professional support to schools etc. The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation of values education. With staffing and expenditure for most of these items absorbed by the recurrent expenditures of the Education Bureau (EDB), we are not able to provide a separate breakdown of the professional development programmes for school heads and teachers as well as the professional support, where appropriate, to schools.

Expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditures on MEPs in the past five financial years (from 2009-10 to 2013-14 financial years) and the 2014-15 financial year are as follows:

Financial Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2009-10	43.6	3.4
2010-11	48.4	2.9
2011-12	46.7	1.0
2012-13 <sup>#</sup>	32.3	2.2
2013-14 <sup>*</sup>	49.6	1.7
2014-15 <sup>++</sup>	66.3	1.7

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditures of the EDB

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

In respect of the EDB-commissioned programmes, the procurement of services is conducted in accordance with the procedures set out in Stores and Procurement Regulations which are applicable to government procurement. Schools will be invited to nominate students and teachers to participate in these programmes. Feedback of the participants will be collected through questionnaires, focus groups and on-site observations by Bureau staff for programme improvements. Other than the EDB-commissioned programmes, schools will also be invited to apply for subsidies through school circular to organise Mainland exchange activities for their own students. Schools are required to follow the standard quotation and procurement procedures relevant to their respective school type when commissioning service providers to organise MEPs.

**CONTROLLING OFFICER'S REPLY****EDB382****(Question Serial No. 3434)**

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 (Member Question No. 102):

Please provide a breakdown of the Vocational Development Programmes and Youth Colleges under the Vocational Training Council in the past 5 years by expenditure, enrolment, training hours, completion rate and the industries concerned.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Youth College (YC) of the Vocational Training Council (VTC) provides a variety of vocational education programmes for graduates above Secondary 3, helping them to build a solid foundation for further studies and employment. The training hours vary depending on the type of courses enrolled. The Diploma in Vocation Education (DVE) programmes adopt credit-based modules with multiple entry and multiple exit points. Students having completed Secondary 3 normally take three to four years to obtain a DVE award. Most YC students, enrolled in the Diploma in Vocational Education and Foundation Diploma programmes, normally attend a full-time course with about 700 to 1 000 training hours per academic year (AY). As the facilities in different campuses are often shared by students of different levels of programmes offered by the VTC, and staff may be deployed to different campuses as and when required, the expenditure for YC is not available.

The number and the graduation rate of students attending full-time and part-time vocational education programmes in the eight campuses of the YC in the recent five AYs are as follows –

<b>Academic year</b>	<b>No. of Students at all years</b>	<b>Graduation Rate *</b>
2009/10	6 481	79%
2010/11	7 306	86%
2011/12	5 570	71%
2012/13	8 844	65%
2013/14 (provisional)	9 500	Not available as students will graduate in August 2014

\* Number of graduating students as a percentage of the number of final year students.

The Vocational Development Programme (VDP) offers courses which target at youths aged 14 to 24. Each course lasts for 300 training hours over three months. VDP is funded under the Employees Retraining Board (ERB) and Head 141 Government Secretariat: Labour and Welfare Bureau (LWB)<sup>1</sup>, with expenditures from 2009-10 to 2013-14 as follows –

<b>2009-10</b> \$ million	<b>2010-11</b> \$ million	<b>2011-12</b> \$ million	<b>2012-13</b> \$ million	<b>2013-14</b> (Estimate) \$ million
30	32	30	25	25

The number of students and the completion rate of VDP are as follows –

<b>Academic Year</b>	<b>No. of Students</b>	<b>Completion Rate</b>
2009/10	1 057	86%
2010/11	939	79%
2011/12	990	70%
2012/13	811	71%
2013/14	Staggered intakes over the year; admission still in progress	

YC's programmes and VDP courses are offered in various disciplines/fields, including business, beauty care and hairdressing, design, engineering, catering, information technology, etc.

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<sup>1</sup> The training for participants aged 15 to 20 is funded under ERB. The training for the remaining participants is funded under LWB.

**CONTROLLING OFFICER'S REPLY****EDB383****(Question Serial No. 3498)**

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 (Member Question No. 253):

Please provide the number of beneficiaries of the Pre-primary Education Voucher Scheme and the statistics on the cases of school fees of kindergartens in excess of the voucher value (including the amount of school fees of whole-day and half-day kindergartens in excess of the voucher value and the distribution of these kindergartens by district) each year since the implementation of the Scheme.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The respective numbers of students under the Pre-primary Education Voucher Scheme (PEVS) from the 2007/08 to 2013/14 school years are as follows:

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14 (Provisional)
No. of students under PEVS	119 700	117 900	119 100	122 900	129 100	131 400	133 244

The respective numbers of kindergartens (KGs) under the PEVS operating whole-day and half-day classes with school fees exceeding the voucher value by District Council district from the 2007/08 to 2013/14 school years are tabulated at Appendix 1 and 2 respectively.

The amounts of school fees of individual KGs in excess of the voucher value are not readily available. It should be noted that on top of the non-means-tested fee subsidy under the PEVS, fee remission is provided for parents in need under the Kindergarten and Child Care Centre Fee Remission Scheme for their children to receive kindergarten education.



**Number of kindergartens under the Pre-primary Education Voucher Scheme  
operating whole-day classes with school fees exceeding the voucher value  
by District Council district from the 2007/08 to 2013/14 school years**

District	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Central & Western	20	19	19	18	18	18	18
Wan Chai	13	12	13	13	13	11	11
Eastern	58	56	55	50	50	50	50
Southern	17	17	17	18	17	17	17
Sham Shui Po	36	36	35	34	34	35	35
Yau Tsim Mong	23	22	21	20	20	20	20
Kowloon City	31	31	31	29	30	30	30
Wong Tai Sin	38	39	38	40	41	40	40
Kwun Tong	56	57	56	55	56	52	56
Tsuen Wan	23	21	22	20	21	21	21
Tuen Mun	55	57	53	53	52	52	54
Yuen Long	58	58	59	54	52	52	52
North	34	34	34	32	34	34	32
Tai Po	25	26	26	25	25	25	24
Sha Tin	52	51	51	47	47	48	47
Sai Kung	42	40	40	38	38	37	36
Islands	18	20	19	19	19	17	19
Kwai Tsing	42	43	43	43	44	46	50

**Number of kindergartens under the Pre-primary Education Voucher Scheme  
operating half-day classes with school fees exceeding the voucher value  
by District Council district from the 2007/08 to 2013/14 school years**

District	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Central & Western	22	20	19	17	16	14	14
Wan Chai	13	14	14	14	13	8	7
Eastern	56	52	53	44	44	45	43
Southern	13	13	11	11	10	9	9
Sham Shui Po	30	29	27	25	24	23	25
Yau Tsim Mong	20	18	16	15	15	15	14
Kowloon City	39	38	37	33	31	30	25
Wong Tai Sin	33	31	29	27	23	23	22
Kwun Tong	45	41	39	38	37	35	34
Tsuen Wan	24	22	22	20	18	18	16
Tuen Mun	46	45	43	36	32	31	32
Yuen Long	58	55	49	41	31	35	37
North	32	33	34	29	28	28	26
Tai Po	20	19	20	19	17	17	17
Sha Tin	45	44	43	37	35	35	34
Sai Kung	36	32	32	27	27	26	26
Islands	21	22	20	19	16	14	15
Kwai Tsing	48	46	45	41	40	38	39

**CONTROLLING OFFICER'S REPLY**

**EDB384**

**(Question Serial No. 4809)**

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 (Member Question No. 175):

Would the Government inform this Committee of the following:

- (a) What was the number of young people/children who needed to change school due to domestic violence in each of the past 5 years? What was the male-to-female ratio?
- (b) What was their learning progress after they changed school? (For instance, did they need to repeat class or take supplementary classes?)
- (c) Are there any measures taken by schools to support these students? If so, please provide the information in table form. If not, what are the reasons?
- (d) What amount of resources is needed every year? Please provide the information in table form.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

(a) to (c)

The Education Bureau (EDB) provides placement assistance to school-aged children upon requests. If there is information indicating that the school transfer is due to special reasons of the students such as poor adjustment in their original schools, special educational needs or changes in family status that warrant schools' particular attention, the EDB will contact the schools concerned for appropriate arrangement to meet the specific needs of the students.

The EDB does not have readily available statistics about the school-age children who need to change school due to domestic violence and other information such as the learning progress of individual students.

To support students in need, schools currently adopt a Whole School Approach to provide a variety of remedial, preventive and developmental guidance programmes, such as induction / adjustment programmes, peer support scheme and therapeutic group work, etc. to help students adapt to the new learning environment and integrate into the new school life. Schools will also deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitudes, with a view to helping students solve their learning difficulties and handling their behavioral problems as appropriate.

In particular, students who have been exposed to domestic violence may suffer from fear, distress, anger, confusion and frustration. School personnel have been advised to be sensitive to the traits manifested by the students affected so as to provide them with immediate and necessary assistance, with reference to the

“Procedural Guidelines for Intimate Partner Violence Cases” and the “Procedure Guide for Handling Child abuse Cases” issued by the Social Welfare Department (SWD). For known student cases, we understand that the family social workers of the Integrated Family Service Centres of the SWD provide follow-up support for these students and their families. Professional staff of the schools (including school social workers, student guidance personnel and school-based educational psychologists) will work in collaboration with them to help these students solve their family problems.

To enhance students’ resilience, schools may also join the support programmes organised by the EDB, such as the Understanding Adolescent Project for primary schools and the Enhanced Smart Teen Project for Secondary Two to Secondary Five students. The EDB also encourages schools to make use of teaching resources, such as lesson plans on “Prevention and support to students affected by domestic violence” and “Self-protection” provided by the EDB in delivering their guidance service as well as to strengthen their parent education programmes and parent-child activities.

(d) The EDB has provided schools with various resources to meet students’ adjustment needs in whole person development. It would not be possible to apportion the expenditure involved for the students requiring school transfer because of domestic violence.

**CONTROLLING OFFICER'S REPLY****EDB385****(Question Serial No. 3818)**

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 (Member Question No. 57):

Regarding the vocational education provided by the Vocational Training Council (VTC) to non-Chinese speaking (NCS) students, will the Administration please provide the number of study places and programmes dedicated to NCS students, as well as the number of applications and graduates from the 2012/13 to 2014/15 academic years:

	2012/13 Academic Year	2013/14 Academic Year	2014/15 Academic Year
Programmes at certificate and diploma level in business, hotel and tourism - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training			
Applied Learning programmes in hotel operations and multimedia entertainment studies - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training			
Vocational Development Programmes in beauty care and catering servicing - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training			

	2012/13 Academic Year	2013/14 Academic Year	2014/15 Academic Year
Workplace Chinese language Programmes - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training	Not applicable	Not applicable	
Other Vocational Education and Training Programmes dedicated for Non-Chinese Speaking Students - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training			
Total - Number of places (Number of programmes) - Number of applications - Number of graduates / students completed training			

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of programmes, planned places, applications and graduates/students who have completed vocational education and training programmes dedicated to non-Chinese speaking students are as follows:

	Academic Year		
	2012/13	2013/14	2014/15 (provisional)
<b>Programmes at certificate and diploma level in business, hotel and tourism</b>			
- Number of planned places (Number of programmes)	190 (5)	130 (6)	180 (6)
- Number of applications	97	Note	Not yet available
- Number of graduates /students completed training	51	Not yet available	Not yet available
<b>Applied Learning programmes in hotel operations and multimedia entertainment studies</b>			
- Number of planned places (Number of programmes)	270 (3)	270 (3)	220 (2)
- Number of applications	244	Note	Not yet available
- Number of graduates /students completed training	196	Not yet available	Not yet available

	Academic Year		
	2012/13	2013/14	2014/15 (provisional)
<b>Vocational Development Programmes in beauty care and catering servicing</b>			
- Number of planned places (Number of programmes)	110 (6)	80 (4)	80 (4)
- Number of applications	61	Note	Not yet available
- Number of graduates /students completed training	29	Not yet available	Not yet available
<b>Basic vocational Chinese short courses</b>			
- Number of planned places (Number of programmes)	130 (4)	210 (4)	210 (4)
- Number of applications	284	Note	Not yet available
- Number of graduates /students completed training	127	Not yet available	Not yet available
<b>Other vocational education and training programmes dedicated for non-Chinese speaking students</b>			
- Number of planned places (Number of programmes)	50 (3)	60 (5)	60 (5)
- Number of applications	62	Note	Not yet available
- Number of graduates /students completed training	54	Not yet available	Not yet available
<b>Total</b>			
- Number of planned places (Number of programmes)	750 (21)	750 (22)	750 (21)
- Number of applications	748	Note	Not yet available
- Number of graduates /students completed training	457	Not yet available	Not yet available

Note : Staggered intakes over the year; admission still in progress.

**CONTROLLING OFFICER'S REPLY**

**EDB386**

**(Question Serial No. 3820)**

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 (Member Question No. 58):

It is stated in paragraph 47 that the Administration will continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub. In this connection, will the Administration inform us of the following:

- (a) What are the details of these measures and implementation timetable?
- (b) What is the estimated increase in the number of students after Hong Kong develops as a regional education hub?
- (c) What are the expenditure involved for each measure and the total expenditure?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a), (b) & (c)

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We have also recently implemented some refinements to our existing measures, including extending student exchange from degree and above programmes to sub-degree programmes, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, and aligning the permitted period of stay of non-local students with the normal duration of their study programmes.

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal



premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;

- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$7 billion have been approved;
- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2012/13 academic year, about 26 600 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 4 600 incoming students on exchange in our publicly-funded institutions and a similar number of students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

The above initiatives are regular policy work of the Education Bureau hence the implementation is funded by our existing resources.

**CONTROLLING OFFICER'S REPLY****EDB387****(Question Serial No. 3821)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 59):

Regarding the International Civic and Citizenship Education Study 2016 under "General non-recurrent" of "Operating Account",

- (a) What are the details of the expenditure on the Study? What is the progress of the Study? When are the findings of the Study expected to be announced?
- (b) What are the Administration's review and follow-up actions on the findings of the last International Civic and Citizenship Education Study? What is the progress of the actions?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The purpose of the International Civic and Citizenship Education Study (ICCS) 2016 (the Study) is to investigate the ways in which young people in a range of countries/places are prepared to undertake their roles as citizens in the 21st century and to monitor such changes over time. The Study is coordinated by the International Association for the Evaluation of Education Achievement (IEA).

- (a) The non-recurrent commitment of \$7 million on ICCS 2016 includes provision to engage a Consultant to conduct the ICCS 2016 in Hong Kong according to the guidelines, time-frame and standard established by the IEA. The Consultancy will report on student achievement based on a test of conceptual understandings and competencies in civic and citizenship education. The Consultancy will also collect and analyze data about students' dispositions and attitudes relating to civic and citizenship education. The consultant selection procedure has reached its final stage and the Consultancy Agreement is now being prepared. The international report of ICCS 2016 is scheduled to be released in November 2017. The Hong Kong report is scheduled to be submitted by the Consultant in December 2017.
- (b) Results of the ICCS 2009, the previous Study which involved 38 countries/places including Hong Kong, were released in June 2010. The data collected from the previous Study were intended to chart Hong Kong's progress and development in civic and citizenship education. In order to facilitate the education sector and the public to have a better understanding of the data collected, press release to inform the public and seminar to brief schools on the findings of the ICCS 2009 specific to Hong Kong had been organised by the local Consultant. The full report on ICCS 2009 in Hong Kong prepared by the Consultant has provided useful feedback loop to inform curriculum development and is uploaded on the Education Bureau web page.

**CONTROLLING OFFICER'S REPLY****EDB388****(Question Serial No. 3822)**

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 (Member Question No. 48):

Regarding the Vocational Training Council (VTC) and vocational education, it is stated that the Government will plan to launch the Pilot Training and Support Scheme to integrate structured apprenticeship training programmes and clear career progression for industries with keen demand for labour. It is also stated in the supplementary paper provided to the Legislative Council Panel on Education after announcement of the Policy Address that the scheme, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners, will cover two cohorts of intake to the VTC's apprenticeship training programmes for specific industries in the 2013/14 and 2014/15 academic years. In this connection, will the Administration inform us of:

- (a) the titles and contents of the so-called "apprenticeship training programmes for specific industries"; what are the expenditure and manpower involved?
- (b) will there be any review on the pilot scheme upon its implementation? If yes, what are the details and timetable? If no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of

technology contents; and

- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources. The scheme will be subject to a review on its effectiveness.

**CONTROLLING OFFICER'S REPLY****EDB389****(Question Serial No. 3823)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: Not specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 60):

Regarding the appointment of staff by the Hong Kong Examinations and Assessment Authority, please provide the following information:

	2013-14 (the latest position)
Number of contract staff	( )
Breakdown of positions held by contract staff	
Expenditure on salary of contract staff	( )
Monthly salary range of contract staff	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• below \$6,240	( )
Length of service of contract staff	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• less than 1 year	( )
Number of staff with remunerated meal break	( )
Number of staff without remunerated meal break	( )
Number of staff on 5-day week	( )
Number of staff on 6-day week	( )
Number of staff who have applied for paternity leave	( )
Number of staff whose applications for paternity leave have been approved	( )

( ) change in percentage as compared with 2012-13

Asked by: Hon. CHEUNG Kwok-che

Reply:

Information on the appointment of staff by the Hong Kong Examinations and Assessment Authority is as follows:

	2013-14 (as of 28 February 2014)	
Number of contract staff	406	(-5.14%)
Breakdown of positions held by contract staff		
• Management Grade		14
• Manager Grade		87
• Professional / Supervisor Grade		156
• General / Support Grade		149
Expenditure on remuneration of contract staff (for February 2014)	\$19.5 million	(6.4%)
Monthly salary range of contract staff		
• \$30,001 or above	190	(0%)
• \$16,001 to \$30,000	148	(-8.07%)
• \$8,001 to \$16,000	68	(-11.69%)
• \$6,501 to \$8,000		N/A
• \$6,240 to \$6,500		N/A
• below \$6,240		N/A
Length of service of contract staff		
• over 15 years	80	(8.11%)
• 10 to 15 years	28	(-24.32%)
• 5 to 10 years	112	(60%)
• 3 to 5 years	67	(-25.56%)
• 1 to 3 years	91	(-27.78%)
• less than 1 year	28	(-9.68%)
Number of staff with remunerated meal break	406	(-5.14%)
Number of staff without remunerated meal break		N/A
Number of staff on 5-day week		N/A
Number of staff on 6-day week		N/A
Number of staff on 5-day week with Saturday duty once every 4 weeks	406	(-5.14%)
Number of staff who have applied for paternity leave (1 March 2013 – 28 February 2014)	6	(-25%)
Number of staff whose applications for paternity leave have been approved (1 March 2013 – 28 February 2014)	6	(-25%)

( ) change in percentage as compared with the position in February 2013

**CONTROLLING OFFICER'S REPLY**

**EDB390**

**(Question Serial No. 3824)**

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 (Member Question No. 49):

Regarding the home-school co-operation activities subsidised by the government, please inform this Committee:

- (a) the details of the activities, and the respective manpower, number of schools and parents involved;
- (b) the work content of the Committee on Home-School Co-operation and the respective manpower, number of schools and expenditures involved in each of the past three years?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) & (b)

The Committee on Home-school Co-operation gives advice on ways to promote positive parental involvement in the education process; encourages the establishment of Parent-Teacher Associations; promotes positive attitudes towards home-school co-operation and parent education; develops publicity materials to encourage better home-school co-operation and facilitates schools in promoting parent education. In the 2012/13 school year, about 3 100 such activities were organised by around 1 500 schools with EDB subsidies. These subsidised activities aim at nurturing students' positive values and life style; promoting parent education; assisting parents to support their children in learning; training parents to support the learning activities in schools; initiating information technology projects to enhance the involvement of parents in students' learning and organising joint activities for parents, students and teachers, etc.

The number of parents participating in home-school co-operation activities varies among schools. We have not captured this school-specific information and thus are not able to provide the details. The expenditure on promotion of home school co-operation and supporting the related activities was about \$25.2 million, \$26.1 million and \$26.5 million in 2010-11, 2011-12 and 2012-13 respectively. The related manpower resources are absorbed under the existing establishment.

**CONTROLLING OFFICER'S REPLY**

**EDB391**

**(Question Serial No. 3825)**

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 (Member Question No. 50):

Regarding the establishment of a tuition fee reimbursement mechanism and the provision of a flat-rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level, will the Administration advise of:

- (a) the estimated manpower requirement and expenditure involved; and
- (b) the estimated amount of the academic expenses grant, the basis for determining the amount of grant and the items of expenses to be covered.

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2013/14 academic year, the Community Care Fund has launched a programme to enhance the support for eligible students pursuing below sub-degree programmes in two aspects, including the introduction of a tuition fee reimbursement mechanism, and provision of a flat-rate academic expenses grant for students. The Government will regularise the programme starting from the 2014/15 academic year.

In order to ensure the quality of the programmes, student beneficiaries should meet all the criteria below –

- (a) they are pursuing full-time programmes below sub-degree level;
- (b) they are pursuing Government-subsided programmes; for self-financing programmes, the following conditions must be satisfied –
  - (i) the programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications;
  - (ii) the tuition fee levels are approved by the Education Bureau; and
  - (iii) the programmes are accepted by the Civil Service Bureau as meeting the entry qualification of civil service grades requiring Level 2 in five subjects, including Chinese Language and English Language, in the Hong Kong Diploma of Secondary Education;



- (c) they are eligible for full or half grant assistance under the means-test mechanism of the Student Financial Assistance Agency (SFAA); and
- (d) their families are not recipients of the Comprehensive Social Security Assistance (CSSA), since “school fees and school-related expenses” are already covered by the “special grants” under CSSA.

Students meeting the above criteria will be eligible for tuition fee reimbursement, regardless of the programme duration. Students eligible to receive full or half grant under SFAA will be eligible to receive reimbursement of 100% or 50% of the tuition fees respectively. If students pursue programmes of duration at one year or above, they may also receive full or half level of the flat-rate academic expenses grant. For reference, eligible students are entitled to a full-grant of \$2,094 or a half-grant of \$1,047 in the 2013/14 academic year under the Community Care Fund programme. The amount of the flat rate grant will be subject to annual price adjustment.

It is estimated that the programme will incur an annual recurrent expenditure of about \$68 million. The expenditure only covers the financial assistance to students. The Government will provide administrative support for the programme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY****EDB392****(Question Serial No. 3951)**

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 (Member Question No. 306):

What are the respective numbers of cross-boundary students studying in local primary schools with a breakdown by class level and their parents' residency status in the past 5 years?

Father – non-Hong Kong resident	P1	P2	P3	P4	P5	P6
Mother – non-Hong Kong resident						
2008-09						
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
Father – Hong Kong resident	P1	P2	P3	P4	P5	P6
Mother – non-Hong Kong resident						
2008-09						
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
Mother – Hong Kong resident	P1	P2	P3	P4	P5	P6
Father – non-Hong Kong resident						
2008-09						
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						
Father – Hong Kong resident	P1	P2	P3	P4	P5	P6
Mother – Hong Kong resident						
2008-09						
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						

2008-09						
2009-10						
2010-11						
2011-12						
2012-13						
2013-14						

Asked by: Hon. CHEUNG Kwok-che

Reply:

We do not collect information on the residency status of the parents of cross-boundary students (CBS) and hence are unable to provide the number of CBS with breakdown by their parents' residency status. Nevertheless, as part of our day-to-day work, we collect information on the number of CBS attending primary schools in the New Territories on an annual basis. The numbers of CBS attending primary schools by class level from the 2008/09 to 2013/14 school years are as follows:

	P1	P2	P3	P4	P5	P6
2008/09	906	821	745	594	478	366
2009/10	895	821	696	684	537	457
2010/11	1 095	852	800	688	648	492
2011/12	1 481	989	799	786	627	594
2012/13	2 370	1 418	946	738	678	599
2013/14	3 162	2 241	1 339	949	709	681

Notes

- (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary collected via day schools in selected districts.
- (2) In the 2008/09 school year, the figures were collected from schools in the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung.
- (3) The figures refer to the position as at September of the respective school years.

**CONTROLLING OFFICER'S REPLY****EDB393****(Question Serial No. 3952)**

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 (Member Question No. 308):

What are the respective numbers of primary school teachers who have met the oral requirement of the Putonghua (PTH) teacher's language proficiency requirements, and primary schools using Putonghua to teach Chinese Language subject in the past 5 years?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The respective numbers of primary school teachers who have met the Language Proficiency Requirement in Speaking [Putonghua (PTH)] in the past five years are tabulated below:

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Number of Teachers	5 594	5 772	5 870	6 094	6 265

In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances. As the number of primary schools that use Putonghua to teach the Chinese Language subject may vary every year, we do not possess such information.

That said, in 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which would like to try out using Putonghua to teach the Chinese Language subject. The Support Scheme is carried out in four phases to provide support to 40 schools, including both primary and secondary schools, in each phase. Applications from schools are invited once every year from 2008/09 to 2011/12 school years. Under the Scheme, there are 132 primary schools using Putonghua to teach the Chinese Language subject in some or all classes of their schools.

**CONTROLLING OFFICER'S REPLY****EDB394****(Question Serial No. 3953)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 309):

What are the respective numbers of secondary school teachers who have met the oral requirement of the Putonghua (PTH) teacher's language proficiency requirements, and secondary schools using Putonghua to teach Chinese Language subject in the past 5 years?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The respective numbers of secondary school teachers who have met the Language Proficiency Requirement in Speaking [Putonghua (PTH)] in the past five years are tabulated below:

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Number of Teachers	2 709	2 821	2 973	3 224	3 131

In respect of the medium of instruction for the Chinese Language subject, primary and secondary schools may use Cantonese and/or Putonghua having regard to their own circumstances. As the number of secondary schools that use Putonghua to teach the Chinese Language subject may vary every year, we do not possess such information.

That said, in 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which would like to try out using Putonghua to teach the Chinese Language subject. The Support Scheme is carried out in four phases to provide support to 40 schools, including both primary and secondary schools, in each phase. Applications from schools are invited once every year from 2008/09 to 2011/12 school years. Under the Scheme, there are 28 secondary schools using Putonghua to teach the Chinese Language subject in some or all classes of their schools.

**CONTROLLING OFFICER'S REPLY**

**EDB395**

**(Question Serial No. 3954)**

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 (Member Question No. 310):

The Budget states that the Administration will provide public sector primary schools with a recurrent grant equivalent to the salary of a clerical assistant with effect from the 2014/15 school year to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation. Would the Administration advise this Committee of the additional funding and manpower to be received by every public sector primary school involved with the above initiative as well as the ranks concerned? What is the amount of additional funding involved in relation to the above initiative?

Asked by: Hon. CHEUNG Kwok-che

Reply:

With effect from the 2014/15 school year, a recurrent grant equivalent to the salary of a Clerical Assistant will be provided for all public sector primary schools, regardless the number of operating classes of the schools. Each school will receive about \$0.16 million per year and may flexibly use the grant for employment of staff or hiring of related services to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation. The estimated expenditure for the initiative in the 2014/15 school year is about \$87 million.

**CONTROLLING OFFICER'S REPLY****EDB396****(Question Serial No. 3955)**

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 (Member Question No. 311):

It is stated in the Budget that the Bureau will provide enhanced funding support 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 (NCS) students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language. In this connection, please tell this Committee what is the amount and usage details of the additional funding provided to primary schools admitting less than 10 NCS students? What is the amount and usage details of the additional funding provided to primary schools admitting more than 10 NCS students?

Asked by: Hon. CHEUNG Kwok-che

Reply:

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. Other complementary measures including teachers' professional development programmes, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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 enhanced additional recurrent funding mentioned above will 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 for 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 continue to use the funding to appoint additional teachers / teaching assistants for implementing different intensive learning modes to help NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes, and to purchase teaching and learning materials if necessary.

In tandem, starting from the 2014/15 school year, 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. Based on the experience gained from the time-limited Project of After-school Extended Chinese Learning for NCS students started in the 2010/11 school year, schools may make use of the additional funding to roll out various modes of extended Chinese learning activities such as training of skills in learning Chinese, peer study groups, after-class intensive learning, guided story reading, etc. These schools are encouraged to take advantage of their immersed Chinese language environment and take a holistic approach to consolidate their support measures and resource deployment in meeting the learning needs of their NCS students.



**CONTROLLING OFFICER'S REPLY****EDB397****(Question Serial No. 3956)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 312):

It is stated in the Budget that the Bureau will provide enhanced funding support 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 (NCS) students with supporting learning and teaching materials aimed to promote effective learning of Chinese as a second language. In this connection, please tell this Committee what is the amount and usage details of the additional funding provided to secondary schools admitting less than 10 NCS students? What is the amount and usage details of the additional funding provided to secondary schools admitting more than 10 NCS students?

Asked by: Hon. CHEUNG Kwok-che

Reply:

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. Other complementary measures including teachers' professional development programmes, coupled with the Professional Enhancement Grant Scheme funded by the Language Fund to enhance Chinese teachers' professional capabilities and qualifications in teaching Chinese as a second language, 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 enhanced additional recurrent funding mentioned above will 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 for 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 continue to use the funding to appoint additional teachers / teaching assistants for implementing different intensive learning modes to help NCS students learn Chinese as a second language with a view to bridging over to mainstream Chinese Language classes, and to purchase teaching and learning materials if necessary.

In tandem, starting from the 2014/15 school year, 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. Based on the experience gained from the time-limited Project of After-school Extended Chinese Learning for NCS students started in the 2010/11 school year, schools may make use of the additional funding to roll out various modes of extended Chinese learning activities such as training of skills in learning Chinese, peer study groups, after-class intensive learning, guided story reading, etc. These schools are encouraged to take advantage of their immersed Chinese language environment and take a holistic approach to consolidate their support measures and resource deployment in meeting the learning needs of their NCS students.

**CONTROLLING OFFICER'S REPLY**

**EDB398**

**(Question Serial No. 3957)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 313):

It is stated in the Budget that the Bureau will provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. In this regard, please inform this Committee:

1. What is the amount of the additional provision to each public sector secondary schools and the total amount of additional provisions to all public sector secondary schools;
2. Whether the additional manpower to be provided in the above is a real vacancy? If not, whether the government has any restrictions on the use of the provision and grade of recruitment. If yes, what are the details. If not, why and how to make sure that the provision is properly used by schools;
3. Whether the grant can be accumulated for utilisation in the next school year? If yes, how can the government make sure that the grant is used properly by schools?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(1) To enhance life planning education, the Education Bureau (EDB) will provide each school operating senior secondary education levels with a recurrent grant at about \$0.5 million a year with effect from the 2014/15 school year. The estimated expenditure of the recurrent grant for the 2014/15 school year, including provision for special schools, is about \$255 million.

(2) & (3) The additional provision to be provided will be in the form of a recurrent cash grant, the objective of which is to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. In line with the spirit of school-based management, the EDB will hold schools responsible for using the grant as intended. The EDB will also step up its professional support services to schools such as conducting career guidance visits to schools and organising professional development programmes/sharing sessions for career guidance teachers so as to strengthen their capability in proper delivery of life planning and career guidance services for students. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. We will issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement.

**CONTROLLING OFFICER'S REPLY**

**EDB399**

**(Question Serial No. 3958)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 314):

It is stated in the Budget that the Bureau will provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. In this regard, please inform this Committee:

1. What is the amount of the additional grant provided to each special school and the total amount of additional grant to all the special schools;
2. Whether the additional manpower provided in the above initiative represents a real vacancy? If not, whether the government has any restrictions on the use of the grant and the grade of staff appointment; if yes, what are the details; if not, why and how to make sure that the grant is properly used by the schools;
3. Whether the grant can be accumulated for utilisation in the next school year? If yes, how can the government make sure that the grant is used properly by schools?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(1) To enhance life planning education, the Education Bureau (EDB) will provide each public sector secondary school operating senior secondary education levels, including special schools with senior secondary classes, with a recurrent grant at about \$0.5 million a year with effect from the 2014/15 school year. The estimated expenditure of the recurrent grant for special schools for the 2014/15 school year is about \$28.5 million.

(2) & (3) The additional provision to be provided will be in the form of a recurrent cash grant, the objective of which is to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. In line with the spirit of school-based management, the EDB will hold schools responsible for using the grant as intended. The EDB will also step up its professional support services to schools such as conducting career guidance visits to schools and organising professional development programmes/sharing sessions for career guidance teachers so as to strengthen their capability in proper delivery of life planning and career guidance services for students. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school

sector. We will issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement.

**CONTROLLING OFFICER'S REPLY****EDB400****(Question Serial No. 3959)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 315):

It is stated in the Estimates that the Education Bureau will continue to enhance the learning and teaching support in schools for children with mild intellectual disability by reducing the class size progressively by grade level which has started since the 2009/10 school year. In this connection, will the Administration inform this Committee of the average numbers per class of different grade levels in schools for children with mild intellectual disability from the 2009/10 school year to now?

Asked by: Hon. CHEUNG Kwok-che

Reply:

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year. In the 2013/14 school year, reduction of class size of these schools has been extended to Primary 5 and Secondary 5 and the measure will be fully implemented in the 2014/15 school year. It should be noted that while the standard class size of 15 or 20 is used for the purpose of approving the class organization of individual schools, it is a common practice for special schools to adopt flexible groupings across grade levels and individualized education programme to cater for the special educational needs of the students. Presenting the average number of students per class by grade level is therefore not reflecting the actual operation in special schools. The average numbers of students per class in the MiID schools from the 2009/10 to the 2013/14 school years are as follows:

School year	2009/10	2010/11	2011/12	2012/13	2013/14
Average number of students per class*	17.6	16.8	16.2	15.8	15.0

\* The figure for each school year is derived from the total number of students and the total number of approved classes in MiID schools in the respective year.

**CONTROLLING OFFICER'S REPLY**

**EDB401**

**(Question Serial No. 3960)**

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 (Member Question No. 318):

What were the numbers of non-Chinese speaking (NCS) students and the numbers of ethnic minorities (EMs) studying at different class levels in kindergartens in the past 5 years and the 2013/14 school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and the number of ethnic minority students studying in kindergartens in the past 5 years (i.e. 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years) and 2013/14 school year are tabulated at Annex A and Annex B respectively. The two sets of data are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Number of non-Chinese speaking students studying at different grade levels in kindergartens  
in the 2008/09, 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

<b>Grade</b>	<b>2008/09 school year</b>	<b>2009/10 school year</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>
K1	3 500	3 465	3 963	4 110	4 502	4 414
K2	3 855	3 671	4 215	4 410	4 643	4 442
K3	2 859	2 877	3 014	3 050	3 179	3 173
<b>K1-K3</b>	<b>10 214</b>	<b>10 013</b>	<b>11 192</b>	<b>11 570</b>	<b>12 324</b>	<b>12 029</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures include students studying in kindergarten-cum-child care centres.



**Number of ethnic minority students studying at different grade levels in kindergartens  
in the 2008/09, 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

K1	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	26	13	25	19	34	20
Filipino	161	157	165	156	192	210
Indian	309	311	330	346	378	364
Pakistani	372	427	398	463	429	430
Nepalese	181	220	263	282	331	303
Japanese	291	261	296	333	329	321
Thai	35	33	31	44	32	31
Korean	73	60	86	84	103	108
Other Asian	50	81	62	61	94	106
White	932	919	1 030	1 160	1 352	1 490
Others	375	329	389	433	446	467
Total	2 805	2 811	3 075	3 381	3 720	3 850

K2	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	23	28	14	27	22	25
Filipino	235	179	408	212	197	225
Indian	362	345	352	388	387	399
Pakistani	399	473	530	498	547	478
Nepalese	229	193	226	263	303	337
Japanese	281	263	269	307	310	274
Thai	45	40	41	36	40	38
Korean	98	81	89	99	109	96
Other Asian	74	49	81	67	50	71
White	1 005	1 078	1 188	1 359	1 446	1 528
Others	407	348	315	466	454	503
Total	3 158	3 077	3 513	3 722	3 865	3 974

K3	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	29	25	11	14	10	24
Filipino	194	201	326	189	194	207
Indian	222	291	258	259	258	270
Pakistani	423	399	468	559	497	506
Nepalese	205	228	202	215	273	310
Japanese	259	254	240	246	259	239
Thai	35	36	29	31	42	31
Korean	59	57	67	58	42	53
Other Asian	54	44	38	51	22	51
White	610	734	767	837	873	821
Others	248	285	255	226	306	334
Total	2 338	2 554	2 661	2 685	2 776	2 846

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data covers ethnic minority students regardless of their spoken language.

**CONTROLLING OFFICER'S REPLY**

**EDB402**

**(Question Serial No. 3961)**

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 (Member Question No. 319):

What are the respective numbers of students by types of disabilities and class levels studying in kindergartens in the past 5 school years and the 2013/14 school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Since services for children with special educational needs at pre-primary levels are provided by the Social Welfare Department, the Education Bureau does not maintain the said data.

**CONTROLLING OFFICER'S REPLY****EDB403****(Question Serial No. 3962)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 320):

What is the number of public sector primary and secondary schools the School-based Educational Psychology Service (SBEPS) covered over the past 3 years, and the number of public sector primary and secondary schools the Administration expects the SBEPS to cover from the current school year to the 2016/17 school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of primary and secondary schools in the public sector receiving the School-based Educational Psychology Service (SBEPS) from the 2011/12 to 2013/14 school years are tabulated below.

School Year	2011/12	2012/13	2013/14
Primary Schools	234	271	297
Secondary Schools	228	259	282
Total	462	530	579

It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. In the 2013/14 school year, SBEPS covers about 70% of all public sector primary and secondary schools. Starting from the 2014/15 school year, we anticipate an increase of about 10% coverage on SBEPS each year, reaching the ultimate target of full coverage by the 2016/17 school year.

**CONTROLLING OFFICER'S REPLY****EDB404****(Question Serial No. 3963)**

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 (Member Question No.303):

In the past 5 years, what was the amount of grant provided for all public sector primary schools in Hong Kong to support students with special educational needs (SEN) each year? What was the respective amount of grant the public sector primary schools spent on hiring different types of staff? Besides using the grant to hire personnel by the public sector primary schools, what are other types of expenditures involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

To support schools to cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, top-up fund, etc. Schools are advised to pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services). Since the context of individual schools differs and school-based support services vary according to the genuine needs of their students with SEN, the amount of grant each public sector primary school spent on hiring different types of staff or professional services differs. We do not have the amount spent by public sector primary schools on hiring different types of staff.

Apart from additional resources mentioned above, EDB also provides schools with professional support on an ongoing basis through assessment and consultation services of educational psychologists, speech therapists and audiologists. EDB also offers structured teacher training and strengthens school networking for sharing of good practices and develops teaching resources for use of teachers and parents, etc. to help schools cater for students with SEN. As some of the support services are provided to primary and secondary schools as a whole (e.g. educational psychologist services and teacher training), we are not able to breakdown the cost separately for primary and secondary schools. The total additional expenditures for support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN from the 2008/09 to 2012/13 school years are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13
Total expenditure (\$ million)	859.0	878.2	900.4	964.4	1,008.5

**CONTROLLING OFFICER'S REPLY****EDB405****(Question Serial No. 3964 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 304):

In the past 5 years, what was the amount of grant provided for all public sector secondary schools in Hong Kong to support students with special educational needs (SEN) each year? What was the respective amount of grant the public sector secondary schools spent on hiring different types of staff? Besides using the grant to hire personnel by the public sector secondary schools, what are other types of expenditures involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

To support schools to cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme, additional teachers to cater for low academic achievers, top-up fund, etc. Schools should pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs. They may employ additional teachers, teaching assistants or hire professional services (such as speech therapy and other specialist services) having regard to the specific circumstances of the school. Hence, we are not able to provide the amount of grant each public sector secondary school spent on hiring different types of staff or professional services. Apart from providing additional resources as mentioned above, EDB also provides schools with professional support and teacher training on an ongoing basis to help them cater for students with SEN. As some of the support services are provided to primary and secondary schools as a whole (e.g. educational psychologist services and teacher training), we are not able to breakdown the cost separately for primary and secondary schools. The total additional expenditures for additional resources, professional support and teacher training provided for public sector primary and secondary mainstream schools in catering for students with SEN from the 2008/09 to 2012/13 school years are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13
Total expenditure (\$ million)	859.0	878.2	900.4	964.4	1,008.5

**CONTROLLING OFFICER'S REPLY**

**EDB406**

**(Question Serial No. 3965)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 331):

At present, what are the intelligence assessment tools (e.g. Hong Kong-Weschler Intelligence Scale for Children (HK-WISC)) recognised by the Education Bureau when it accepts referrals of special education and gifted education cases?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Intellectual assessment is not a mandatory requirement for identifying the needs of children in special or gifted education. The Education Bureau (EDB) advocates a multi-faceted approach using multiple sources and modalities of measurement in the assessment process. For children aged 6 -16 who require intellectual assessment, educational psychologists (EPs)/clinical psychologists (CPs) in Hong Kong normally use the Wechsler Intelligence Scale for Children - Fourth Edition (Hong Kong), developed with the involvement of the specialists from EDB, related government departments and the sector, which has a local norm to assess their intellectual functioning. Taking into account the profile of individual case, such as the child's abilities, needs, age, education, language and cultural background, the psychologist concerned may consider using other tests for intellectual assessment.

EDB does not mandate any assessment tools to be used. In general, EDB would consider whether the assessment tool used is appropriate or not with reference to the views of the EPs/CPs, the needs of the children, psychometric properties of the assessment tool, including availability of local norm, age range, validity and reliability, etc.

**CONTROLLING OFFICER'S REPLY****EDB407****(Question Serial No. 3966 )**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4 ) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 332 ):

The Bureau will launch a number of measures to improve special education services in special schools with effect from the 2014/15 school year, including the provision of an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity, improving the manpower for boarding services. In this connection, will the Administration inform this Committee:

1. what is the total number of staff to be increased by rank for the boarding section of special schools, and the respective numbers of staff to be increased for each boarding section;
2. what is the additional expenditure involved for the above-mentioned increase in manpower;
3. what is the per capita amount of additional grant to be provided for boarders with medical complexity; and what are the medical services included?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(1) & (2)

Starting from the 2014/15 school year, the Education Bureau (EDB) will enhance the provision of houseparents, programme workers, nurses, janitor staff and cooks for weekend and Sunday boarding service of special schools. The estimated numbers of additional staff to be provided in the 2014/15 school year are tabulated below. For budgetary purpose, the estimated expenditure is about \$12.4 million. Detailed breakdown by individual boarding section of special schools and by type of boarding staff is not available at this stage as the staff establishments of special schools for the 2014/15 school year have not yet been finalized.

School Type	No. of Additional Boarding Staff
Visual Impairment	3.8
Physical Disability	17
Moderate Intellectual Disability	11.3
Severe Intellectual Disability	17.8



(3)

EDB will, starting from the 2014/15 school year, provide an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity (MC) at an annual rate of \$15,000 or \$25,000 per 5-day boarder with MC and \$30,000 or \$50,000 per 7-day boarder with MC, depending on the level of support required. Each school with such boarders will receive a minimum provision of \$160,000. The additional grant will be supplementary in nature and the schools will be required to utilize this grant in conjunction with the existing manpower and resources to meet the personal and health care needs of the boarders. For budgetary purpose, the estimated expenditure for the 2014/15 school year is about \$15.6 million.

**CONTROLLING OFFICER'S REPLY****EDB408****(Question Serial No. 3967)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 337):

For the past 5 school years and this school year, what are the numbers of students in each class level of primary and secondary school in each year?

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
P1						
P2						
P3						
P4						
P5						
P6						
S1						
S2						
S3						
S4						
S5						
S6						
S7						

Asked by: Hon. CHEUNG Kwok-cheReply:

The numbers of students in primary and secondary schools by grade from the 2008/09 to 2013/14 school years are detailed at Appendix.

## Appendix

### Number of Students in Primary and Secondary Day Schools from the 2008/09 to 2013/14 School Years

Level	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
P1	52 063	49 917	49 653	51 397	54 683	59 074
P2	54 556	52 246	50 179	49 740	51 604	54 548
P3	60 787	55 184	52 775	50 558	50 131	51 921
P4	60 665	61 509	56 137	53 656	51 322	50 686
P5	65 463	61 052	61 830	56 498	53 878	51 648
P6	71 522	64 840	60 538	61 032	55 824	53 041
<b>P1-P6</b>	<b>365 056</b>	<b>344 748</b>	<b>331 112</b>	<b>322 881</b>	<b>317 442</b>	<b>320 918</b>
S1	79 606	75 430	69 224	64 262	64 758	59 883
S2	84 178	79 866	75 460	69 216	64 017	64 324
S3	82 730	82 730	78 493	74 532	68 892	63 424
S4	84 243	81 522	81 850	77 279	73 246	67 647
S5	83 503	84 899	79 322	77 371	73 044	69 159
S6	33 585	33 829	33 733	72 628	72 971	68 849
S7	30 328	31 190	31 655	31 799	1 859	2 059
<b>S1-S7</b>	<b>478 173</b>	<b>469 466</b>	<b>449 737</b>	<b>467 087</b>	<b>418 787</b>	<b>395 345</b>

- Notes (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
- (2) Figures refer to the position as at September of the respective years.
- (3) Upon implementation of the New Senior Secondary Academic Structure, there are no subsidised secondary 7 places under local curriculum starting from the 2012/13 school year.

**CONTROLLING OFFICER'S REPLY****EDB409****(Question Serial No. 3996)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 274):

Regarding the educational status of non-Chinese speaking (NCS) students:

(1) Please provide a breakdown by District Council district the number of primary and secondary schools with NCS students in the 2011/12, 2012/13 and 2013/14 school years respectively (by new arrivals and ethnic minorities)

By District Council district	Number of schools with NCS students			
	Secondary Schools		Primary Schools	
(Districts)	Mainstream schools with NCS students	Designated schools with NCS students	Mainstream schools with NCS students	Designated schools with NCS students

(2) Please provide a breakdown by District Council district and grade level the number of NCS students in 2011/12, 2012/13 and 2013/14 school years respectively (by new arrivals and ethnic minorities)

By District Council district	Number of NCS students in schools with NCS students		
		Mainstream schools with NCS students	Designated schools with NCS students
(Districts)			
	Secondary levels		
	S1		
	S2		
	S3		
	S4		
	S5		
	S6		
	Primary levels		
	P1		
	P2		
	P3		
	P4		
	P5		
	P6		

(3) The total number of students and number of NCS students in each secondary and primary school with NCS students (by new arrivals and ethnic minorities)

Secondary and primary schools with NCS students	Total number of students	Number of NCS students

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (1) & (2) According to the information collected through the annual Student Enrolment Survey, the number of primary and secondary schools with non-Chinese speaking (NCS) students by district in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex A and Annex B respectively. The number of NCS students in primary and secondary schools by district and by grade in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex C and Annex D respectively. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex C and Annex D have already included all the students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity. In addition, we do not have data on new arrivals who are NCS students.
- (3) Given that over 500 schools are involved, we have provided the number of these schools with NCS students ranging from “less than 10”, “10 to 19”, “20 to 29” and “30 or above” and the percentage of NCS students among all students of these schools in the 2013/14 school year as tabulated at Annex E for reference. As explained in (1) and (2) above, data on each ethnicity and new arrivals are not tabulated.

**Number of primary schools with non-Chinese speaking (NCS) students  
by district in the 2011/12, 2012/13 and 2013/14 school years**

District	2011/12		2012/13		2013/14	
	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Central & Western	1	15	1	15	5	7
Wan Chai	3	14	3	14	7	8
Eastern	-	19	-	20	6	15
Southern	-	5	-	8	1	6
Yau Tsim Mong	2	14	2	15	5	13
Sham Shui Po	1	15	1	15	3	11
Kowloon City	-	26	1	23	7	18
Wong Tai Sin	1	11	1	12	2	15
Kwun Tong	2	17	2	14	2	15
Sai Kung	1	15	1	13	3	9
Sha Tin	-	18	-	23	2	21
Tai Po	-	11	-	11	2	7
North	-	9	-	7	-	7
Yuen Long	2	35	2	34	13	25
Tuen Mun	1	25	1	28	9	20
Tsuen Wan	-	17	-	17	1	16
Kwai Tsing	2	20	2	20	9	14
Islands	4	11	4	11	11	5
<b>All Districts</b>	<b>20</b>	<b>297</b>	<b>21</b>	<b>300</b>	<b>88</b>	<b>232</b>

Notes:

- 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 Education Bureau to develop school-based support measures and share experiences with other schools have been provided additional funding to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. These were the so-called "designated schools". The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.
- Figures refer to the position as at September of the respective school years.
- The data include NCS students in public sector and Direct Subsidy Scheme primary schools but exclude students in special schools.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

5. Number of primary schools is counted by the school sessions operated. For example, the AM session and PM session of a school using the same school premises are counted as two school units. Primary schools with more than one session but in the transition of turning into whole-day operation are counted once.

**Number of secondary schools with non-Chinese speaking (NCS) students  
by district in the 2011/12, 2012/13 and 2013/14 school years**

District	2011/12		2012/13		2013/14	
	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Central & Western	1	9	1	10	4	7
Wan Chai	-	12	-	14	10	4
Eastern	1	13	1	15	3	15
Southern	-	11	-	11	1	12
Yau Tsim Mong	1	13	1	14	2	13
Sham Shui Po	1	18	1	20	6	13
Kowloon City	-	21	-	16	2	18
Wong Tai Sin	-	9	-	10	-	11
Kwun Tong	1	12	1	12	4	8
Sai Kung	-	12	-	11	4	6
Sha Tin	-	21	-	21	1	21
Tai Po	-	6	-	8	2	5
North	-	6	-	7	-	8
Yuen Long	2	27	2	28	7	21
Tuen Mun	1	19	1	22	8	15
Tsuen Wan	-	9	-	9	2	7
Kwai Tsing	1	17	1	15	2	16
Islands	1	8	1	7	5	4
<b>All Districts</b>	<b>10</b>	<b>243</b>	<b>10</b>	<b>250</b>	<b>63</b>	<b>204</b>

Notes:

- 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 Education Bureau to develop school-based support measures and share experiences with other schools have been provided additional funding to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. These were the so-called "designated schools". The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.
- Figures refer to the position as at September of the respective school years.
- The data include NCS students in public sector and Direct Subsidy Scheme secondary schools but exclude students in special schools.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.



**Number of non-Chinese speaking (NCS) students  
by district and by grade in the 2011/12, 2012/13 and 2013/14 schools years**

## Primary schools

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Central & Western	P1	48	43	44	30	102	1
	P2	48	27	52	43	75	2
	P3	43	28	49	27	86	7
	P4	41	14	44	29	67	5
	P5	31	19	43	13	65	5
	P6	18	17	28	18	49	4
Wan Chai	P1	126	14	122	13	150	2
	P2	132	12	133	16	138	2
	P3	163	8	130	11	149	2
	P4	161	10	163	7	142	3
	P5	144	11	162	11	164	6
	P6	166	11	141	11	164	7
Eastern	P1	-	17	-	26	22	9
	P2	-	9	-	17	23	9
	P3	-	16	-	11	18	9
	P4	-	8	-	16	14	4
	P5	-	7	-	10	14	6
	P6	-	12	-	7	10	4
Southern	P1	-	-	-	2	1	5
	P2	-	2	-	-	3	1
	P3	-	3	-	2	-	-
	P4	-	1	-	4	2	3
	P5	-	3	-	4	4	3
	P6	-	4	-	3	2	2
Yau Tsim Mong	P1	105	57	102	65	170	12
	P2	92	55	106	57	165	6
	P3	94	60	98	54	165	4
	P4	95	47	108	58	151	3
	P5	82	48	99	43	158	7
	P6	118	48	80	47	132	7

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Sham Shui Po	P1	71	14	97	23	97	4
	P2	105	28	83	18	112	3
	P3	116	14	113	26	100	4
	P4	118	11	135	12	133	9
	P5	128	26	117	12	152	2
	P6	156	29	124	25	134	2
Kowloon City	P1	-	76	60	40	68	8
	P2	-	84	54	18	90	5
	P3	-	60	47	28	60	11
	P4	-	67	32	33	59	10
	P5	-	41	44	23	49	7
	P6	-	22	26	13	55	9
Wong Tai Sin	P1	47	7	26	8	27	8
	P2	47	3	42	8	33	6
	P3	42	7	48	6	38	2
	P4	70	12	40	7	49	1
	P5	38	6	62	12	50	2
	P6	33	19	37	8	68	5
Kwun Tong	P1	121	8	139	3	127	6
	P2	140	3	130	8	143	2
	P3	142	5	137	4	134	9
	P4	168	3	147	5	141	5
	P5	172	5	174	3	140	6
	P6	159	3	164	4	171	3
Sai Kung	P1	18	12	20	15	26	7
	P2	18	22	18	9	32	7
	P3	15	6	19	21	21	4
	P4	9	9	16	7	22	3
	P5	5	8	10	5	19	3
	P6	1	11	7	6	13	1

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Sha Tin	P1	-	11	-	24	11	10
	P2	-	7	-	12	13	14
	P3	-	19	-	6	9	4
	P4	-	8	-	18	6	5
	P5	-	17	-	7	9	6
	P6	-	10	-	17	3	3
Tai Po	P1	-	5	-	4	9	6
	P2	-	6	-	6	10	5
	P3	-	3	-	5	2	4
	P4	-	5	-	4	2	1
	P5	-	7	-	4	1	4
	P6	-	3	-	7	-	2
North	P1	-	4	-	2	-	1
	P2	-	3	-	5	-	1
	P3	-	2	-	2	-	5
	P4	-	5	-	1	-	2
	P5	-	4	-	4	-	1
	P6	-	2	-	2	-	4
Yuen Long	P1	69	58	72	49	124	11
	P2	91	60	74	64	120	11
	P3	69	51	92	62	128	18
	P4	71	51	76	52	147	7
	P5	64	40	75	49	117	21
	P6	65	34	62	38	107	14
Tuen Mun	P1	49	55	45	62	104	12
	P2	24	34	52	60	89	14
	P3	53	39	26	34	97	12
	P4	61	21	54	43	47	13
	P5	66	29	72	22	85	10
	P6	65	22	69	33	89	1

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Tsuen Wan	P1	-	5	-	8	1	3
	P2	-	6	-	7	6	4
	P3	-	8	-	8	3	5
	P4	-	6	-	8	1	7
	P5	-	13	-	6	1	7
	P6	-	10	-	13	2	4
Kwai Tsing	P1	35	120	40	130	143	8
	P2	24	116	37	121	161	10
	P3	27	114	24	110	147	3
	P4	19	129	27	114	136	4
	P5	26	86	20	130	138	4
	P6	18	128	24	82	142	8
Islands	P1	36	60	56	67	149	1
	P2	50	62	36	73	142	2
	P3	37	53	47	57	115	1
	P4	46	55	37	60	115	3
	P5	47	49	49	54	102	0
	P6	42	36	48	48	95	4

Notes:

1. 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 Education Bureau to develop school-based support measures and share experiences with other schools have been provided additional funding to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. These were the so-called "designated schools". The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme primary schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of non-Chinese speaking (NCS) students  
by district and by grade in the 2011/12, 2012/13 and 2013/14 school years**

## Secondary schools

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Central & Western	S1	67	6	77	18	72	7
	S2	67	8	70	9	81	4
	S3	55	9	67	8	80	5
	S4	40	4	51	8	75	2
	S5	28	4	37	6	52	2
	S6	13	1	27	3	36	-
	S7	-	3	-	-	-	-
Wan Chai	S1	-	75	-	86	91	1
	S2	-	61	-	75	88	5
	S3	-	58	-	59	74	1
	S4	-	31	-	50	42	6
	S5	-	28	-	21	44	3
	S6	-	16	-	26	20	-
	S7	-	9	-	-	-	-
Eastern	S1	80	6	65	8	79	12
	S2	80	9	74	9	74	5
	S3	87	6	75	8	85	6
	S4	75	15	74	4	76	8
	S5	58	7	65	13	66	3
	S6	42	2	50	9	60	11
	S7	2	1	-	-	-	-
Southern	S1	-	6	-	8	5	7
	S2	-	9	-	6	5	3
	S3	-	11	-	8	1	4
	S4	-	3	-	8	4	6
	S5	-	9	-	3	-	4
	S6	-	3	-	6	-	2
	S7	-	2	-	-	-	-
Yau Tsim Mong	S1	122	40	96	42	126	4
	S2	136	42	120	35	139	6
	S3	107	35	123	41	148	5
	S4	109	38	113	34	155	4
	S5	74	28	97	37	130	2
	S6	52	7	66	26	125	4
	S7	-	6	-	-	-	-

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Sham Shui Po	S1	177	74	162	93	267	11
	S2	153	31	164	72	257	6
	S3	165	16	149	34	231	5
	S4	146	23	163	11	192	8
	S5	116	13	119	21	148	3
	S6	98	19	107	10	127	6
	S7	27	10	-	-	-	-
Kowloon City	S1	-	20	-	46	30	5
	S2	-	40	-	27	34	19
	S3	-	27	-	38	20	5
	S4	-	13	-	19	35	5
	S5	-	20	-	11	13	6
	S6	-	18	-	16	8	2
	S7	-	4	-	-	-	-
Wong Tai Sin	S1	-	4	-	8	-	5
	S2	-	1	-	4	-	7
	S3	-	3	-	-	-	3
	S4	-	2	-	3	-	-
	S5	-	6	-	2	-	3
	S6	-	2	-	4	-	2
	S7	-	-	-	-	-	-
Kwun Tong	S1	161	83	153	58	167	1
	S2	156	93	152	80	215	7
	S3	162	70	151	87	226	6
	S4	136	61	155	85	236	-
	S5	88	41	129	57	238	1
	S6	92	44	84	37	168	6
	S7	7	-	-	-	-	-
Sai Kung	S1	-	44	-	49	78	2
	S2	-	19	-	45	37	3
	S3	-	13	-	27	44	4
	S4	-	17	-	17	23	4
	S5	-	10	-	15	16	2
	S6	-	9	-	9	12	1
	S7	-	2	-	-	-	-

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Sha Tin	S1	-	13	-	9	3	3
	S2	-	6	-	13	3	6
	S3	-	14	-	6	6	5
	S4	-	13	-	17	2	5
	S5	-	12	-	80	2	83
	S6	-	101	-	85	3	68
	S7	-	82	-	-	-	-
Tai Po	S1	-	5	-	6	8	-
	S2	-	4	-	7	9	-
	S3	-	4	-	4	3	4
	S4	-	4	-	7	4	2
	S5	-	8	-	1	4	2
	S6	-	4	-	7	2	-
	S7	-	-	-	-	-	-
North	S1	-	1	-	2	-	-
	S2	-	2	-	1	-	1
	S3	-	5	-	1	-	1
	S4	-	3	-	4	-	2
	S5	-	4	-	3	-	3
	S6	-	1	-	3	-	4
	S7	-	-	-	-	-	-
Yuen Long	S1	20	26	16	31	50	15
	S2	44	27	25	26	53	10
	S3	21	16	38	26	54	8
	S4	38	8	29	16	52	8
	S5	2	7	34	8	31	9
	S6	29	4	1	6	42	3
	S7	-	2	-	-	-	-
Tuen Mun	S1	42	128	45	155	156	7
	S2	72	97	33	131	164	8
	S3	60	29	69	103	150	5
	S4	75	21	64	36	171	5
	S5	46	8	66	15	79	6
	S6	-	3	35	6	67	3
	S7	-	-	-	-	-	-

District	Grade	2011/12		2012/13		2013/14	
		Number of NCS students		Number of NCS students		Number of NCS students	
		Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools	Schools provided with additional recurrent funding (Note 1)	Other schools
Tsuen Wan	S1	-	6	-	5	12	2
	S2	-	12	-	5	8	-
	S3	-	3	-	11	4	3
	S4	-	4	-	4	4	6
	S5	-	4	-	2	3	1
	S6	-	-	-	4	1	1
	S7	-	-	-	-	-	-
Kwai Tsing	S1	10	3	23	9	20	16
	S2	26	3	14	3	24	8
	S3	4	5	25	3	16	1
	S4	1	5	2	4	24	2
	S5	1	12	1	4	3	3
	S6	1	2	1	11	2	3
	S7	-	2	-	-	-	-
Islands	S1	19	135	41	137	173	2
	S2	22	119	28	135	178	1
	S3	19	110	23	124	152	1
	S4	20	94	26	114	143	1
	S5	11	89	18	92	135	1
	S6	2	83	10	76	102	1
	S7	-	7	-	-	-	-

Notes:

1. 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 Education Bureau to develop school-based support measures and share experiences with other schools have been provided additional funding to develop school-based support programmes specifically arranged for NCS students to further help their NCS students in learning and integration. These were the so-called “designated schools”. The arrangement has been revised with effect from the 2013/14 school year, under which all schools admitting 10 or more NCS students are provided with additional recurrent funding to enhance the support for learning of Chinese Language of NCS students.
2. Figures refer to the position as at September of the respective school years.
3. The data include NCS students in public sector and Direct Subsidy Scheme secondary schools but exclude students in special schools.
4. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.



**The number of schools with 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 such 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 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****EDB410****(Question Serial No. 4065)**

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 (Member Question No. 422):

What were the numbers of public sector primary schools employing only student guidance officers, only student guidance personnel, only student guidance teachers, student guidance personnel and student guidance teachers at the same time, as well as the average numbers of student guidance cases per primary school in the past 3 school years respectively (please list out in the table below)?

		2010/11 School Year	2011/12 School Year	2012/13 School Year
only employing student guidance officers	number of public sector primary schools			
	average number of student guidance cases per primary school			
only employing student guidance personnel	number of public sector primary schools			
	average number of student guidance cases per primary school			
only employing student guidance teachers	number of public sector primary schools			
	average number of student guidance cases per primary school			
employing student guidance personnel and student guidance teachers at the same time	number of public sector primary schools			
	average number of student guidance cases per primary school			

Asked by: Hon. CHEUNG Kwok-che

Reply:

Under the Comprehensive Student Guidance Service policy, teachers work in collaboration with student guidance officers (SGO), student guidance teachers (SGT) or student guidance personnel funded by the Student Guidance Service Grant (SGSG) to provide remedial, preventive and development guidance services for all students in a holistic and integrated manner. The numbers of public sector primary schools under the provision of SGO, SGT or the SGSG, as well as the average numbers of student guidance cases, for the past 3 school years (i.e. the 2010/11 to the 2012/13 school years) are as follows:

		2010/11 School Year	2011/12 School Year	2012/13 School Year (Notes)
Provision of student guidance officers	Number of public sector primary schools	27	21	19
	Average number of student guidance cases per primary school	17	21	21
Provision of student guidance teachers	Number of public sector primary schools	134	132	132
	Average number of student guidance cases per primary school	18	16	18
Provision of SGSG (Notes)	Number of public sector primary schools	301	303	302
	Average number of student guidance cases per primary school	18	18	18

Notes:

1. Schools opting for the provision of SGSG may procure student guidance service from non-governmental organisations and/or directly recruit full-time or part-time student guidance personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience.
2. As from the 2012/13 school year, a Top-up Student Guidance Services Grant (Top-up Grant) has been provided for all public sector primary schools with 5 or more classes, on top of their existing SGO, SGT or SGSG, to further enhance support to student guidance service. Primary schools receiving the Top-up Grant may procure additional student guidance service or directly employ additional student guidance personnel based on their own needs.
3. Schools receiving the SGSG and/or the Top-up Grant need not report to the Education Bureau the details of the student guidance personnel employed. Hence, we are unable to provide the number of schools provided with SGO/SGT and employing student guidance personnel at the same time.

**CONTROLLING OFFICER'S REPLY**

**EDB411**

**(Question Serial No. 4090)**

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 (Member Question No. 640):

In the past 5 years, what was the Education Bureau's definition of "domestic violence case"? During that period, was the definition of "domestic violence case" or the criteria to define such cases changed? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Education Bureau (EDB) and schools make reference to the "Procedural Guidelines for Handling Intimate Partner Violence Cases" issued by the Social Welfare Department in handling suspected domestic violence cases involving students. The EDB does not have its own definition of such cases.

**CONTROLLING OFFICER'S REPLY**

**EDB412**

**(Question Serial No. 5713)**

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 (Member Question No. 301):

What were the numbers of non-Chinese speaking (NCS) students and the numbers of ethnic minorities (EMs) studying at different grade levels in primary schools in the 2013/14 school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

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

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

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

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 above data cover students studying in public sector and Direct Subsidy Scheme primary schools. Figures do not include special schools.

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

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>
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
<b>Total</b>	<b>1 355</b>	<b>1 352</b>	<b>1 294</b>	<b>1 228</b>	<b>1 278</b>	<b>1 254</b>

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 spoken language at home.

**CONTROLLING OFFICER'S REPLY**

**EDB413**

**(Question Serial No. 5714)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 302):

What were the numbers of non-Chinese speaking secondary (NCS) students and the numbers of ethnic minorities (EMs) studying at different grade levels in secondary schools in the 2013/14 school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

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



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

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. The above data cover students studying in public sector and Direct Subsidy Scheme secondary schools. Figures do not include special schools.

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

	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
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
<b>Total</b>	<b>1 321</b>	<b>1 386</b>	<b>1 290</b>	<b>1 250</b>	<b>958</b>	<b>748</b>

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 spoken language at home.

**CONTROLLING OFFICER'S REPLY****EDB414****(Question Serial No. 5715)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 307):

What are the respective numbers of cross-boundary students studying in local secondary schools with a breakdown by class level and their parents' residency status in the past 5 school years?

Father – non-Hong Kong resident Mother – non-Hong Kong resident	S1	S2	S3	S4	S5	S6	S7
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Father – Hong Kong resident Mother – non-Hong Kong resident	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Mother – Hong Kong resident Father – non-Hong Kong resident	S1	S2	S3	S4	S5	S6	S7
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							
Father – Hong Kong resident Mother – Hong Kong	S1	S2	S3	S4	S5	S6	S7

resident							
2008/09							
2009/10							
2010/11							
2011/12							
2012/13							
2013/14							

Asked by: Hon. CHEUNG Kwok-che

Reply:

We do not collect information on the residency status of the parents of cross-boundary students (CBS) and hence are unable to provide the number of CBS with breakdown by their parents' residency status. Nevertheless, as an integral part of our day-to-day work, we collect, among others, information on the number of CBS attending secondary schools in selected districts on an annual basis. The numbers of CBS attending secondary schools by class level from the 2008/09 to 2013/14 school years are as follows:

	S1	S2	S3	S4	S5	S6	S7
2008/09	314	256	240	136	103	20	9
2009/10	348	304	236	221	124	17	17
2010/11	453	314	293	218	210	30	20
2011/12	465	437	328	267	182	178	24
2012/13	578	439	427	321	226	162	N.A.
2013/14	611	540	452	422	275	204	N.A.

**Notes**

- (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary via day schools in selected districts as at September of the respective school years.
- (2) The figures were originally collected from schools in the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung District.
- (3) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.

**CONTROLLING OFFICER'S REPLY****EDB415****(Question Serial No. 5716)**

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 (Member Question No. 316):

Would the Administration please advise this Committee of the respective annual expenditures on the Pre-primary Education Voucher Scheme (PEVS) of whole-day kindergartens and the PEVS of half-day kindergartens from the 2008/09 school year until now?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Under the Pre-primary Education Voucher Scheme (PEVS), non-means-tested fee subsidy is provided for parents with eligible children studying in kindergartens (KGs) to defray school fees, regardless of whether the students are studying in whole-day (WD) or half-day (HD) KG classes. We do not have readily available breakdowns of the annual expenditures on the PEVS for WD and HD KGs. The respective total expenditures on the PEVS from 2008-09 to 2013-14 are tabulated as follows:

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
1,523.9	1,628.9	1,854.3	1,998.8	2,128.1	2,446.6

Note: Including Teacher Development Subsidy provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB416**

**(Question Serial No. 5717)**

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 (Member Question No. 317):

Please inform this Committee of the numbers of whole-day and half-day kindergartens and the numbers of students in the past 5 years, i.e. 2009/10, 2010/11, 2011/12, 2012/13, 2013/14 (please list by District Council district).

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of kindergartens operating whole-day and half-day classes and the numbers of students enrolled in these kindergarten classes by District Council district in the past 5 years, i.e. 2009/10, 2010/11, 2011/12, 2012/13, 2013/14, are tabulated at Appendix 1 and Appendix 2 respectively.

**Number of kindergartens (KGs) operating whole-day (WD) classes and  
number of students enrolled in WD KG classes  
from the 2009/10 to 2013/14 school years**

District	2009/10		2010/11		2011/12		2012/13		2013/14	
	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students
Central & Western	24	1 175	22	1 291	21	1 281	24	1 408	24	1 475
Wan Chai	15	1 034	15	1 136	15	1 131	13	1 126	13	1 107
Eastern	60	2 411	59	2 574	57	2 661	58	2 859	57	2 898
Southern	20	1 031	22	1 176	21	1 173	21	1 260	21	1 254
Sham Shui Po	35	2 071	35	2 070	36	2 262	37	2 435	37	2 555
Yau Tsim Mong	23	1 604	23	1 695	24	1 750	25	1 813	25	1 821
Kowloon City	46	2 705	47	2 902	47	3 231	47	3 414	50	3 630
Wong Tai Sin	38	2 202	40	2 333	41	2 495	41	2 673	41	2 899
Kwun Tong	57	3 153	56	3 391	57	3 551	54	3 788	58	4 151
Tsuen Wan	24	1 357	23	1 413	25	1 577	25	1 696	25	1 770
Tuen Mun	55	2 613	57	2 988	55	3 448	57	4 132	59	4 260
Yuen Long	60	2 939	58	3 302	56	3 812	56	4 146	56	4 155
North	34	2 124	34	2 257	38	2 439	39	2 389	36	2 276
Tai Po	31	1 730	31	1 898	31	2 154	30	2 290	31	2 359
Sha Tin	54	2 746	55	3 034	55	3 255	56	3 549	56	3 840
Sai Kung	45	1 910	44	2 076	44	2 303	45	2 501	44	2 709
Islands	22	868	22	894	21	922	19	1 126	23	1 294
Kwai Tsing	45	2 222	45	2 303	45	2 522	47	2 910	51	3 173

Note: Figures refer to the position as at mid-September of the respective school years.

**Number of kindergartens (KGs) operating half-day (HD) classes and  
number of students enrolled in HD KG classes  
from the 2009/10 to 2013/14 school years**

District	2009/10		2010/11		2011/12		2012/13		2013/14	
	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students	No. of KGs	No. of Students
Central & Western	33	4 189	30	4 270	30	4 599	28	4 137	30	4 037
Wan Chai	24	4 217	24	4 633	23	5 256	21	5 309	21	5 318
Eastern	68	7 376	66	7 887	64	7 854	67	8 782	67	8 895
Southern	32	3 230	32	3 341	31	3 515	33	3 652	33	3 519
Sham Shui Po	27	5 058	27	5 114	30	5 347	31	5 563	31	5 775
Yau Tsim Mong	21	3 118	20	3 409	22	3 664	22	3 794	22	4 060
Kowloon City	68	16 084	69	17 267	70	18 242	74	19 019	71	19 008
Wong Tai Sin	31	3 904	32	4 255	32	4 261	32	4 163	31	4 183
Kwun Tong	45	7 175	45	7 577	45	7 758	45	7 815	46	7 354
Tsuen Wan	26	3 940	26	4 131	27	4 281	27	4 381	28	4 463
Tuen Mun	45	6 261	45	6 482	43	6 774	44	6 995	45	7 478
Yuen Long	56	8 983	54	9 588	54	10 253	55	11 018	55	12 057
North	34	6 162	35	6 845	36	7 781	37	8 484	36	9 377
Tai Po	28	2 920	28	3 032	27	3 193	27	3 385	27	3 771
Sha Tin	53	7 176	54	7 574	53	8 004	53	8 289	54	8 643
Sai Kung	44	4 723	45	4 799	47	5 139	48	5 369	47	5 475
Islands	28	2 510	30	2 548	30	2 488	30	2 350	30	2 251
Kwai Tsing	49	7 581	50	7 455	48	7 057	48	6 744	49	6 553

Note: Figures refer to the position as at mid-September of the respective school years.



**CONTROLLING OFFICER'S REPLY**

**EDB417**

**(Question Serial No. 5719)**

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 (Member Question No. 334):

What were the total numbers of students, the numbers of non-Chinese speaking (NCS) students and ethnic minorities (EMs) studying at different class levels of pre-primary education in the past 5 years and the current school year?

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the total number of students, the number of non-Chinese speaking (NCS) students and the number of ethnic minority students studying at different class levels of pre-primary education in the past 5 years (i.e. 2008/09, 2009/10, 2010/11, 2011/12 and 2012/13 school years) and 2013/14 school year are tabulated at Annex A, Annex B and Annex C respectively. The two sets of data at Annex B and Annex C are not comparable since definition of NCS students is based on the language spoken at home instead of the ethnicity of the students.

**Total number of students studying at different class levels of pre-primary education  
in the 2008/09, 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

<b>Grade</b>	<b>2008/09 school year</b>	<b>2009/10 school year</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>
K1	45 236	47 109	51 623	53 750	54 829	57 824
K2	46 149	47 403	49 880	53 977	56 483	56 699
K3	46 245	45 990	47 437	49 706	53 452	55 320
<b>K1-K3</b>	<b>137 630</b>	<b>140 502</b>	<b>148 940</b>	<b>157 433</b>	<b>164 764</b>	<b>169 843</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

**Number of non-Chinese speaking students studying at different class levels of pre-primary education  
in the 2008/09, 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

<b>Grade</b>	<b>2008/09 school year</b>	<b>2009/10 school year</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>	<b>2013/14 school year</b>
K1	3 500	3 465	3 963	4 110	4 502	4 414
K2	3 855	3 671	4 215	4 410	4 643	4 442
K3	2 859	2 877	3 014	3 050	3 179	3 173
<b>K1-K3</b>	<b>10 214</b>	<b>10 013</b>	<b>11 192</b>	<b>11 570</b>	<b>12 324</b>	<b>12 029</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in kindergarten-cum-child care centres.

**Number of ethnic minority students studying at different class levels of pre-primary education  
in the 2008/09, 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 school years**

K1	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	26	13	25	19	34	20
Filipino	161	157	165	156	192	210
Indian	309	311	330	346	378	364
Pakistani	372	427	398	463	429	430
Nepalese	181	220	263	282	331	303
Japanese	291	261	296	333	329	321
Thai	35	33	31	44	32	31
Korean	73	60	86	84	103	108
Other Asian	50	81	62	61	94	106
White	932	919	1 030	1 160	1 352	1 490
Others	375	329	389	433	446	467
Total	2 805	2 811	3 075	3 381	3 720	3 850

K2	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	23	28	14	27	22	25
Filipino	235	179	408	212	197	225
Indian	362	345	352	388	387	399
Pakistani	399	473	530	498	547	478
Nepalese	229	193	226	263	303	337
Japanese	281	263	269	307	310	274
Thai	45	40	41	36	40	38
Korean	98	81	89	99	109	96
Other Asian	74	49	81	67	50	71
White	1 005	1 078	1 188	1 359	1 446	1 528
Others	407	348	315	466	454	503
Total	3 158	3 077	3 513	3 722	3 865	3 974

K3	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Indonesian	29	25	11	14	10	24
Filipino	194	201	326	189	194	207
Indian	222	291	258	259	258	270
Pakistani	423	399	468	559	497	506
Nepalese	205	228	202	215	273	310
Japanese	259	254	240	246	259	239
Thai	35	36	29	31	42	31
Korean	59	57	67	58	42	53
Other Asian	54	44	38	51	22	51
White	610	734	767	837	873	821
Others	248	285	255	226	306	334
Total	2 338	2 554	2 661	2 685	2 776	2 846

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover students studying in kindergarten-cum-child care centres.
3. The above data cover ethnic minority students regardless of their spoken language.

**CONTROLLING OFFICER'S REPLY****EDB418****(Question Serial No. 5725)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 586):

Please provide the number of non-Chinese speaking students admitted in all schools (with a breakdown by grade), the percentage of such students among all students of the schools, and the amount of special grant received by these schools in 2012/13 and 2013/2014 school year.

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students admitted in all schools by level and by grade in the 2012/13 and 2013/14 school years is tabulated at [Annex A](#). Given that over 500 schools have admitted NCS students, 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 B](#) for reference.

Starting from the 2006/07 school year, schools admitting a critical mass of non-Chinese speaking (NCS) students, having experience in taking care of NCS students, ready to partner with the Education Bureau (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 the sharing of these schools with other schools admitting NCS students via the school support network that the EDB has formed, all NCS students will benefit. In the 2012/13 school year, there were 31 schools receiving the additional recurrent funding. This mode of support is generally known as the so-called "designated schools" system. To remove the misconception arising from the "designated school" label which is in fact a misnomer and to raise schools' awareness to support NCS students' learning of the Chinese language, 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%. 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 that we intend to remove by abolition of the so-called "designated schools" system from the 2013/14 school year.

**Number of non-Chinese speaking students  
by level and by grade in the 2012/13 and 2013/14 school years**

Level	Grade	2012/13 school year	2013/14 school year
Primary (Primary 1 – 6)	P1	1 394	1 445
	P2	1 359	1 459
	P3	1 304	1 376
	P4	1 357	1 322
	P5	1 339	1 368
	P6	1 192	1 320
	<b>P1-P6</b>	<b>7 945</b>	<b>8 290</b>
Secondary (Secondary 1 – 7)	S1	1 448	1 437
	S2	1 363	1 468
	S3	1 308	1 366
	S4	1 118	1 312
	S5	957	1 101
	S6	725	892
	<b>S1-S6</b>	<b>6 919</b>	<b>7 576</b>

Notes:

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

**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 2012/13 and 2013/14 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
<b>Primary schools</b>					
2012/13	Number of schools	247	22	12	40
	Percentage of NCS students among all students of the schools	0.1% - 5.7%	0.9% - 17.8%	3.5% - 17.6%	3.7% - 99.1%
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>					
2012/13	Number of schools	214	13	6	27
	Percentage of NCS students among all students of the schools	0.1% - 2.9%	0.9% - 5.3%	2.3% - 3.2%	2.5% - 97.0%
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 the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. 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**

**EDB419**

**(Question Serial No. 5726)**

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 (Member Question No. 587):

Please provide the number of non-Chinese speaking (NCS) students studying in public schools who sat for Chinese Language examination in following public examinations: the GCSE, IGCSE, GCE (AS-level), and GCE (A-Level), and the percentage share in the total F.5 NCS student of that year in 2012, 2013 and 2014.

Asked by: Hon. CHEUNG Kwok-che

Reply:

Under the examination subsidy arrangement for non-Chinese speaking (NCS) students, eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination have been subsidised since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education Examination. Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level. The number of NCS students subsidised in 2012, 2013 and 2014 was 536, 1 119 and 1 222 respectively. All eligible NCS students studying at senior secondary levels (Secondary (S) 4-7 before the 2012/13 school year and S4-6 from the 2012/13 school year onwards) in schools pursuing the local curriculum may apply for the subsidy. We have not compiled the breakdown for S5 NCS students.

**CONTROLLING OFFICER'S REPLY**

**EDB420**

**(Question Serial No. 5727)**

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 (Member Question No. 588):

Please provide the number of total S.6 non-Chinese speaking (NCS) students attending public sector and Direct Subsidy Scheme schools offering the local curriculum and the number of NCS students who sat for Hong Kong Diploma of Secondary Examination (HKDSE) (Chinese Language), with a breakdown by grade in HKDSE, in 2012, 2013 and 2014.

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the numbers of non-Chinese speaking (NCS) students attending Secondary 6 in public sector and Direct Subsidy Scheme secondary schools offering the local curriculum in the 2011/12, 2012/13 and 2013/14 school years are 571, 649 and 829 respectively. There were 95 and 120 NCS students sitting for Hong Kong Diploma of Secondary Education (HKDSE) (Chinese Language) Examination in 2012 and 2013 respectively. A total of 22 and 37 NCS students respectively attained Level 3 or above in HKDSE (Chinese Language) Examination, the general entrance requirement under Joint University Programmes Admissions System. Results of the HKDSE Examination in 2014 will be announced in July 2014.

**CONTROLLING OFFICER'S REPLY****EDB421****(Question Serial No. 5728)**

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 (Member Question No. 589):

Please provide the number and percentage of non-Chinese speaking (NCS) students attending public schools who received offers under the Joint University Programmes Admissions System (JUPAS) and how many of them were admitted to the University Grant Committee-funded undergraduate programmes using alternative Chinese qualification (e.g. GSCE, IGSCE and GCE) in 2012 and 2013. Please also provide the total number of candidates sitting for the HKDSE examination and the total number and percentage of candidates received offers under the JUPAS in 2012 and 2013.

Asked by: Hon. CHEUNG Kwok-che

Reply:

In 2012, out of 571 Secondary 6 NCS students attending public sector and Direct Subsidy Scheme (DSS) schools offering the local curriculum, 510 took the Hong Kong Diploma of Secondary Education (HKDSE) Examination, 25% of them (i.e. 125, and 105 of them used alternative Chinese qualifications) met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes, and around 40% of those who met the entrance requirement or 10% of the total NCS student-candidature (i.e. 50, and 40 of them used alternative Chinese qualifications) received offers under the Joint University Programmes Admissions System (JUPAS). For the same year, there were a total of 72 620 candidates sitting for HKDSE Examination. About 37% (i.e. 26 636) met the general entrance requirements of UGC-funded undergraduate programmes. Around 51% of those who met the entrance requirement, or 19% of the total candidature (i.e. 13 596) received JUPAS offers.

In 2013, out of 649 Secondary 6 NCS students attending public sector and DSS schools offering the local curriculum, 568 took the HKDSE Examination, 25% of them (i.e. 143, and 113 of them used alternative Chinese qualifications) met the general entrance requirements of 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. For the same year, 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.

**CONTROLLING OFFICER'S REPLY****EDB422****(Question Serial No. 5729)**

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 (Member Question No. 590):

Please provide the number and percentage of non-Chinese speaking (NCS) students being admitted to post-secondary programmes and how many of them were admitted to those programmes using alternative Chinese qualification (e.g. GSCE, IGSCCE and GCE) in 2012 and 2013. Please also provide the total number and percentage of candidates received offers to post-secondary programmes in 2012 and 2013.

Asked by: Hon. CHEUNG Kwok-che

Reply:

Admissions to post-secondary programmes (including sub-degree and undergraduate programmes) are offered to eligible applicants, irrespective of their race and language spoken at home. As regards the University Grant Committee (UGC)-funded sector, 256 and 234 local NCS students (i.e. students whose ethnicity and / or spoken language at home is not Chinese) were admitted to post-secondary programmes in the 2012/13 and the 2013/14 academic years respectively. Information on these students' Chinese Language qualifications is not available. The number of local students admitted to these programmes were 34 125 and 19 930 in the 2012/13 and the 2013/14 academic years respectively. On the other hand, a total of 36 895 and 26 520 students were admitted to full-time locally-accredited self-financing post-secondary programmes in the 2012/13 and the 2013/14 academic years respectively. However, statistics with breakdown by local and non-local NCS students are not available for the self-financing sector.

Given that the above students were progressing through multiple pathways and submitted their applications through different channels, we do not have information about the percentage of applicants who were eventually admitted to these programmes.

Note:

Upon the implementation of the new academic structure, there were two cohorts of students progressing to post-secondary education in the 2012/13 academic year.

**CONTROLLING OFFICER'S REPLY****EDB423****(Question Serial No. 5742)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 622):

At present, a lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong every day. Please inform this Committee of-  
the numbers of cross-boundary students (with registered residential address in the Mainland) studying in the North District, Tai Po, Yuen Long, Tuen Mun and other districts by school category:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
North District						
a. secondary school						
b. primary school						
c. kindergarten (including child care centre)						
Tai Po						
d. secondary school						
e. primary school						
f. kindergarten (including child care centre)						
Yuen Long						
g. secondary school						
h. primary school						
i. kindergarten (including child care centre)						
Tuen Mun						
j. secondary school						
k. primary school						
l. kindergarten (including child care centre)						
Shatin						
m. secondary school						
n. primary school						
o. kindergarten (including child care centre)						
Tsuen Wan						
p. secondary school						

q. primary school						
r. kindergarten (including child care centre)						
Kwai Tsing						
s. secondary school						
t. primary school						
u. kindergarten (including child care centre)						
Other Districts						
v. secondary school						
w. primary school						
x. kindergarten (including child care centre)						

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of cross-boundary students (CBS) by district and by school level from the 2008/09 to 2013/14 school years are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b>North:</b>						
a. Secondary	876	1 002	1 205	1 432	1 569	1 782
b. Primary	3 276	3 393	3 619	3 928	4 379	4 996
c. Kindergarten (including kindergarten-cum-child care centre)	1 629	2 225	2 787	3 677	4 281	4 908
<b>Tai Po:</b>						
d. Secondary	92	122	139	182	255	335
e. Primary	195	199	248	351	669	1 130
f. Kindergarten (including kindergarten-cum-child care centre)	1	19	29	67	190	340
<b>Yuen Long:</b>						
g. Secondary	100	111	141	196	246	280
h. Primary	390	396	513	625	1 012	1 590
i. Kindergarten (including kindergarten-cum-child care centre)	56	210	514	1 070	1 653	2 235
<b>Tuen Mun:</b>						
j. Secondary	10	22	32	43	53	74
k. Primary	49	82	158	305	578	1 181
l. Kindergarten (including kindergarten-cum-child care centre)	94	225	454	892	1 265	1 679
<b>Sha Tin:</b>						
m. Secondary	NA	10	21	26	25	30
n. Primary	NA	18	37	64	109	176

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
o. Kindergarten (including kindergarten-cum-child care centre)	NA	2	2	1	2	25
<b>Tsuen Wan:</b>						
p. Secondary	NA	0	0	2	3	1
q. Primary	NA	0	0	0	0	1
r. Kindergarten (including kindergarten-cum-child care centre)	NA	0	0	0	0	1
<b>Kwai Tsing:</b>						
s. Secondary	NA	0	0	0	2	2
t. Primary	NA	2	0	3	2	7
u. Kindergarten (including kindergarten-cum-child care centre)	NA	0	0	1	34	44
<b>Tung Chung:</b>						
v. Secondary	NA	NA	NA	NA	0	0
w. Primary	NA	NA	NA	NA	0	0
x. Kindergarten (including kindergarten-cum-child care centre)	NA	NA	NA	NA	29	54

Notes

- (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary collected via day schools in selected districts.
- (2) In the 2008/09 school year, the figures were collected from schools in the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung District.
- (3) The figures refer to the position as at September of the respective school years.
- (4) "NA" indicates that no data were collected from schools in the respective districts and school years.

**CONTROLLING OFFICER'S REPLY****EDB424****(Question Serial No. 5743)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 623):

In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please inform this Committee of the following:

1. the statistics on the number of cross-boundary students:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
<b><u>Kindergarten</u></b>						
K1						
K2						
K3						
<b><u>Primary School</u></b>						
P1						
P2						
P3						
P4						
P5						
P6						
<b><u>Secondary</u></b>						
S1						
S2						
S3						
S4						
S5						
S6						
S7						

2. Does the Administration have any special support measures for cross-boundary students living in the Mainland? If yes, please list the respective measures, resource input, effectiveness indicators and number of services targets.

Asked by: Hon. CHEUNG Kwok-che



Reply:

(1) The numbers of cross-boundary students (CBS) living in the Mainland but attending local kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by class level from the 2008/09 to 2013/14 school years are as follows:

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Kindergarten (including kindergarten-cum-child care centre)						
K1	641	1 000	1 400	2 098	2 551	3 252
K2	586	876	1 297	1 887	2 654	3 139
K3	553	805	1 089	1 723	2 249	2 895
Primary						
P1	906	895	1 095	1 481	2 370	3 162
P2	821	821	852	989	1 418	2 241
P3	745	696	800	799	946	1 339
P4	594	684	688	786	738	949
P5	478	537	648	627	678	709
P6	366	457	492	594	599	681
Secondary						
S1	314	348	453	465	578	611
S2	256	304	314	437	439	540
S3	240	236	293	328	427	452
S4	136	221	218	267	321	422
S5	103	124	210	182	226	275
S6	20	17	30	178	162	204
S7	9	17	20	24	N.A.	N.A.

- Notes: (1) The figures are based on the annual surveys on the number of students travelling daily across the boundary collected via day schools in selected districts as at September of the respective school years.
- (2) In the 2008/09 school year, the figures were collected from schools in the North, Tai Po, Yuen Long and Tuen Mun Districts. In the 2009/10 school year, the survey was extended to Sha Tin, Tsuen Wan and Kwai Tsing Districts. In the 2012/13 school year, the survey was further extended to Tung Chung District.
- (3) Upon the implementation of the New Senior Secondary Academic Structure, there are no subsidised Secondary 7 places under local curriculum starting from the 2012/13 school year.

(2) By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they may choose to attend the six-month full-time "Initiation Programme" operated by local schools, or the "Induction Programme" run by non-governmental organisations alongside various school-based programmes organised by their respective schools using the "School-based Support Scheme Grant", which aim at helping them integrate into the local community and overcome their learning difficulties.

**CONTROLLING OFFICER'S REPLY****EDB425****(Question Serial No. 5754)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 653):

Please provide information on kindergartens with non-Chinese speaking (NCS) students:

(1) Please provide a breakdown by 18 districts the number of kindergartens with NCS students in the 2011/12, 2012/13 and 2013/14 school years.

By 18 districts (Districts)	Number of kindergartens with NCS students

(2) Please provide a breakdown by 18 districts and class level the number of kindergartens with NCS students in the 2011/12, 2012/13 and 2013/14 school years.

By 18 districts (Districts)	Grade level	Number of kindergartens with NCS students		
		2011/12	2012/13	2013/14
	K1			
	K2			
	K3			

(3) Please provide the number of students studying in kindergartens with NCS students in the 2011/12, 2012/13 and 2013/14 school years.

Kindergartens with NCS students	Number of students	Number of NCS students

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (1) According to the information collected through the annual Student Enrolment Survey, the number of kindergartens with non-Chinese speaking (NCS) students by district in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex A.
- (2) The number of kindergartens with NCS students by district and by grade in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex B.
- (3) The number of students studying in kindergartens with NCS students in the 2011/12, 2012/13 and 2013/14 school years is tabulated at Annex C.

**Number of kindergartens with non-Chinese speaking (NCS) students  
by district in the 2011/12, 2012/13 and 2013/14 school years**

<b>District</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Central & Western	32	32	34
Wan Chai	25	23	25
Eastern	47	48	50
Southern	29	31	31
Yau Tsim Mong	23	24	24
Sham Shui Po	23	23	23
Kowloon City	52	52	55
Wong Tai Sin	25	25	17
Kwun Tong	33	29	34
Sai Kung	37	39	43
Sha Tin	31	33	34
Tai Po	21	20	20
North	10	20	15
Yuen Long	43	44	44
Tuen Mun	34	39	39
Tsuen Wan	13	13	13
Kwai Tsing	37	38	41
Islands	29	26	30
<b>All districts</b>	<b>544</b>	<b>559</b>	<b>572</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of kindergartens with non-Chinese speaking (NCS) students  
by district and by grade in the 2011/12, 2012/13 and 2013/14 school years**

<b>District</b>	<b>Grade</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Central & Western	K1	24	26	28
	K2	30	28	29
	K3	24	22	26
Wan Chai	K1	19	20	20
	K2	20	21	18
	K3	21	20	20
Eastern	K1	38	42	38
	K2	35	37	38
	K3	35	32	34
Southern	K1	23	26	26
	K2	25	28	29
	K3	21	26	24
Yau Tsim Mong	K1	20	19	17
	K2	17	20	18
	K3	17	18	16
Sham Shui Po	K1	19	18	15
	K2	19	20	23
	K3	15	17	16
Kowloon City	K1	38	33	44
	K2	34	37	34
	K3	37	33	30
Wong Tai Sin	K1	19	13	5
	K2	15	16	13
	K3	12	19	14
Kwun Tong	K1	22	21	20
	K2	23	21	22
	K3	17	19	20
Sai Kung	K1	23	31	31
	K2	30	27	33
	K3	22	21	23
Sha Tin	K1	20	25	27
	K2	19	22	24
	K3	17	16	17
Tai Po	K1	13	13	15
	K2	16	14	13
	K3	13	10	14
North	K1	8	8	8
	K2	3	11	7
	K3	4	8	8

**Annex B (Cont'd)**

<b>District</b>	<b>Grade</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
Yuen Long	K1	36	31	34
	K2	34	34	28
	K3	32	34	30
Tuen Mun	K1	26	23	26
	K2	28	31	27
	K3	19	29	27
Tsuen Wan	K1	11	11	8
	K2	6	11	9
	K3	7	6	10
Kwai Tsing	K1	30	30	25
	K2	23	30	31
	K3	29	25	33
Islands	K1	24	24	28
	K2	27	25	27
	K3	21	23	26
<b>All districts</b>	<b>K1</b>	<b>413</b>	<b>414</b>	<b>415</b>
	<b>K2</b>	<b>404</b>	<b>433</b>	<b>423</b>
	<b>K3</b>	<b>363</b>	<b>378</b>	<b>388</b>

**Notes:**

1. Figures refer to the position as at September of the respective school years.
2. Figures include students studying in kindergarten-cum-child care centres.
3. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

**Number of students studying in kindergartens with non-Chinese speaking (NCS) students  
in the 2011/12, 2012/13 and 2013/14 school years**

School year	Number of kindergartens with NCS students	Total number of students	Number of NCS students
2011/12	544	157 433	11 570
2012/13	559	164 764	12 324
2013/14	572	169 843	12 029

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The above data cover students studying in kindergarten-cum-child care centres.
4. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

**CONTROLLING OFFICER'S REPLY**

**EDB426**

**(Question Serial No. 6397)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: (-) Not Specified  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 67):

In respect of the advisory and statutory bodies under the purview of the Education Bureau, please provide the name, functions and number of members with a breakdown by gender and age (below 30, 30 and above) of each of these bodies. Please also provide their total expenditure for the past 5 years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

At present, there are 46 Advisory and Statutory Bodies (ASBs) under the purview of Education Bureau (EDB), University Grants Committee (UGC) Secretariat and Student Financial Assistance Agency (SFAA). The functions of these ASBs are set out in the Annex.

As at 28 February 2014, the ASBs under EDB, UGC Secretariat and SFAA have a total of 610 government appointed non-official members. 64.9% of them are male and 35.1% are female. For the 605 non-official members who have included their dates of birth in their return of the form for appointment to ASBs, 0.3% are under the age of 30 and 99.7% are at or above the age of 30.

All of the secretariat posts of the aforesaid ASBs are part of the establishment of EDB, UGC Secretariat, SFAA or the concerned organisations. The service of these posts to the ASBs is part and parcel of the officers' duties for the relevant subject areas. The related expenditure of the secretariats to the ASBs could not be identified separately as the expenditure has been subsumed under the overall expenditure of EDB, UGC Secretariat, SFAA or the organisations concerned.

**Functions of Advisory and Statutory Bodies (ASBs)  
under Education Bureau, University Grants Committee Secretariat  
and Student Financial Assistance Agency**

Name of ASBs	Functions
Advisory Committee on the Education Development Fund	To advise the Government on the provision of School Based Professional Support (SBPS) in general, and in particular - (i) to advise on the management and administration of the Education Development Fund; (ii) to make recommendations on project proposals and, where applicable, tenders on SBPS programmes; and (iii) to offer any other advice and support as requested by the Education Bureau.
Advisory Management Committee of the Hong Kong Teachers' Centre	To promote continuous professional development and enrichment among teachers, and to foster among them a greater sense of unity and professionalism in an encouraging, neutral and non-hierarchical environment.
Appeal Board under the Accreditation of Academic and Vocational Qualification Ordinance	To review the decision of the Accreditation Authority or Qualifications Register Authority on accreditation or qualifications registration matters.
Appeal Boards Panel (Education)	To determine every appeal made under section 61 of Education Ordinance, Chapter 279.
Board of Control - Grant Schools Provident Fund	To administer and control the Grant Schools Provident Fund.
Board of Control - Subsidized Schools Provident Fund	To control the Subsidized Schools Provident Fund.
Committee on Home-School Co-operation	To advise on ways to enhance and co-ordinate sustained progress in home-school co-operation.



<b>Name of ASBs</b>	<b>Functions</b>
Committee on Professional Development of Teachers and Principals	To advise the Government on policies and measures relating to the professional development of teachers and principals at different career stages of professional growth.
Committee on Self-financing Post-secondary Education	To oversee the strategic development of the sector and to advise the Government.
Council of City University of Hong Kong	The supreme governing body of the University, and may exercise the powers, and shall perform the duties, of the University.
Council of Lingnan University	The executive body of the University and may exercise any of the powers conferred and shall perform all the duties imposed on the University.
Council of the Chinese University of Hong Kong	The governing and executive body of the University.
Council of the Hong Kong Baptist University	The executive body of the University, and may exercise all the powers conferred and shall perform all the duties imposed on the University.
Council of the Hong Kong Institute of Education	As the executive governing body of the Institute, the Council has general control over the administration of the Institute and the conduct of its affairs.
Council of the Hong Kong Polytechnic University	The governing body of the University with power to make policies and monitor their proper execution.
Council of the Hong Kong University of Science and Technology	The supreme governing body of the University, and may exercise any of the powers conferred and shall perform all of the duties imposed on the University.
Council of the Open University of Hong Kong	Supreme governing body of the University.
Council of the University of Hong Kong	The supreme governing body of the University, and may exercise all the powers and is to perform all the duties of the University.

Name of ASBs	Functions
Council on Professional Conduct in Education	<ul style="list-style-type: none"> <li>(i) To advise the Government on measures to promote professional conduct in education.</li> <li>(ii) To draft operational criteria defining the conduct expected of an educator and to gain widespread acceptance of these criteria among all sectors of the education community through consultation.</li> <li>(iii) To advise the Permanent Secretary for Education on cases of disputes or alleged professional misconduct involving educators.</li> </ul>
Curriculum Development Council	The main function of the Curriculum Development Council is to give advice to the Government on all matters relating to curriculum development for the local school system from kindergarten to the sixth form.
Education Commission	The Education Commission advises the Government on education objectives and policies and co-ordinates the work of all major education-related advisory bodies in the planning and development of education at all levels. The commission also advises the Government on important implementation issues.
Education Scholarships Fund Committee	<ul style="list-style-type: none"> <li>(i) To apply the income derived from the capital for payment of scholarships in accordance with the terms laid down by individual donors.</li> <li>(ii) To determine other matters related to the Fund.</li> </ul>
Hong Kong Council for Accreditation of Academic and Vocational Qualifications	To fulfill its statutory functions as stipulated under section 4 of the Hong Kong Council Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 1150), including to consider and approve the Council's strategic plan, which sets aims and objectives and identifies the policy, financial, and staffing strategies.
Hong Kong Examinations and Assessment Authority	The statutory responsibility of the Hong Kong Examinations and Assessment Authority is to conduct the Hong Kong Diploma of Secondary Education Examination. It also runs a number of other assessments and a range of professional and international examinations.
Hong Kong Rotary Club Students' Loan Fund & Sing Tao Charitable Foundation Students' Loan Fund Joint Selection Committee	<ul style="list-style-type: none"> <li>(i) To administer and consider applications for the two loan funds for the purpose of assisting needy students by the grant of interest-free loans.</li> <li>(ii) To advise on the administration of the fund.</li> <li>(iii) To advise on the investment of the fund.</li> </ul>

Name of ASBs	Functions
Investment Committee of the HKSAR Government Scholarship Fund	To advise the Trustee on formulation of investment policies and appointment of fund managers for the Fund.
Joint Committee on Student Finance	To advise the Government on, and to keep under review, the operation of the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Non-means-tested Loan Scheme to ensure that their objectives and the needs of the community are met.
Non-local Higher and Professional Education Appeal Board	To determine every appeal made under section 11, 12 or 15 of Non-local Higher and Professional Education (Regulation) Ordinance, Chapter 493.
Primary One Admission Committee	<ul style="list-style-type: none"> <li>(i) To give advice to the Secretary for Education on the detailed operation of the Primary One Admission System (POA).</li> <li>(ii) To consider and advise the Secretary for Education on the Report of the POA after each allocation.</li> <li>(iii) To review the POA System as and when required and recommend measures of improvements to the Secretary for Education.</li> </ul>
Quality Assurance Council	<ul style="list-style-type: none"> <li>(i) To advise the University Grants Committee (UGC) on quality assurance and related matters in the higher education sector.</li> <li>(ii) To conduct audits and other reviews as requested by the UGC, and report on the quality assurance mechanisms and quality of the offerings of institutions.</li> <li>(iii) To promote quality assurance in the higher education sector.</li> <li>(iv) To facilitate the development and dissemination of good practices in quality assurance in higher education.</li> </ul>
Quality Education Fund Investment Committee	To set policies for and monitor the investment of the Fund.
Quality Education Fund Steering Committee	To advise the Government on the policies and procedures governing the operation of the Fund.
Research Grants Council	<ul style="list-style-type: none"> <li>(i) To advise the Government, through the University Grants Committee (UGC), on the needs of the institutions of higher education in Hong Kong in the field of academic research, including the identification of priority areas, in order that a research base adequate for the maintenance of academic vigour and pertinent to the needs of Hong Kong may be developed.</li> <li>(ii) To invite and receive, through the institutions of higher education, applications for research grants from academic staff and for the award of studentships and post-doctoral fellowships; to approve awards and other disbursements from funds made available by the Government through the UGC for research; to monitor the implementation of such grants and to report at least annually to the Government through the UGC.</li> </ul>

Name of ASBs	Functions
School Allocation Committee	To consider applications for allocation of Government-built school premises and school sites for school use and recommend suitable applicants for consideration by the Permanent Secretary for Education.
Secondary Four Placement Committee	<ul style="list-style-type: none"> <li>(i) To give advice to Secretary for Education on the detailed operation of the Secondary Four Placement (SFP) Mechanism.</li> <li>(ii) To consider and advise the Secretary for Education on the Report of the SFP after each allocation.</li> <li>(iii) To review the SFP Mechanism as and when required and to recommend measures of improvements to Secretary for Education.</li> </ul>
Secondary School Places Allocation Committee	<ul style="list-style-type: none"> <li>(i) To give advice to the Secretary for Education on the detailed operation of the Secondary School Places Allocation (SSPA) System.</li> <li>(ii) To consider and advise the Secretary for Education on the Report of the SSPA after each allocation.</li> <li>(iii) To review the SSPA System as and when required and recommend measures of improvements to the Secretary for Education.</li> </ul>
Self-financing Post-secondary Education Fund Investment Committee	To advise the Trustee on formulation of investment policies and appointment of fund managers for the Fund.
Self-financing Post-secondary Education Fund Steering Committee	To advise Secretary for Education on the policy, strategy and administration of the Fund.
Standing Committee on Language Education and Research	To advise the Government of language education issues in general and to advise the Trustee of the Language Fund (i.e. Permanent Secretary for Education) of the policies and procedures in governing the operation of the Language Fund.
Steering Committee for Research Themes under the Research Endowment Fund	<ul style="list-style-type: none"> <li>(i) To advise the Government on selection of appropriate themes to be funded by the investment income from up to \$4 billion of the Research Endowment Fund.</li> <li>(ii) To advise the Government on the priority of the above themes.</li> <li>(iii) To undertake consultations with stakeholders as appropriate.</li> <li>(iv) To advise the Government on the framework and policy issues concerning the theme-based research under the Research Endowment Fund.</li> </ul>

<b>Name of ASBs</b>	<b>Functions</b>
Steering Committee of the HKSAR Government Scholarship Fund	To advise the Trustee on the overall strategy and policy pertaining to the administration and development of the Fund.
Steering Committee on Strategic Development of Information Technology in Education	To advise the Education Bureau on matters relating to the promotion and implementation of information technology in education, including e-learning.
The Sir Edward Youde Memorial Fund Council	<ul style="list-style-type: none"> <li>(i) To determine all matters concerning the application of the income of the Fund and the fulfillment of the Fund's purposes.</li> <li>(ii) To solicit and accept on behalf of the Board of Trustees donations, subscriptions and bequests to the Fund.</li> </ul>
The Trustees of the Morrison Scholarships Fund	The Trustees shall hold the Fund upon trust to apply the available income for scholarships and other educational purposes associated with Queen's College.
University Grants Committee	<ul style="list-style-type: none"> <li>(i) To keep under review in the light of the community's needs - <ul style="list-style-type: none"> <li>- the facilities in Hong Kong for education in universities and such other institutions as may from time to time be designated by the Chief Executive of the HKSAR;</li> <li>- such plans for development of such institutions as may be required from time to time; and</li> <li>- the financial needs of education in such institutions.</li> </ul> </li> <li>(ii) To advise the Government – <ul style="list-style-type: none"> <li>- on the application of such funds as may be approved by the Legislature for education in such institutions; and</li> <li>- on such aspects of higher education which the Chief Executive of the HKSAR may from time to time refer to the Committee.</li> </ul> </li> </ul>
Vocational Training Council	The Council has a duty to fulfill its statutory functions as stipulated under section 6 of the VTC Ordinance (Cap. 1130). The Council's responsibility includes considering and approving the Council's strategic plan, which sets aims and objectives and identifies the policy, financial, and staffing strategies.

**CONTROLLING OFFICER'S REPLY**

**EDB427**

**(Question Serial No. 6411)**

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 (Member Question No. 305):

It is stated in the 2014 Policy Address that the Education Bureau is developing Vocational Chinese Language courses for ethnic minority school leavers to enhance their employability. In this connection, will the Administration inform this Committee of the details of the above-mentioned measure as well as the expenditure involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

We are working on the development of Vocational Chinese Language courses to be pegged at the Qualifications Framework to enhance the competitiveness in the career pursuits of Non-Chinese Speaking school leavers. The courses, to be funded under the Language Fund, aim at enhancing the Chinese language skills of these school leavers in Hong Kong for their effective communication in the workplace. The Education Bureau will engage the Standing Committee on Language Education and Research (SCOLAR) in working out the details of the proposal.

**CONTROLLING OFFICER'S REPLY****EDB428****(Question Serial No. 5479)**

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 (Member Question No. 55):

Please provide a breakdown by 18 districts of the respective numbers of international school places, students enrolled and vacancies at primary and secondary levels. Generally speaking, in 2013/14 school year, as compared with the previous year, what are the additional numbers of school places at primary and secondary levels respectively, as well as the additional numbers of school places of which the medium of instruction is English or other languages and school places for students with special education needs respectively? Also, please provide the additional numbers of international school places at primary and secondary levels expected to be available in each district in the next 3 years.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places (including the English Schools Foundation schools and private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2013/14 school year are set out at Annex for illustration purpose. Compared to the 2012/13 school year, there is an increase of around 410 primary places and 590 secondary places among the international schools.

We expect that the provision of additional international school places through the last School Allocation Exercise completed in 2013 and the planned upcoming one on greenfield sites and vacant school premises will gradually materialize in the coming few years. Based on the latest projection provided by relevant schools where applicable, it is projected that around 3 260 additional places will be available between 2014/15 and 2016/17 school years. It is however worth noting that future provision of additional places among individual schools especially the new ones will be affected by a number of factors such as applications received each year, teacher recruitment and progress of the upcoming School Allocation Exercise and construction works involved.

Most international schools adopt English as the medium of instruction. Places in these schools in the 2013/14 school year have been increased by around 520 at primary level and 590 at secondary level when compared to the 2012/13 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese. Places in these schools have slightly decreased from the previous year by around 100 places at the primary level and 10 places at the secondary level.

Places provided for students with special education needs (SEN) may vary between years depending on the number of students with such needs. In the 2013/14 school year, there are around 400 primary students and 330 secondary students with SEN studying in international schools. The corresponding numbers for the 2012/13 school year are around 330 and 330 respectively.

**Number of international school places,  
number of students enrolled and vacancies in 2013/14 School Years**

	Number of Places		Number of Students Enrolled		Vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
<b>Hong Kong</b>						
Central & Western	1 470	2 107	1 289	1 849	181	258
Wan Chai	2 082	1 051	1 954	1 037	128	14
Eastern	3 918	3 287	3 434	2 606	484	681
Southern	4 279	5 925	4 118	5 324	161	601
<i>Sub-total</i>	<i>11 749</i>	<i>12 370</i>	<i>10 795</i>	<i>10 816</i>	<i>954</i>	<i>1 554</i>
<b>Kowloon</b>						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	-	105	-	83	-	22
Kowloon City	4 245	3 230	3 740	2 943	505	287
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	276	-	268	-	8	-
<i>Sub-total</i>	<i>4 521</i>	<i>3 335</i>	<i>4 008</i>	<i>3 026</i>	<i>513</i>	<i>309</i>
<b>New Territories</b>						
Sai Kung	984	308	973	228	11	80
Sha Tin	900	1 219	898	1 205	2	14
Tai Po	1 526	-	1 134	-	392	-
North	-	300	-	262	-	38
Yuen Long	123	-	56	-	67	-
Tuen Mun	442	388	443	378	- 1	10
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	417	-	391	-	26	-
Island	882	220	794	173	88	47
<i>Sub-total</i>	<i>5 274</i>	<i>2 435</i>	<i>4 689</i>	<i>2 246</i>	<i>585</i>	<i>189</i>
<b>Total</b> (rounded to the nearest 100)	<b>21 500</b>	<b>18 100</b>	<b>19 500</b>	<b>16 100</b>	<b>2 100</b>	<b>2 100</b>

Notes:

- (1) Figures include English Schools Foundation (ESF) schools and private international schools but not the special school operated by ESF.
- (2) Figures refer to position as at mid-September of the respective year.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned.



**CONTROLLING OFFICER'S REPLY****EDB429****(Question Serial No. 5480)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 56):

What were the accumulated surpluses from aided secondary and primary schools respectively in each of the years from 2010-11 to 2012-13? Among these aided secondary and primary schools, what were the largest and smallest amounts of surpluses accumulated (and in terms of number of months' expenditure of the schools concerned) respectively? And what was the total accumulated surplus of the publicly-funded universities in each of the years in the same period?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

To provide schools with greater flexibility in the use of funding, aided primary and secondary schools are allowed to retain surplus balance up to twelve months' provision of their recurrent subvention - Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools. The OEBG/EOEBG cumulative surpluses at the end of 2010/11 and 2011/12 school years are tabulated below. Information for 2012/13 school year is not yet available.

OEBG/EOEBG cumulative surplus at the end of school year	Aided Primary		Aided Secondary	
	2010/11	2011/12	2010/11	2011/12
Largest surplus	\$4.2 million (around 9.2 months' expenditure of the school concerned)	\$3.9 million (around 11.2 months' expenditure of the school concerned)	\$6.2 million (around 11.9 months' expenditure of the school concerned)	\$7.9 million (around 14.8 months' expenditure of the school concerned)
Surplus in terms of number of months' expenditure - highest	15.0 months <sup>Note</sup> (equivalent to 12 months' provision of the school concerned)	14.2 months <sup>Note</sup> (equivalent to 12 months' provision of the school concerned)	14.7 months <sup>Note</sup> (equivalent to 12 months' provision of the school concerned)	18.3 months <sup>Note</sup> (equivalent to 12 months' provision of the school concerned)
Smallest surplus	\$0	\$0	\$0	\$0

OEBG/EOEBG cumulative surplus at the end of school year	Aided Primary		Aided Secondary	
	2010/11	2011/12	2010/11	2011/12
Median surplus	\$1.2 million	\$1.2 million	\$2.7 million	\$2.8 million
Median surplus in terms of number of months' expenditure	4.7 months	4.8 months	5.7 months	5.9 months

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

The University Grants Committee (UGC)-funded reserves of the eight UGC-funded institutions from the 2010/11 to 2012/13 academic years are as follows:

Academic year	2010/11	2011/12	2012/13
UGC-funded Reserves	\$8,845 million	\$8,219 million	\$11,204 million

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

**CONTROLLING OFFICER'S REPLY****EDB430****(Question Serial No. 5481)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 57):

Please provide a breakdown, by the following school type, of the number of schools, school places and students enrolled as well as their percentages in the total numbers of the respective school type in each of the past 3 school years (i.e. 2011/12, 2012/13 and 2013/14):

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

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Number of Kindergartens, Places, Students and Percentage Shares in Kindergartens by Type, 2011/12 - 2013/14
Appendix 2	Number of Schools, Places, Students and Percentage Shares in Primary Schools by Sector, 2011/12 - 2013/14
Appendix 3	Number of Schools, Places, Students and Percentage Shares in Secondary Day Schools by Sector, 2011/12 - 2013/14

**Number of Kindergartens (KG), Places, Students and Percentage Shares in Kindergartens by Type, 2011/12 - 2013/14**

Type	2011/12						2012/13						2013/14					
	KGs	%	Places	%	Students	%	KGs	%	Places	%	Students	%	KGs	%	Places	%	Students	%
Non-profit making	799	84.5%	164 825	85.2%	134 888	85.7%	795	83.1%	166 165	84.1%	139 918	84.9%	796	82.1%	167 905	83.5%	143 612	84.6%
Private Independent	147	15.5%	28 538	14.8%	22 545	14.3%	162	16.9%	31 388	15.9%	24 846	15.1%	173	17.9%	33 257	16.5%	26 231	15.4%
<b>All KGs</b>	<b>946</b>	<b>100.0%</b>	<b>193 363</b>	<b>100.0%</b>	<b>157 433</b>	<b>100.0%</b>	<b>957</b>	<b>100.0%</b>	<b>197 553</b>	<b>100.0%</b>	<b>164 764</b>	<b>100.0%</b>	<b>969</b>	<b>100.0%</b>	<b>201 162</b>	<b>100.0%</b>	<b>169 843</b>	<b>100.0%</b>

- Notes:
- (1) Figures do not include special schools.
  - (2) Figures refer to the position as at September of the respective years.
  - (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
  - (4) Figures on places do not include vacant classrooms and vacant child care centre portions.

**Number of Schools, Places, Students and Percentage Shares in Primary Schools by Sector, 2011/12 - 2013/14**

Sector	2011/12						2012/13						2013/14					
	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%
Government	34	6.0%	22 233	6.5%	21 615	6.7%	34	6.0%	21 429	6.4%	20 972	6.6%	34	6.0%	21 197	6.4%	20 979	6.5%
Aided	423	74.5%	250 780	73.5%	244 003	75.6%	421	74.0%	242 451	72.6%	237 555	74.8%	419	73.6%	240 703	72.2%	238 888	74.4%
DSS	21	3.7%	15 288	4.5%	14 082	4.4%	21	3.7%	15 438	4.6%	14 275	4.5%	21	3.7%	15 598	4.7%	14 562	4.5%
Private	50	8.8%	32 840	9.6%	25 092	7.8%	52	9.1%	33 344	10.0%	25 796	8.1%	52	9.1%	34 197	10.3%	26 997	8.4%
International	40	7.0%	20 063	5.9%	18 089	5.6%	41	7.2%	21 130	6.3%	18 844	5.9%	43	7.6%	21 544	6.5%	19 492	6.1%
<b>All Sectors</b>	<b>568</b>	<b>100.0%</b>	<b>341 204</b>	<b>100.0%</b>	<b>322 881</b>	<b>100.0%</b>	<b>569</b>	<b>100.0%</b>	<b>333 792</b>	<b>100.0%</b>	<b>317 442</b>	<b>100.0%</b>	<b>569</b>	<b>100.0%</b>	<b>333 239</b>	<b>100.0%</b>	<b>320 918</b>	<b>100.0%</b>

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

DSS : Direct Subsidy Scheme

**Number of Schools, Places, Students and Percentage Shares in Secondary Day Schools by Sector, 2011/12 - 2013/14**

Sector	2011/12						2012/13						2013/14					
	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%	Schools	%	Places	%	Students	%
Government	32	6.1%	32 484	6.2%	29 798	6.4%	32	6.2%	28 850	6.1%	26 313	6.3%	32	6.2%	27 282	6.1%	24 937	6.3%
Aided	365	69.7%	396 668	76.0%	359 310	76.9%	362	69.7%	355 585	75.5%	318 624	76.1%	362	70.4%	335 365	74.7%	297 177	75.2%
Caput	3	0.6%	3 484	0.7%	3 285	0.7%	3	0.6%	3 196	0.7%	2 914	0.7%	2	0.4%	1 796	0.4%	1 577	0.4%
DSS	63	12.0%	62 396	12.0%	52 319	11.2%	61	11.8%	57 779	12.3%	48 985	11.7%	62	12.1%	58 422	13.0%	49 103	12.4%
Private	34	6.5%	9 748	1.9%	7 467	1.6%	32	6.2%	8 002	1.7%	6 421	1.5%	27	5.3%	7 971	1.8%	6 463	1.6%
International	27	5.2%	16 867	3.2%	14 908	3.2%	29	5.6%	17 552	3.7%	15 530	3.7%	29	5.6%	18 140	4.0%	16 088	4.1%
<b>All Sectors</b>	<b>524</b>	<b>100.0%</b>	<b>521 647</b>	<b>100.0%</b>	<b>467 087</b>	<b>100.0%</b>	<b>519</b>	<b>100.0%</b>	<b>470 964</b>	<b>100.0%</b>	<b>418 787</b>	<b>100.0%</b>	<b>514</b>	<b>100.0%</b>	<b>448 976</b>	<b>100.0%</b>	<b>395 345</b>	<b>100.0%</b>

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

DSS : Direct Subsidy Scheme

**CONTROLLING OFFICER'S REPLY****EDB431****(Question Serial No. 5482)**

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 (Member Question No. 58):

What were the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past 3 academic years (i.e. 2011/12 to 2013/14)? Regarding the non-local students, what are the respective percentages of students from the Mainland and rest of Asia?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The ratio of local and non-local students in sub-degree (SD), undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts (HKAPA), Vocational Training Council (VTC) and self-financing institutions in the 2011/12, 2012/13 and 2013/14 academic years are as follows –

Local/non-local student ratio	2011/12		2012/13		2013/14 <sup>#</sup>	
	Local	Non-local	Local	Non-local	Local	Non-local
<i>UGC-funded programmes</i>						
SD programmes	100.0%	0.0% <sup>&amp;</sup>	100.0%	0.0% <sup>&amp;</sup>	100.0%	-
Ug programmes	89.9%	10.1%	89.0%	11.0%	88.6%	11.4%
TPg programmes	97.6%	2.4%	97.5%	2.5%	96.7%	3.3%
RPg programmes*	27.5%	72.5%	24.2%	75.8%	22.1%	77.9%
<i>Non-UGC-funded programmes**</i>						
SD programmes	99.2%	0.8%	99.1%	0.9%	99.1%	0.9%
Ug programmes	96.4%	3.6%	96.7%	3.3%	96.2%	3.8%
TPg programmes	75.7%	24.3%	69.5%	30.5%	N.A.	N.A.
RPg programmes	81.0%	19.0%	71.2%	28.8%	N.A.	N.A.

## Notes:

<sup>#</sup> Provisional figures.

<sup>&</sup> Figure less than 0.05%.

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

\*\* Including all self-financing programmes and publicly-funded programmes offered by HKAPA and VTC.

'-' denotes 'nil'.

"N.A." denotes "Not available".

The respective percentages of students from the Mainland and other Asian countries/places among all non-local students in UGC-funded institutions, the Hong Kong Academy for Performing Arts, Vocational Training Council and self-financing institutions in the 2011/12, 2012/13 and 2013/14 academic years are as follows –

Level of study	Place of origin <sup>@^</sup>	2011/12	2012/13	2013/14 <sup>#</sup>
<b>UGC-funded programmes</b>				
SD programmes	The Mainland of China	-	-	-
	The rest of Asia	50.0%	100.0%	-
Ug programmes	The Mainland of China	77.5%	75.2%	72.9%
	The rest of Asia	17.9%	20.8%	23.4%
TPg programmes	The Mainland of China	63.2%	66.0%	77.9%
	The rest of Asia	19.5%	20.2%	11.5%
RPg programmes*	The Mainland of China	90.2%	88.8%	87.3%
	The rest of Asia	5.9%	6.5%	7.1%
<b>Non-UGC-funded programmes **</b>				
SD programmes <sup>(1)</sup>	The Mainland of China	91.5%	93.0%	93.4%
	The rest of Asia <sup>(3)</sup>	2.9%	1.8%	1.8%
Ug programmes <sup>(1)</sup>	The Mainland of China	77.8%	83.0%	78.6%
	The rest of Asia <sup>(3)</sup>	1.4%	2.3%	2.1%
TPg programmes <sup>(2)</sup>	The Mainland of China	85.6%	88.5%	N.A.
	The rest of Asia <sup>(3)</sup>	0.5%	0.4%	N.A.
RPg programmes <sup>(2)</sup>	The Mainland of China	69.1%	79.1%	N.A.
	The rest of Asia <sup>(3)</sup>	2.5%	2.2%	N.A.

Notes:

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

# Provisional figures.

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

\*\* Including all self-financing programmes and publicly-funded programmes offered by HKAPA and VTC.

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

'-' denotes 'nil'.

"N.A." denotes "Not available".

(1) Includes only full-time mode of study.

(2) Includes both full-time and part-time mode of study.

(3) Includes students from Macau and Taiwan only. There are no breakdown figures on students from other parts of Asia.



**CONTROLLING OFFICER'S REPLY**

**EDB432**

**(Question Serial No. 5483)**

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 (Member Question No. 54):

Regarding international schools, please providing the following information:

1. please set out in table form the respective numbers and percentages of local and non-local students in various international school;
2. please set out in table form the respective total numbers of students studying in international primary and secondary schools, as well as the respective numbers and percentages of local and non-local students in such schools in each of the past three years (i.e. the 2011/12, 2012/13 and 2013/14 school years);
3. please set out in table form the highest, lowest and median tuition fees charged by international schools in the current school year.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

In the context of international schools (including the English Schools Foundation schools and private international schools), local students refer to those who are Hong Kong permanent residents (with the right of abode in the Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport). Based on the student enrolment survey conducted in September 2013, the proportion of local students in international schools in the 2013/14 school year is 15% and that of non-local students is 85%. The numbers and percentages of local and non-local students of individual schools are set out at Annex 1.

The total number of students in international schools from the 2011/12 to 2013/14 school years with breakdown by levels and by the proportion of local and non-local students as appropriate are set out at Annex 2.

The highest, lowest and median tuition fees charged by international schools in the 2013/14 school year are set out in Annex 3.

**Numbers and percentages of local and non-local students  
in international schools (excluding special school)  
(based on the student enrolment survey conducted in September 2013)**

<b>Name of school</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage)</b>	<b>Total number of non-local students (Percentage)</b>
<b>Primary-cum-secondary</b>			
American International School	<b>621</b>	80 (12.9 %)	541 (87.1 %)
Australian International School Hong Kong	<b>1 081</b>	75 (6.9 %)	1 006 (93.1 %)
Canadian International School	<b>1 692</b>	261 (15.4 %)	1 431 (84.6 %)
Carmel School	<b>224</b>	9 (4.0 %)	215 (96.0 %)
Chinese International School	<b>1 415</b>	187 (13.2 %)	1 228 (86.8 %)
Christian Alliance PC Lau Memorial International School	<b>832</b>	380 (45.7 %)	452 (54.3 %)
Delia School of Canada	<b>1 323</b>	143 (10.8 %)	1 180 (89.2 %)
Discovery Bay International School	<b>722</b>	21 (2.9 %)	701 (97.1 %)
German Swiss International School (English)	<b>760</b>	167 (22.0 %)	593 (78.0 %)
German Swiss International School (German)	<b>357</b>	4 (1.1 %)	353 (98.9 %)
Harrow International School Hong Kong	<b>821</b>	222 (27.0 %)	599 (73.0 %)
Hong Kong Academy	<b>484</b>	35 (7.2 %)	449 (92.8 %)
Hong Kong International School	<b>2 574</b>	142 (5.5 %)	2 432 (94.5 %)
Hong Kong Japanese School	<b>622</b>	2 (0.3 %)	620 (99.7 %)
Kellett School	<b>918</b>	40 (4.4 %)	878 (95.6 %)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	<b>778</b>	363 (46.7 %)	415 (53.3 %)
Korean International School (English)	<b>321</b>	83 (25.9 %)	238 (74.1 %)
Korean International School (Korean)	<b>157</b>	1 (0.6 %)	156 (99.4 %)
Lyc'ee Francis International (English)	<b>534</b>	52 (9.7 %)	482 (90.3 %)
Lyc'ee Francis International (French)	<b>1 807</b>	0 (0.0 %)	1 807 (100.0 %)
Sear Rogers International School - Peninsula	<b>280</b>	94 (33.6 %)	186 (66.4 %)
Singapore International School (Hong Kong)	<b>1 123</b>	366 (32.6 %)	757 (67.4 %)
<b>Primary</b>			
Beacon Hill School <sup>^</sup>	<b>538</b>	173 (32.2 %)	365 (67.8 %)
Bradbury School <sup>^</sup>	<b>717</b>	48 (6.7 %)	669 (93.3 %)
Clearwater Bay School <sup>^</sup>	<b>717</b>	54 (7.5 %)	663 (92.5 %)

Name of school	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Glenealy School <sup>^</sup>	357	29 (8.1 %)	328 (91.9 %)
Japanese International School (English)	162	24 (14.8 %)	138 (85.2 %)
Japanese International School (Japanese)	512	0 (0.0 %)	512 (100.0 %)
Kennedy School <sup>^</sup>	899	75 (8.3 %)	824 (91.7 %)
Kingston International School	246	166 (67.5 %)	80 (32.5 %)
Kowloon Junior School <sup>^</sup>	896	110 (12.3 %)	786 (87.7 %)
Lantau International School	245	6 (2.4 %)	239 (97.6 %)
Norwegian International School	144	81 (56.2 %)	63 (43.8 %)
Peak School <sup>^</sup>	348	29 (8.3 %)	319 (91.7 %)
Quarry Bay School <sup>^</sup>	718	135 (18.8 %)	583 (81.2 %)
Shatin Junior School <sup>^</sup>	898	0 (0.0 %)	898 (100.0 %)
International College Hong Kong Hong Lok Yuen (Primary Section)	316	78 (24.7 %)	238 (75.3%)
The International Montessori School – an IMEF School	264	14 (5.3 %)	250 (94.7 %)
The Harbour School	116	10 (8.6 %)	106 (91.4 %)
Think International School	147	101 (68.7 %)	46 (31.3 %)
Umah International Primary School	56	3 (5.4 %)	53 (94.6 %)
Yew Chung International School	687	340 (49.5 %)	347 (50.5 %)
<b>Secondary</b>			
Concordia International School	83	25 (30.1 %)	58 (69.9 %)
Island School <sup>^</sup>	1 235	163 (13.2 %)	1 072 (86.8 %)
King George V School <sup>^</sup>	1 746	109 (6.2 %)	1 637 (93.8 %)
Shatin College <sup>^</sup>	1 205	391 (32.4%)	814 (67.6 %)
The South Island School <sup>^</sup>	1 427	219 (15.3 %)	1 208 (84.7%)
West Island School <sup>^</sup>	1 193	133 (11.1 %)	1 060 (88.9 %)
International College Hong Kong (New Territories)	262	78 (29.8 %)	184 (70.2 %)
<b>Total</b>	<b>35 580</b>	<b>5321 (15.0 %)</b>	<b>30 259 (85.0 %)</b>

Note:

- (1) Local students refer to those who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and do not have any foreign passport (except British National (Overseas) Passport).
- (2) Schools operated by the English Schools Foundation are indicated by (^).

**Total number of students and the proportion of local and non-local students  
in international schools from 2011/12 to 2013/14 school years**

<b>School year</b>	<b>Total number of students</b>	<b>Total number of local students (Percentage to total number of students)</b>	<b>Total number of non-local students (Percentage to total number of students)</b>
<b>Primary</b>			
2013/14	19 492	2 879 (14.8%)	16 613 (85.2%)
2012/13	18 844	2 619 (13.9%)	16 225 (86.1%)
2011/12	18 089	2 392 (13.2%)	15 697 (86.8%)
<b>Secondary</b>			
2013/14	16 088	2 442 (15.2%)	13 646 (84.8%)
2012/13	15 530	2 074 (13.4%)	13 456 (86.6%)
2011/12	14 908	1 789 (12.0%)	13 119 (88.0%)

**The highest, lowest and median tuition fees  
charged by international schools in the 2013/14 school year**

	<b>Primary</b>	<b>Secondary</b>
Highest	\$161,400	\$182,300
Lowest	\$5,800	\$37,800
Median*	\$102,000	\$126,500

Note:

- \* In deriving the median, the annual chargeable tuition fee for each of the individual grades in the schools concerned is counted once, irrespective of the number of students enrolled.

**CONTROLLING OFFICER'S REPLY****EDB433****(Question Serial No. 5484)**

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 (Member Question No. 53):

Regarding the operating scale of kindergartens, what are the respective median numbers of enrolment in the group of kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and the group not joining the PEVS in each of the past 3 years (i.e. the 2011/12, 2012/13 and 2013/14 school years)? What are the respective highest and lowest numbers of enrolment in these groups?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The respective median number, highest number and lowest number of enrolment in the group of kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and the group not joining the PEVS in the 2011/12, 2012/13 and 2013/14 school years are as follows:

KGs joining the PEVS (Note)	2011/12	2012/13	2013/14
The median enrolment	124	134	137
The highest enrolment	1 434	1 383	1 353
The lowest enrolment	17	14	16

KGs not joining the PEVS (Note)	2011/12	2012/13	2013/14
The median enrolment	158	183	197
The highest enrolment	1 456	1 447	1 452
The lowest enrolment	3	3	1

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

**CONTROLLING OFFICER'S REPLY**

**EDB434**

**(Question Serial No. 3314)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 58):

1. How much resources was injected by the Bureau into the promotion of e-learning and teaching in secondary and primary schools in the past five years? What are the specific works done?
2. Looking forward, how much resources is earmarked for the promotion of e-learning and teaching in secondary and primary schools in 2014-15?

Asked by: Hon. CHUNG Shu-kun, Christopher

Reply:

(1) and (2)

The Government is committed to the promotion of e-Learning, and has invested over \$9 billion since the 1998/99 school year for implementation of a wide range of measures through three Information Technology (IT) in Education Strategies and other e-Learning initiatives. In the past five financial years, we have launched the following e-Learning initiatives -

- (a) the three-year Pilot Scheme on e-Learning in Schools in 2010 with \$68 million out of a non-recurrent commitment of \$128 million for promotion of e-Learning in the school sector to explore how e-learning could be implemented in different school settings so as to cater for learner diversity and encourage students to conduct self-directed and life-long learning;
- (b) the e-Textbook Market Development Scheme (EMADS) in 2012 with a commitment of \$50 million to facilitate and encourage the participation of potential and aspiring e-textbook developers to develop a diverse range of e-textbooks in line with our local curricula; as well as to try-out a quality vetting and quality assurance mechanism for e-textbooks through the field-testing of e-textbooks in partner schools with a view to drawing up progressively a full-fledged Recommended Textbook List for e-textbooks;
- (c) the Education Bureau One-stop Portal for Learning and Teaching Resources in 2012 with non-recurrent funding of \$37 million out of a non-recurrent commitment of \$52 million for the Third IT in Education Strategy plus in-house staff cost which provides a curriculum-based learning and teaching modules resource bank with appropriate digital teaching resources covering eight Key Learning Areas at all levels from Primary 1 to Secondary 6, General Studies at the Primary level and Liberal Studies at the Senior Secondary level; assessment tasks; curriculum documents; and information on professional development for teachers; and
- (d) the Support Scheme for e-Learning in Schools in 2014 with a commitment of \$50 million under which about 100 public sector and local schools under the Direct Subsidy Scheme will be provided with a

one-off grant to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks in class and to acquire sufficient mobile computing devices.

Apart from non-recurrent expenditures, we have been providing all public sector schools with an annual recurrent Composite IT Grant at amounts ranging from \$177,590 to \$552,367, depending on the school type and the number of classes. School can use the grant to cover expenditures such as Internet service fee, upgrading and replacement of IT facilities including WiFi equipment, purchase of digital resources materials for learning and teaching (including annual subscription/renewal fees for licences and software), etc. Under the principle of school-based management, schools can flexibly deploy their resources as appropriate to meet their operational needs for IT in Education. The amounts of Composite IT Grant in the past five financial years are shown in the table below.

	<b>Amount of Composite IT Grant</b>
2009-10	\$302 million
2010-11	\$292 million
2011-12	\$300 million
2012-13	\$335 million
2013-14	\$328 million

The amount of Composite IT Grant for 2014-15 is estimated to be \$341 million.

We would soon launch a public consultation on the “Fourth Strategy on Information Technology in Education”. One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.



**CONTROLLING OFFICER'S REPLY****EDB435****(Question Serial No. 5864)**

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 (Member Question No. 43):

The Bureau estimates that the number of kindergarten students will increase to 177 100 in the 2014/15 school year. In this regard, please list out the number of cross-boundary kindergarten students and the school places to be provided by District Council districts in the 2014/15 school year.

District Council Districts	No. of Cross-boundary Students	No. of School Places to be Provided

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The Education Bureau (EDB) collects information on the number of cross-boundary students (CBS) attending kindergartens (KGs) in the New Territories in September each year, after the commencement of a new academic year. We are not able to provide the figures for the 2014/15 school year at this stage. Nor can we reliably project the number of CBS and their geographical distribution in the 2014/15 school year because their number and choice of boundary control point through which they would access to Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education is not compulsory and has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their own circumstances, and admission is at the full discretion of individual KGs which may also have different admission practices and procedures.

As for estimating the future supply of KG places, we will take into account the following:

- (a) the number of KG places offered in the 2013/14 school year;
- (b) the estimated number of KG places that could be offered from vacant registered classrooms and child care centre portions, with reference to information of permitted accommodation; and
- (c) the number of KGs to commence or cease operation in coming years known to EDB at the time of projection.

The projected supply of KG places by District Council districts in the 2014/15 school year is tabulated below. It should be noted that the figures are mainly based on the situation in the 2013/14 school year and could not take into account the changes before the commencement of the 2014/15 school year as there is no planned class structure and the admission is at the discretion of individual KGs.

District	Projected number of KG places
Central & Western	8 900
Wan Chai	8 700
Eastern	19 500
Southern	9 200
Yau Tsim Mong	8 900
Sham Shui Po	12 900
Kowloon City	30 600
Wong Tai Sin	10 400
Kwun Tong	16 700
Sai Kung	12 500
Sha Tin	17 900
Tai Po	8 100
North	13 000
Yuen Long	18 900
Tuen Mun	14 800
Tsuen Wan	8 800
Kwai Tsing	14 400
Islands	5 800

**CONTROLLING OFFICER'S REPLY****EDB436****(Question Serial No. 5876)**

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 (Member Question No. 58):

What were the expenditures for promoting national education in the past 3 years (i.e. 2011/12 to 2013/14 school years)? What is the estimated expenditure for promoting national education in the 2014/15 school year?

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in schools and outside schools at primary and secondary school levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources as well as provision of Mainland exchange opportunities to complement students' learning in relevant Key Learning Areas/subjects, etc. With staffing and expenditure for most of these items absorbed by the recurrent expenditures of the Education Bureau, expenditure in respect of subsidising Mainland exchange programmes (MEPs) for primary and secondary school teachers and students can be separately identified. Expenditures on MEPs in the past three school years (from 2011/12 to 2013/14 school years) and the 2014/15 school year are as follows:

School Year	Expenditure (\$million) <sup>@</sup>	
	Programmes for students	Programmes for teachers
2011/12	52.3	1.9
2012/13 <sup>#</sup>	33.0	1.0
2013/14 <sup>*</sup>	55.1	1.1
2014/15 <sup>++</sup>	63.6	1.7

<sup>@</sup> Staffing resources in the provision of MEPs are absorbed by the recurrent expenditures of the Education Bureau

<sup>#</sup> Actual figures revised from last year's estimates

<sup>\*</sup> Provisional figures

<sup>++</sup> Estimated figures

**CONTROLLING OFFICER'S REPLY****EDB437****(Question Serial No. 5660)**

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 (Member Question No. 74):

Under "Matters Requiring Special Attention in 2014-15", it is stated that the Education Bureau will "plan, as a one-off improvement measure, to increase the voucher value of the PEVS by \$2,500 each year in the 2014/15 and 2015/16 school years. This, together with the enhancement to the Kindergarten and Child Care Centre Fee Remission Scheme to be implemented by the Student Financial Assistance Agency, will provide greater support to parents on kindergarten education of the children and relieve the pressure of kindergartens in meeting the operating expenses pending the recommendations of the Committee on Free Kindergarten Education on how to practicably implement free kindergarten education". Will the Administration inform this Council of the expenditure on the PEVS and the number of students subsidised in each of the past three financial years as well as the estimated provision for and the expected number of students subsidised in each of the next two financial years?

Asked by: Hon. FUNG Kin-kee, Frederick

Reply:

The respective expenditure on the Pre-primary Education Voucher Scheme (PEVS) from 2011-12 to 2014-15 are tabulated below. The estimated expenditure on the PEVS for 2015-16 is not available at this stage.

2011-12 (\$ million) (Actual)	2012-13 (\$ million) (Actual)	2013-14 (\$ million) (Revised Estimate)	2014-15 (\$ million) (Estimate)
1,998.8	2,128.1	2,446.6	2,604.3

Note: Including Teacher Development Subsidy provided under the PEVS up to the 2011/12 school year, and the one-off school development grant for PEVS KGs in the 2013/14 school year.

The respective number of students receiving the PEVS subsidy from the 2011/12 to 2013/14 school years as well as the estimate for the 2014/15 school year are tabulated below. The estimated number of students receiving the subsidy for the 2015/16 school year is not available at this stage.

2011/12 school year (Actual)	2012/13 school year (Actual)	2013/14 school year (Provisional)	2014/15 school year (Estimate)
129 100	131 400	133 200	139 000

**CONTROLLING OFFICER'S REPLY****EDB438****(Question Serial No. 5661)**

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 (Member Question No. 75):

Under "Matters Requiring Special Attention in 2014-15", it is stated that the Education Bureau will "plan, as a one-off improvement measure, to increase the voucher value of the PEVS by \$2,500 each year in the 2014/15 and 2015/16 school years. This, together with the enhancement to the Kindergarten and Child Care Centre Fee Remission Scheme to be implemented by the Student Financial Assistance Agency, will provide greater support to parents on kindergarten education of the children and relieve the pressure of kindergartens in meeting the operating expenses pending the recommendations of the Committee on Free Kindergarten Education on how to practicably implement free kindergarten education". Will the Administration inform this Council of the latest work progress of the Committee on Free Kindergarten Education and the earliest time by which free kindergarten education can be implemented based on the current work progress?

Asked by: Hon. FUNG Kin-kee, Frederick

Reply:

The Committee on Free Kindergarten Education (the Committee), together with its five sub-committees, was set up in April 2013 to recommend to the Secretary for Education how the Government may practicably implement 3-year free kindergarten (KG) education. Since their establishment, the Committee and its sub-committees have held more than 30 meetings to study the various issues relating to free KG education including the objectives of KG education, professional development and training of KG principals and teachers, needs of KGs of different operation modes, funding modes, teacher qualification and salary framework, monitoring and governance framework, catering for student diversity, home-school cooperation, etc. In view of the intricacies of the issues involved and the far-reaching implications of the new policy on free KG education, it is expected that the Committee's deliberation will take around two years. The Committee submitted a progress report in December 2013 and proposed some short-term measures to provide immediate assistance to the KG sector and the parents. The short-term measures include providing additional subsidy for KGs and parents, enhancing the training for KG principals and teachers, improving the KG admission arrangements and enhancing parent education, etc. After careful consideration, the Education Bureau (EDB) accepted the Committee's recommendations on the short-term measures and has been taking follow-up action accordingly.

Looking ahead, the Committee and its Sub-committees will continue to deliberate how to practicably implement free KG education in Hong Kong and submit its final report to the Government in 2015. As part of its deliberation process, the Committee and its Sub-committees will continue to listen to different opinions on ways to enhance KG education, including views from the KG sector and other stakeholders. The Committee will keep the public informed of its work progress from time to time.

**CONTROLLING OFFICER'S REPLY****EDB439****(Question Serial No. 4625)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 123):

In regard to the growing co-operation between Hong Kong and the Mainland in recent years, please provide relevant information on Hong Kong/Mainland cross-boundary projects or programmes in which your bureau and the departments under its purview have been involved.

(a) For Hong Kong/Mainland cross-boundary projects or programmes, please provide information in 2011-12 to 2013-14 as per following table:

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved	Mainland official and department/ organisation involved	Progress completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme

(b) For Hong Kong/Mainland cross-boundary projects or programmes in 2014-15, please provide information as per following table:

Project / Programme	Details, objective and whether it is related to the Framework Agreement	Expenditure involved	Mainland official and department/ organisation involved	Progress completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which	Details of the legislative amendments or policy changes involved in the project/

					channels and what will be the manpower and expenditure involved? If not, what are the reasons?	programme

(c) Apart from the projects or programmes listed above, are there any other modes of Hong Kong/Mainland cross-boundary co-operation? If so, what are they? What were the manpower and expenditure involved over the past 3 years? How much financial and manpower resources have been earmarked in the Estimates for 2014-15?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student level in which the Education Bureau (EDB) was involved from 2011-12 to 2013-14 are at Annex A.
- (b) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student level in which EDB will be involved in 2014-15 are at Annex B.
- (c) Apart from the above projects/programmes, there is no other mode of cross-boundary co-operation.

**Cross-boundary projects or programmes in which EDB collaborated with Mainland department(s)  
from 2011-12 to 2013-14**

- 2011-2012

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.  It is related to the Framework Agreement (FA).	14.6	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.  It is related to the FA.	3	Ministry of Education  Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA
Educational exchange programmes funded by Quality Education Fund (QEF)	The programmes aim at enhancing participants' understanding of the Mainland.  It is not related to the FA.	0.5	NA. Programmes were organised by grantees of QEF projects (including schools and	Completed	Applications to the QEF were open to the public.  The programmes were bottom-up initiatives proposed by grantees through open applications.	NA



Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
			tertiary institutions)			
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.  It is not related to the FA.	Subsumed under the recurrent departmental expenditure of the EDB	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives, and to understand the relationship between Hong Kong and Guangdong.  It is related to the FA.	18.2	Ministry of Education  The People's Government of the Guangdong Province	Completed	Schools were invited to apply for the Programme via school circular.	NA
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.  It is not related to the FA.	1.9	People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among	0.7	Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	senior secondary students of the three places.  It is not related to the FA.					
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.  It is not related to the FA.	1.3	Ministry of Education	Completed	Schools were invited to apply for the Exchange Programme via school circular.	NA
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour.  It is not related to the FA.	8.1	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national developments and support for students to align curriculum objectives and	7.1	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	experiences.  It is not related to the FA.					
“Understanding Our Motherland” Programme 2011	The programme aims at enhancing students’ understanding of national development and commitment towards the betterment of the country.  It is not related to the FA.	3.9	These Programmes were organised by schools with different local contacts in the Mainland.	Completed	Schools were invited to apply for the Programme via school circular.	NA
Sponsored programmes organised by the National Education Centre (up to June 2012)	The Programme aims at enhancing students’ understanding of the Mainland.  It is not related to the FA.	0.7	Ministry of Education	Completed	Letters were issued by the Centre to invite schools to join the Programme.	NA
Sponsored programmes organised by the National Education Services Centre (up to June 2012)	The Programme aims at enhancing students’ understanding of the Mainland.  It is not related to the FA.	3.9	Ministry of Education	Completed	Letters were issued to invite schools to join the Programme.	NA
National Day Delegation from the Educational Sector of Hong Kong 2011	The Programme aims at deepening education workers’ understanding of the Mainland and promoting professional interflow.  It is not related to the FA.	0.5	Ministry of Education	Completed	A letter was issued to invite schools to join the Programme.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.  It is related to the FA.	0.2	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.  It is related to the FA.	1.2	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.  It is not related to the FA.	NA (The expenditure was borne by Shenzhen)	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA
#Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidising student teachers to participate in the study courses to equip themselves in	0.5	Ministry of Education and normal universities in the Mainland	The PSCST was launched and the first batch of study courses were organised in 2011-12.	The programme has been announced in the Policy Address of 2012. We issue letters with the objectives and details of the study	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	<p>leading students on study and exchange activities to the Mainland in future.</p> <p>It is not related to the FA.</p>				<p>courses annually to invite local institutions providing teacher education programmes to participate.</p>	
# Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	<p>The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.</p> <p>It is not related to the FA.</p>	<p>The total expenditure on matching grants in 2011-12 was: 25.6</p>	<p>Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.</p>	<p>The PMES was launched in July 2011 and will end on 30 June 2016. All subsidised programmes should be completed on or before 30 June 2019.</p>	<p>The PMES was approved by the Finance Committee in June 2011. We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.</p>	NA
#The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	<p>The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland.</p> <p>It is related to the</p>	<p>The expenditure on organising the Mainland Higher Education Expo 2011 was: 1.2</p>	<p>Ministry of Education and some Mainland higher education institutions.</p>	<p>The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2011 in December 2011, attracting a total of over 7,500 visitors.</p>	<p>The Education Bureau has issued press releases on the details of the Scheme in the 2012/13 academic year and the Mainland Higher Education Expo 2011.</p>	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	FA.					

# The initiatives commenced in 2011-12.

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.  It is related to the FA	17.4	Ministry of Education  Department of Education, Guangdong Province	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.  It is related to the FA.	3.0	Department of Education, Guangdong Province  Shenzhen Municipal Education Bureau  The Education Bureau of Foshan	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme was one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA
Educational exchange programmes funded by Quality Education Fund(QEF)	The programmes aim at enhancing participants' understanding of the Mainland.  It is not related to the FA.	0.39	NA. Programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	On-going	Applications to the QEF were open to the public.  The programmes were bottom-up initiatives proposed by grantees through open applications.	NA
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in	Subsumed under the recurrent departmental expenditure	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	<p>Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.</p> <p>It is not related to the FA.</p>	of the EDB	<p>Guangzhou Municipal Education Bureau</p> <p>Shenzhen Municipal Education Bureau</p>			
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	<p>The Programme aims at providing opportunities for students to explore national development from multiple perspectives and to understand the relationship between Hong Kong and Guangdong.</p> <p>It is related to the FA.</p>	3.8	<p>Ministry of Education</p> <p>The People's Government of the Guangdong Province</p> <p>Department of Education, Guangdong Province</p>	Completed	Schools were invited to apply for the programme via school circular.	NA
Hong Kong Teachers Mainland Exchange Programme	<p>The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.</p> <p>It is not related to the FA.</p>	1.3	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular and training calendar.	NA
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	<p>The Scheme aims at enriching participants' understanding of the Mainland.</p> <p>It is not related to the FA.</p>	0.3 (Expenditure was settled in 2013-14 financial year)	People's Governments at the local level	Completed	NGOs and schools were invited to apply for the scheme via web notice.	NA



Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme, held in Beijing and Hong Kong/Macau in alternate year, aims at promoting interflow among senior secondary students of the three places.  It is not related to the FA.	0.3	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.  It is not related to the FA.	2.8	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims at enhancing students' understanding of the modern history, culture and development of the country and support for students to align curriculum objectives with the experience gained in the study tour.  It is not related to the FA.	7.2	Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.	NA
"Understanding Our Motherland" Programme 2012	The programme aims at enhancing students'	2.3	These Programmes were	Completed	Schools were invited to apply for the programme via school	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	<p>understanding of national development and commitment towards the betterment of the country.</p> <p>It is not related to the FA.</p>		organised by schools with different local contacts in the Mainland.		circular.	
Sponsored programmes organised by the National Education Services Centre (up to the end of June 2012)	<p>The Programmes aim at enhancing students' understanding of the Mainland.</p> <p>It is not related to the FA.</p>	1.5	These programmes were arranged by NESC with different organisations in the Mainland	Completed	Schools were invited to apply for the Programme via letters from NESC.	NA
National Day Delegation from the Educational Sector of Hong Kong 2012	<p>The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.</p> <p>It is not related to the FA.</p>	0.4	Ministry of Education	Completed.	A letter was issued to invite schools to join the programme.	NA
National Education Exchange Programme in Mainland for Senior Secondary Students	<p>The Programme aims at deepening students' understanding of national development and support for students to align curriculum with experiences.</p> <p>It is not related to the FA.</p>	6.7	Ministry of Education	Completed	Schools were invited to apply for the programme via school circular.	NA
Senior Secondary School Students Mainland Exchange Programme	<p>The Scheme aims at providing opportunities to explore national development from</p>	7.6	These programmes were organised by schools with	Completed	Schools were invited to apply for the scheme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Subvention Scheme 2012	multiple perspectives.  It is not related to the FA.		different local contacts in the Mainland.			
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing.  It is not related to the FA.	0.9	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai.  It is not related to the FA.	1.1	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.  It is related to the FA.	0.2	Department of Education, Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme –	This is a reciprocal programme which aims at deepening the participants' understanding of	1.3	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
In-service Programme for English Language Teachers from Guangdong	the latest teaching methodologies in English Language through a 3-week course in Hong Kong.  It is related to the FA.					
Shenzhen – Hong Kong Principals’ Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.  It is not related to the FA.	NA (The expenditure was borne by Shenzhen)	Shenzhen Municipal Education Bureau	Completed	Letters were sent to school councils inviting them to make nominations.	NA
Pilot Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou.  It is not related to the FA.	0.3	The People’s Government of Zhejiang Province	Completed	Under the pilot programme, letters were sent to the school sponsoring bodies inviting them to make nominations.	NA
Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidising student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.  It is not related to the FA.	The originally estimated expenditure for 2012-13 was \$0.56 million. <b>No expenditure was involved</b> as the study courses were subsequently cancelled	Ministry of Education and normal universities in the Mainland	The second phase of study courses was originally scheduled for June 2013, with a total number of 41 student teachers enrolled. The study courses were subsequently cancelled due to the emergence	We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
		due to the emergence of bird's flu (H7N9) cases in the Mainland.		of bird's flu (H7N9) cases in the Mainland.		
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	<p>The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.</p> <p>It is not related to the FA.</p>	The total expenditure on matching grants for 2012-13 was: 22.4	Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The PMES was launched in July 2011 and will end on 30 June 2016. All subsidised programmes should be completed on or before 30 June 2019.	We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA
<p>Letter of Intent on further strengthening exchange and co-operation between Hong Kong and Mainland higher education institutions (Letter of Intent)</p> <p><input type="checkbox"/></p>	<p>The Letter of Intent was signed in end June 2012 between Hong Kong and Mainland higher education institutions to further strengthen exchange and collaboration on bilateral visits, nurturing of talents and co-operation in research, etc., between the higher education institutions of the two places.</p> <p>It is not related to the FA.</p>	Hong Kong and Mainland higher education institutions are responsible for implementing the co-operation initiatives. The expenditure on organising the signing ceremony of the Letter of Intent was: 0.3	Ministry of Education and Mainland Higher Education Institutions	As at September 2013, about 5 000 Hong Kong students benefitted from the exchange activities organised by Hong Kong and Mainland higher education institutions.	The Education Bureau issued a press release on the relevant details on 28 June 2012.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	<p>The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 63 Mainland institutions participated in the Scheme in the 2012/13 academic year.</p> <p>It is related to the FA.</p>	The expenditure on organising the Mainland Higher Education Expo 2012 was: 2.4	Ministry of Education and Mainland Higher Education Institutions	In the 2012/13 academic year, over 4,200 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,000 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2012 in November 2012, attracting a total of over 7,000 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2013/14 academic year and the Mainland Higher Education Expo 2012.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	<p>The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.</p> <p>It is related to the FA.</p>	20.0	<p>Ministry of Education</p> <p>Department of Education, Guangdong Province</p>	The Programme commenced in August 2013 and will be completed in August 2014.	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	<p>The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Zhongshan, Shenzhen and Guangdong.</p> <p>It is related to the FA.</p>	1.9	<p>Department of Education, Guangdong Province</p> <p>Shenzhen Municipal Education Bureau</p> <p>The Education Bureau of Foshan</p> <p>The Education Bureau of Zhongshan</p>	Completed	The content and purpose of the Programme have been announced to schools via school circular. The Programme was one of the programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.	NA
Educational exchange programmes funded by Quality Education Fund(QEF)	The project aims at helping students to learn about the situation of the government including state-owned enterprises, private-owned enterprises, and foreign enterprises	0.59	NA. Programmes were organised by grantees of QEF projects (including schools and tertiary institutions)	On-going	<p>Applications to the QEF were open to the public.</p> <p>The programmes were bottom-up initiatives proposed by grantees through open applications.</p>	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	in the Mainland.  It is not related to the FA					
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.  It is not related to the FA.	Subsumed under the recurrent departmental expenditure of the EDB	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The Programme aims at providing opportunities for students to explore national development from multiple perspectives and understand the relationship between Hong Kong and Guangdong.  It is related to the FA.	19.0	Ministry of Education  The People's Government of the Guangdong Province  Department of Education, Guangdong Province	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.  It is not related to the FA.	1.2	Ministry of Education	Completed	Schools were invited to apply for the programme via training calendar.	NA



Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.  It is not related to the FA.	0.3 (Expenditure brought forward from 2012-13 financial year)	People's Government at the local level	Completed	NGOs and schools were invited to apply for the scheme via web notice.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.  It is not related to the FA.	0.9	Beijing Municipal Commission of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA
Mainland Exchange Programme for Student Leaders	The Programme targeted at senior secondary students aims at deepening students' understanding of the national development and providing opportunities for exchanges with students in the Mainland.  It is not related to the FA.	2.5	Ministry of Education	Completed	Schools were invited to nominate students and teachers participants via school circular.	NA
"Understanding Our Motherland" Programme 2013	The Programme aims at enhancing students' understanding of national development and commitment towards the betterment of the country.	2.6	These Programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	It is not related to the FA.					
National Day Delegation from the Educational Sector of Hong Kong 2013	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.  It is not related to the FA.	0.6	Ministry of Education	Completed	A letter was issued to invite schools to join the programme.	NA
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepening students' understanding of national development and support for students to align curriculum with experiences.  It is not related to the FA.	11.3	Ministry of Education	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the programme via school circular.	NA
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2013	The Scheme aims at providing opportunities to explore national development from multiple perspectives.  It is not related to the FA.	12.8	These programmes will be organised by schools with different local contacts in the Mainland.	The Programme will be conducted throughout 2013/14.	Schools were invited to apply for the scheme via school circular.	NA
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.  It is not related to the FA.	0.6	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.  It is not related to the FA.	0.3	East China Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for Hong Kong Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.  It is related to the FA.	0.1	Department of Education, Guangdong Province	80% completed, the Programme started in July 2013 and will be completed in March 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.  It is related to the FA.	1.4	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.	NA
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.	0.2	Shenzhen Municipal Education Bureau	Completed	The Forum was announced through the Training Calendar System of EDB to invite principals to participate.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	It is not related to the FA.					
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.  It is not related to the FA.	0.6	The People's Government of Zhejiang Province  The People's Government of Shanxi Province	Completed	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA
Professional Study Courses for Student Teachers (PSCST)	The PSCST aims at subsidising student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.  It is not related to the FA.	The estimated expenditure for the 2013/14 academic year will be \$0.56 million, which will be included in the estimated expenditure for 2014-15.	Ministry of Education and normal universities in the Mainland	Study courses will be organised in the 2013/14 academic year. We will sort out with the Ministry of Education the details of implementation in the 2013/14 academic year.	We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.	NA
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.  It is not related to the FA.	The total expenditure on matching grants for 2013-14 was: 0.9	Programmes were organised by post secondary institutions in Hong Kong with different local contacts in the Mainland.	We issued matching grants to the participating institutions in January 2014. All subsidised programmes should be completed on or before 30 June 2019.	We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.	NA

Project / Programme	Details, objective and whether it is related to the Framework Agreement on Hong Kong /Guangdong Co-operation (the Framework Agreement)	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Have the details, objectives, amount involved or impact on the public, society, culture and ecology been released to the public? If so, through which channels and what were the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	<p>The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 70 Mainland institutions participated in the Scheme in the 2013/14 academic year.</p> <p>It is related to the FA.</p>	The expenditure on organising the Mainland Higher Education Expo 2013 was: 2.5	Ministry of Education and Mainland Higher Education Institutions	In the 2013/14 academic year, about 2,300 students were enrolled in the Scheme. Mainland higher education institutions admitted about 1,200 Hong Kong students. The Education Bureau organised jointly with the Ministry of Education the two-day Mainland Higher Education Expo 2013 in November 2013, attracting a total of over 7,500 visitors.	The Education Bureau has issued press releases on the details of the Scheme in the 2014/15 academic year and the Mainland Higher Education Expo 2013.	NA

**\* Provisional figures**

**Cross-boundary projects or programmes in which EDB will collaborate with  
Mainland department(s) in 2014-15**

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.  It is related to the FA.	17.9	Ministry of Education  Department of Education, Guangdong Province	The Programme will commence in August 2014 and will be completed in August 2015.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA
Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Zhongshan and Guangdong.  It is related to the FA.	1.1	Department of Education, Guangdong Province  The Education Bureau of Zhongshan	The programme commenced in March 2014 and will be completed in June 2014.	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.	NA
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities.  It is not related to the FA.	To be subsumed under the recurrent departmental expenditure of the EDB	Department of Education, Guangdong Province  Guangzhou Municipal Education Bureau  Shenzhen Municipal Education Bureau	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.	NA

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Mainland Exchange Programme for Junior Secondary and Upper Primary Students	The programme aims to provide learning experience for students to deepen their understanding of the history, culture, custom, urban/rural developments as well as nature conservation of the Guangdong Province, and its relationship with Hong Kong.  It is related to the FA.	21.0	The programme will be commissioned to service providers with different local contacts in the Mainland	The Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at promoting professional exchanges between teachers in Hong Kong and in the Mainland.  It is not related to the FA.	1.2	Ministry of Education	The Programme is planned to be conducted in Shanghai.	Schools will be invited to apply for the programme via training calendar.	NA
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims at enriching participants' understanding of the Mainland.  It is not related to the FA.	2.0	People's Governments at the local level	The Programmes will be conducted throughout 2014/15.	NGOs and schools will be invited to apply for the scheme via web notice.	NA
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme held in Beijing and Hong Kong/Macau in alternate year aims at promoting interflow among senior secondary level students of the three places.  It is not related to the FA.	0.4	Beijing Municipal Commission of Education	The Programme will be conducted in July 2014.	Schools will be invited to nominate students and teachers participants via school circular.	NA

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Mainland Exchange Programme for Student Leaders	The Programme aims to strengthen participants' leadership skills, broaden participants' horizons and enhance participants' understanding of our country and its development.  It is not related to the FA.	2.5	Ministry of Education	The Programmes will be conducted in April and December 2014.	Schools will be invited to nominate students and teachers participants via school circular.	NA
"Understanding Our Motherland" Programme 2014	The Programme aims at providing opportunities for upper primary and junior secondary school students to participate in Mainland exchange programmes organised by their schools.  It is not related to the FA.	6.3	These Programmes will be organised by schools with different local contacts in the Mainland.	The Programmes will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA
National Day Delegation from the Educational Sector of Hong Kong 2014	The Programme aims at deepening education workers' understanding of the Mainland and promoting professional interflow.  It is not related to the FA.	0.6	Ministry of Education	The Programme will be conducted between September and October 2015.	A letter will be issued to invite schools to join the programme.	NA
Mainland Exchange Programme for Senior Secondary School Students	The Programme aims to deepen students' understanding of the history, culture and development of our country	11.3	The programme will be commissioned to service providers with	The Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the programme via school circular.	NA



Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
	through integrating students' learning and exchange experiences with the school curriculum.  It is not related to the FA.		different local contacts in the Mainland			
Senior Secondary School Students Mainland Exchange Programme Subvention Scheme 2014	The Scheme aims at providing opportunities for senior secondary school students to participate in Mainland exchange programmes organised by their schools.  It is not related to the FA.	19.4	These programmes will be organised by schools with different local contacts in the Mainland.	These Programme will be conducted throughout 2014/15.	Schools will be invited to apply for the scheme via school circular.	NA
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 6-day study-trip to Beijing.  It is not related to the FA.	0.7	Beijing Normal University	The Programme will be held in May 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 6-day study-trip to Shanghai.  It is not related to the FA.	0.3	East China Normal University	The Programme will be held in April 2014.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA
Guangdong-Hong Kong Cultural Exchange Programme –	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the	0.2	Department of Education, Guangdong Province	The Programme will commence in July 2014 and complete in March 2015.	The Programme will be announced through the Training Calendar System of EDB to invite applications.	NA

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Advanced Course on Teaching of Putonghua for Hong Kong Teachers	subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong.  It is related to the FA.					
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.  It is related to the FA.	1.4	Department of Education, Guangdong Province	The Programme will be held in July 2014.	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.	NA
Shenzhen – Hong Kong Principals' Forum	The Forum aims at enhancing professional exchange between school principals in Hong Kong and Shenzhen.  It is not related to the FA.	NA (The expenditure will be borne by Shenzhen)	Shenzhen Municipal Education Bureau	The Forum will be held in December 2014.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	NA
Professional Study Tours to the Mainland for School Curriculum Leaders	The Programme aims at developing the leadership of school curriculum leaders by widening their horizons through a 5-day study tour to Hangzhou/Xian.  It is not related to the FA.	0.6	The People's Government of Zhejiang Province  The People's Government of Shanxi Province	The Programme will be held in April/May 2014.	Letters were sent to the school sponsoring bodies inviting them to make nominations.	NA

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/ organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/ programme
Professional Study Courses for Student Teachers (PSCST)	<p>The PSCST aims at subsidising student teachers to participate in the study courses to equip themselves in leading students on study and exchange activities to the Mainland in future.</p> <p>It is not related to FA.</p>	<p>The estimated expenditure (including the estimated expenditure for the 2013/14 and 2014/15 academic years)for 2014-15 will be 1.1</p>	<p>Ministry of Education and normal universities in the Mainland</p>	<p>The PSCST will continue to be implemented in the 2014/15 academic year.</p>	<p>We work out annually the details of the study courses in conjunction with the Ministry of Education, normal universities in the Mainland and local institutions.</p>	<p>NA</p>
Pilot Mainland Experience Scheme for Post-secondary Students (PMES)	<p>The PMES aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis.</p> <p>It is not related to FA.</p>	<p>The estimated expenditure on matching grants for 2014-15 will be 21.4</p>	<p>Programmes were organised by postsecondary institutions in Hong Kong with different local contacts in the Mainland.</p>	<p>Participating institutions will submit matching grants applications for the 2014/15 academic year in the 2nd half of 2014. All subsidised programmes should be completed on or before 30 June 2019.</p>	<p>We issue letters annually to invite 29 local post-secondary institutions for applying matching grants. Programmes were organised by institutions.</p>	<p>NA</p>
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	<p>The Ministry of Education has implemented the Scheme since the 2012/13 academic year. Under the Scheme, Hong Kong students can apply for admission to some Mainland higher education institutions based on their Hong Kong Diploma of Secondary Education</p>	<p>The estimated expenditure on organising the Mainland Higher Education Expo 2014 is about: 2.5</p>	<p>Ministry of Education and Mainland Higher Education Institutions</p>	<p>The Education Bureau will continue to assist the Ministry of Education in implementing the Scheme in Hong Kong. Our initial plan is to organise jointly with the Ministry of Education the Mainland Higher</p>	<p>The Education Bureau has issued press releases on the details of the Scheme in the 2014/15.</p>	<p>NA</p>

Project Programme /	Details, objective and whether it is related to the Framework Agreement	Expenditure involved (\$ million)*	Mainland official and department/organisation involved	Progress (% completed, commencement date, target completion date)	Will the details, objectives, amount involved or impact on the public, society, culture and ecology be released to the public? If so, through which channels and what will be the manpower and expenditure involved? If not, what are the reasons?	Details of the legislative amendments or policy changes involved in the project/programme
	<p>examination results on a merit basis, and are exempted from the Joint Entrance Examination for Universities in the Mainland. 75 Mainland institutions participated in the Scheme in the 2014/15 academic year.</p> <p>It is related to FA.</p>			Education Expo 2014 in end 2014.		

\* Estimated figures

**CONTROLLING OFFICER'S REPLY****EDB440****(Question Serial No. 4630)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 127):

Regarding the studies (if any) conducted by the Education Bureau and the departments under its purview for the purpose of formulating and assessing policies, please provide information in the following format.

(a) Using the table below, please provide information on studies on public policy and strategic public policy for which funds had been allocated in the past 2 financial years (2012-13 and 2013-14):

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?

(b) Are there any projects for which funds have been reserved for conducting consultancy studies this year (2014-15)? If yes, please provide the following information:

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?

(c) What are the criteria for considering the award of consultancy projects to the research institutions concerned?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

(a) The studies for which funds have been allocated in the past 2 financial years (2012-2013 and 2013-14) are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)  To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.  To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.	1,299,375	September 2011	In progress	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	Not applicable as the study is scheduled for completion by around end of 2014.  On completion, the study report will be released and uploaded to the website of the Education Bureau.
The Department of Mathematics and Information Technology of The Hong Kong Institute of Education	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)  To conduct in-depth case studies with qualitative analysis.  To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.	\$1,428,000	May 2013	In progress	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	Not applicable as the study is scheduled for completion by around end of 2014.  On completion, the study report will be released and uploaded to the website of the Education Bureau.
East China Normal University	Others (By quotation)	Impact Study on Quality Review  To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.	850,000	June 2010	Completed	The findings have been used as reference in enhancing the second cycle of the Quality Review.	The executive summary was uploaded to the website of the Education Bureau in May 2013.
Policy 21 Limited	Others (by quotation)	Analytical Study on “Free” Kindergarten Education  To review and consolidate stakeholders’ views and analyse issues relating to the provision of free kindergarten education.	496,000	March 2013	In progress	The findings will be used as reference for further discussion by the Committee on Free Kindergarten Education set up in April 2013 to study and make proposals on how to practicably implement free kindergarten education.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
Learning Files Ltd.	Others (By quotation)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	In progress	The findings will be used as reference for continuous improvement to the SDA framework.	Not applicable as the study project is scheduled for completion by mid of 2014.
The Chinese University of Hong Kong	Others (By quotation)	Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students  To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.	184,000	February 2014	In progress	The advice of the consultancy will be considered by the Administration in formulating data collection methods and/or further research projects to improve support measures for NCS students in respect of the learning of Chinese.	Not applicable as the study is scheduled for completion by September 2014.
Curriculum, Evaluation and Management Centre, University of Durham	Others (By quotation)	Study on 'Through-train' Mode  To stock take the empirical experience in realising the through-train objectives in different existing modes of school operation, i.e. the through-train mode as well as the feeder/ nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination.	1,410,000	September 2010	Completed	The major findings have been used as reference for proposing way forward for through-train and feeder/ nominated schools.	The executive summary was uploaded to the website of the Education Bureau in early 2013.
Consumer Search Hong Kong Ltd	Others (By quotation)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010  To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,080,000	July 2011	Completed	The findings have been shared with post-secondary institutions for reference.	An executive summary of the survey report was uploaded to the Concourse website (www.cspe.edu.hk) in December 2013.
Policy 21 Limited	Others (By quotation)	Local and International Good Practices in the Governance and Quality Assurance of the Self-financing Post-secondary Education Sector  To identify major development and models of good practices on governance and quality assurance for the operation	520,000	August 2013	In progress	The findings will be considered by the Committee on Self-financing Post-secondary Education.	On completion, the study report will be released and uploaded to the Concourse website (www.cspe.edu.hk).

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
		of self-financing post-secondary programmes from the local, regional and international perspectives.					
Policy 21 Limited	Others (by quotation)	Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong  To stocktake the provision of international school places and project future demand and supply for Government's review on the support measures for the international school sector.	799,000	June 2011	Completed	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	The report on the study was uploaded to the website of the Education Bureau in October 2013.  Major findings were reported to the Legislative Council Panel on Education in April 2013.
Hong Kong Institute of Vocational Education (Sha Tin)	Others (By quotation)	Survey of Laboratory Technicians in Secondary Schools (2013-14)  To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.	391,950	July 2013	In progress	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	Not applicable as the study has not been completed.  On completion, a summary of the findings will be uploaded to the website of the Education Bureau.

(ii) Studies commissioned by University Grants Committee (UGC) (under Head 190) –

Name of consultant	Mode of award (open auction/ tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
Sir Colin Lucas	Others (by quotation)	To give professional advice for the UGC's Higher Education Review 2010 (HER 2010)	629,405 (GBP 50,000)	January 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011. Follow up on the recommendations are monitored by various UGC groups.	The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version is also available on the UGC's website.



Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For completed projects, have they been made public? If yes, through what channels? If no, why?
Mr John Paul Randall	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2012-15 Academic Development Proposals (ADP), and in the actual scrutiny of institutions' ADPs	367,000 (GBP 32,421)	May 2010	Completed	The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP exercise and completed the evaluation of the institutions' ADPs on the basis of Mr Randall's advice.	Results of the 2012-15 ADP exercise have been made known to institutions.
Higher Aims Limited	Others (by quotation)	To help review the performances of the eight UGC-funded institutions on knowledge transfer and to map out a possible framework for its future development.	304,850 (GBP 25,000)	October 2011	Completed	The Consultant's recommendations formed the basis of the funding allocation and reporting requirements on knowledge transfer activities of the eight institutions in the 2012-15 triennium.	Details of the funding mechanism have been conveyed to the institutions and uploaded to the UGC's website.
The Quality Assurance Agency for Higher Education in the UK	Others (by quotation)	To conduct a review of the Quality Assurance Council (QAC) quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits.	850,607 (GBP 69,859)	November 2011	Completed	An Audit Manual for the QAC's second audit cycle has been endorsed and published.	The Audit Manual for the QAC's second audit cycle has been made known to the institutions and published on the QAC's website.
Mr Bahram Bekhradnia	Others (by quotation)	In response to the Government's in-principle acceptance of the recommendations in the "Aspirations for the Higher Education System in Hong Kong" issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system.	450,000	January 2012	Completed	The UGC has duly considered the report before formulating suggestions on how Credit Accumulation and Transfer System (CATS) should be developed in Hong Kong's higher education sector.	Subject to the government's views on how to proceed with CATS, results of the report would be made known to institutions.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2012-13 and 2013-14 to conduct consultancy study on public policy and strategic public policy.

(b) The studies for which provisions will be reserved in 2014-2015 are as follows –

Studies commissioned/ to be commissioned by the Education Bureau (under Head 156) –

Name of consultant	Mode of award (open auction/ tender/ others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
Learning Files Ltd.	Others (By quotation)	Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) Framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	749,700	November 2010	In progress	The findings will be used as reference for continuous improvement to the SDA framework.	On completion, the study report will be uploaded on the EDB webpage.
The Chinese University of Hong Kong	Others (By quotation)	Consultancy Service on Evaluation Research Framework for the Support Measures to Chinese Language Learning of Non-Chinese Speaking (NCS) Students  To formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students.	184,000	February 2014	In progress	The advice of the consultancy will be considered by the Administration in formulating data collection methods and/or further research projects to improve support measures for NCS students in respect of the learning of Chinese.	On completion, a synopsis of the consultancy report will be uploaded on the EDB webpage.
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1)  To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools.  To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-learning as the major learning model for our students in future.	1,299,375	September 2011	In progress	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	On completion, the study report will be released and uploaded to the website of the Education Bureau.

Name of consultant	Mode of award (open auction/tender/others (please specify))	Title, content and objective of project	Consultancy fee(\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions taken by the Administration on the study report and their progress (if any)	For projects that are expected to be completed this year, is there any plan to make them public? If yes, through what channels? If no, why?
The Department of Mathematics and Information Technology of The Hong Kong Institute of Education	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 2)  To conduct in-depth case studies with qualitative analysis.  To collect good school practices, sound e-learning solutions, e-pedagogies, etc of the pilot school projects.	\$1,428,000	May 2013	In progress	The findings will be used as reference to map the way forward on the implementation of e-learning in the local school community.	On completion, the study report will be released and uploaded to the website of the Education Bureau.
Hong Kong Institute of Vocational Education (Sha Tin)	Others (By quotation)	Survey of Laboratory Technicians in Secondary Schools (2013-14)  To collect information concerning the provision, roles, responsibilities, working conditions and training needs of laboratory technicians, and to solicit views from school principals, science teachers and laboratory technicians on the job duties and deployment of laboratory technicians in New Senior Secondary.	391,950	July 2013	In progress	The findings will be used as reference for reviewing the manning scale of laboratory technicians.	Not applicable as the study has not been completed.  On completion, a summary of the findings will be uploaded to the website of the Education Bureau.

Separately, the University Grant Committee and the Student Financial Assistance Agency are not planning to conduct any consultancy studies on public policy and strategic public policy in 2014-15.

(c) Given the different purposes, design, technical requirements and uniqueness of different consultancy studies, different specific criteria have been adopted for considering the award of consultancy projects to the research institutions / consultants concerned. Nevertheless, generally speaking, the criteria include technical aspects (such as project design as well as methodology for sampling and data correlation / analysis which could impact the validity and reliability of the research), experience and professional knowledge of the research institutions / consultants relevant to the research topic and the quality of the research team as reflected by indicators such as their track record and capability to provide follow up support services, and the fee proposal.

**CONTROLLING OFFICER'S REPLY**

**EDB441**

**(Question Serial No. 4670)**

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 (Member Question No. 166):

Regarding the analysis of provision under Programme 7 Policy and Support, please inform us of –

1. the details of the non-recurrent items in relation to the great increase of 247.3% in the revised estimate in 2013-14, and
2. the scope of work of the 28 posts to be increased in 2014-15, as well as the policies and the resources involved

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The revised estimate for 2013-14 under Programme 7 Policy and Support is \$4,873.2 million or 247.3% higher than the original estimate. This is mainly due to the in-year injection of \$5 billion to the Language Fund as approved by the Finance Committee in 2013-14. As the said injection has not been approved when the original estimate for 2013-14 was prepared, no provision has been included in the estimate for Head 156 Government Secretariat: Education Bureau. This is in line with the established mechanism that funding for new initiatives under planning will be included in the estimate of the respective Head of Expenditure only after the initiatives are approved.

The 28 net additional posts are mainly for enhancing the provision of services in various areas, including enhancing the life planning and career guidance services in secondary education, strengthening support for improvement works projects and maintenance projects of schools, as well as for replacing long-term non-civil service contract positions. The estimated salary expenditure involved is around \$16.11 million in 2014-15 in terms of notional annual mid-point salary value.

**CONTROLLING OFFICER'S REPLY**

**EDB442**

**(Question Serial No. 4673)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 169):

1. Do the Administration and its Education Bureau have a breakdown of the number of enquiries and requests for assistance from people of different sexual orientations or gender identities they received in the past 5 years (from 2009 to 2013)? If yes, please provide such figures; if not, what are the reasons and whether it is in line with the International Covenant on Civil and Political Rights and the HK Bill of Rights Ordinance?
2. Has the Administration and its Education Bureau set up an internal review mechanism to review cases involving people of different sexual orientations or gender identities on a regular basis to ensure that all such cases have actually been handled in a fair manner?
3. Has the Administration assessed the need of people of different sexual orientations or gender identities for various types of existing education services? If yes, what are the details? If not, what are the reasons?
4. Has the Administration issued guidelines to frontline staff on provision of services to people of different sexual orientations or gender identities? If yes, what are the details? If not, what are the reasons and whether the Administration will consider drawing up such guidelines?
5. Does the Administration regularly assess whether frontline staff has adequate awareness about people of different sexual orientations or gender identities?
6. Has the Administration provided training for frontline staff on provision of services to people of different sexual orientations or gender identities? If yes, what are the details of the training in the past 3 years (from 2011 to 2013)? If not, what are the reasons and whether the Administration will consider providing such training?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

1. Services of the Education Bureau are provided on an equal basis to clients irrespective of their sexual orientations or gender identities. In this regard, we have not captured information about the sexual orientations or gender identities of those who made enquiries or requests for assistance in our collection of statistics. This does not violate the requirements prescribed under the International Covenant on Economic, Social and Cultural Rights, International Covenant on Civic and Political Rights and Bill of Rights Ordinance.

2. As our services are provided on an equal basis to clients irrespective of their sexual orientations or gender identities, there is no need to set up any internal assessment mechanism to conduct regular reviews on cases involving people of different sexual orientations or gender identities.

3. This Bureau provides services to our clients on an equal basis irrespective of their sexual orientations or gender identities. The two aforesaid factors have not been included in our assessment of the needs of clients for various types of existing education services.

4&5. The Government is committed to promoting the principle of equal opportunities. Sexual orientations or gender identities are not factors to be considered in our provision of existing education services. Our frontline staff are fully aware of the importance of fair treatment to all members of the public and we do not consider there is a need to draw up guidelines in this respect for them. We also do not see the need to conduct regular assessment on the adequacy of staff awareness about people of different sexual orientations or gender identities. Nevertheless, we have issued circulars to remind staff to observe the principle of equal opportunities for all and to avoid any form of discrimination in the provision of services.

6. The concept of equal opportunity has been well integrated into EDB's day-to-day work as staff are all aware that sexual orientations or gender identities are not factors of consideration for provision of our existing education services. Therefore, we do not see any specific training needs in this regard.

**CONTROLLING OFFICER'S REPLY**

**EDB443**

**(Question Serial No. 3327)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 53):

1. What are the respective percentage shares of public education expenditure and private education expenditure in the Gross Domestic Product?
2. In kindergarten education, what are the respective total expenditures paid by public money and by the private sector?
3. With regard to primary schools, what are the respective expenditures paid by public money and by other sources of funds for government and aided primary schools? And what are the respective school fees and other expenses paid by the private sector for Direct Subsidy Scheme (DSS) schools and international schools?
4. With regard to secondary schools, what are the respective expenditures paid by public money and by other sources of funds for public sector secondary schools? And what are the respective school fees and other expenses paid by the private sector for DSS schools and international schools?
5. With regard to sub-degree places, what is the expenditure of subsidised places paid by public money and what are the bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised sub-degree places and self-financing sub-degree places respectively?
6. As for university education, what are the respective expenditures of subsidised degree places, taught postgraduate courses and research postgraduate courses paid by public money? What are the respective bursaries offered by the Student Financial Assistance Scheme? What are the tuition fees paid by students for subsidised degree places and for self-financing degree places respectively?

Asked by: Hon. IP Kin-yuen

Reply:

The information required is shown in the table below:

	2013-14 Revised Estimate
	\$ million
Total public expenditure on education (as % of GDP) <sup>1</sup>	76,856 (3.6%)
<b>Funding allocated to kindergartens / schools / institutions</b>	
- Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>2</sup>	2,295
- Primary schools <sup>3</sup>	
-- Government primary schools	960
-- Aided primary schools	11,436
-- English Schools Foundation Junior Schools	118
-- Primary schools under the Direct Subsidy Scheme	666
- Secondary schools <sup>3</sup>	
-- Government secondary schools	1,395
-- Aided secondary schools	18,318
-- Caput schools	112
-- English Schools Foundation Secondary Schools	170
-- Secondary schools under the Direct Subsidy Scheme	2,470
- University Grants Committee-funded Institutions <sup>4</sup>	14,985
<b>Financial assistance to students pursuing sub-degree / degree / post-graduate programmes <sup>5</sup></b>	
- Tertiary Student Finance Scheme – Publicly-funded Programmes	
-- sub-degree programmes	288
-- degree programmes	795
-- post-graduate programmes	8
- Financial Assistance Scheme for Post-secondary Students	
-- sub-degree programmes	777
-- degree programmes	434

#### Notes

1. The EDB has no information on education expenditure incurred by the private sector.
2. The financial provision covers government subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, as well as the Pre-primary Education Voucher Scheme. The EDB has no information on expenditure incurred by the private sector on kindergarten.



3. The financial provision covers government subventions to primary and secondary schools. The EDB has no information on education expenditure incurred by the private sector or financed by non-government fund for these schools. International schools (except those of the English Schools Foundation) are private schools operating on self-financing basis. School fees charged by Direct Subsidy Scheme schools and international schools in 2013/14 school year are provided at [Annex 1](#).
4. Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally to programmes at different levels (e.g. sub-degree, undergraduate, taught postgraduate and research postgraduate) as they see fit. UGC is therefore unable to identify and attribute the actual expenditure on specific levels of studies. Tuition fees for UGC-funded programmes and locally-accredited self-financing programmes in 2013/14 academic year are provided at [Annex 2](#).
5. The financial provision represents projected grants to students in 2013/14 academic year.

### School Fees of Direct Subsidy Scheme (DSS) Schools and International Schools

#### Schools under DSS

For schools under DSS, their school fees in 2013/14 school year are as follows:

Class level Amount of school fee	Primary 1 to 6* (No. of schools)	Secondary 1 to 3* (No. of schools)	Secondary 4 to 6* (No. of schools)
\$0 – \$5,000	0	18	13
\$5,001 – \$10,000	2	6	10
\$10,001 – \$20,000	8	11	11
\$20,001 – \$30,000	5	8	12
\$30,001 – \$50,000	5	11	8
\$50,001 – \$80,000	1	3	4
\$80,001 – \$98,000	0	0	1

\* For schools that are charging different school fees for different class levels, the highest school fee within the range of class level is used for classification purpose.

#### International schools

For international schools, their school fees in 2013/14 school year range from \$5,800 to \$161,400 at primary level and from \$37,800 to \$182,300 at secondary level.

### Tuition Fees for Sub-degree and Degree Places

#### UGC-funded programmes

The tuition fee for local students of the UGC-funded sub-degree programmes offered by the City University of Hong Kong and the Hong Kong Polytechnic University is set at \$31,575 per year, while that of Hong Kong Institute of Education is \$15,040 per year. The tuition fee for local students of the UGC-funded undergraduate, taught postgraduate and research postgraduate programmes is \$42,100 per year.

#### Locally-accredited self-financing programmes

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2013/14 academic year are appended in the table below:

Institution	Sub-degree <sup>1</sup>	Undergraduate <sup>1</sup>
Caritas Bianchi College of Careers	51,015 - 56,540	-
Caritas Institute of Higher Education	51,015 - 55,390	60,095 - 61,903
Centennial College	-	87,000
Chu Hai College of Higher Education	-	53,429 - 61,500
City University of Hong Kong - Community College of City University	47,250 - 56,250	-
Hang Seng Management College	48,000	66,500
HKU SPACE Po Leung Kuk Community College	52,500	-
Hong Kong Adventist College	39,600	-
Hong Kong Art School <sup>2</sup>	45,000	81,400
Hong Kong Baptist University and its School of Continuing Education and College of International Education	48,750 - 66,978	-
Hong Kong Buddhist College	38,000	-
Hong Kong College of Technology	43,740 - 51,600	-
Hong Kong Institute of Technology <sup>2</sup>	37,400	45,000
Hong Kong Shue Yan University	-	55,000
Kaplan Business and Accountancy School	48,000	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-
Pui Ching Academy	41,000	-
Sacred Heart Canossian College of Commerce	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>2</sup>	-	279,755
School of Continuing and Professional Studies, The Chinese University of Hong Kong	45,225 - 49,810	-
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	-	-
The Hong Kong Institute of Education	48,100	72,000 - 80,000
The Hong Kong Polytechnic University - Hong Kong Community College	50,400 - 55,440	-

<b>Institution</b>	<b>Sub-degree<sup>1</sup></b>	<b>Undergraduate<sup>1</sup></b>
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education <sup>2</sup>	45,000 - 66,365	52,000 - 65,000
The University of Hong Kong - HKU SPACE & HKU SPACE Community College <sup>2</sup>	52,500 - 72,000	59,200
Tung Wah College	52,500 - 79,200	66,000 - 108,800
Vocational Training Council	46,500 - 47,750	66,150 - 75,900
Yew Chung Community College	60,500	-
YMCA College of Careers	44,250	-

"-" Denotes no related programme was offered

#### Notes

1. Tuition fee information does not include the sub-degree programmes provided under the old academic structure.
2. Institutions providing locally-accredited non-local first-year-first-degree programmes.

**CONTROLLING OFFICER'S REPLY****EDB444****(Question Serial No. 3328)**

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 (Member Question No. 55):

Regarding the 2013/14 school year, please provide the following information:

- (a) the respective number of teachers in whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$15,410 (i.e. salary point 7) or above and below \$15,410, and the percentage share of these teachers in the total number of teachers in whole-day kindergartens;
- (b) the average salary, median salary, highest salary and lowest salary for teachers in whole-day and half-day kindergartens under the subsidy of the PEVS;
- (c) the respective number of principals of whole-day kindergartens under the subsidy of the PEVS whose salary is \$23,285 (i.e. salary point 14) or above and below \$23,285, and the percentage share of these principals in the total number of principals of whole-day kindergartens;
- (d) the average salary, median salary, highest salary and lowest salary for principals of whole-day and half-day kindergartens under the subsidy of the PEVS;
- (e) the average salary, median salary, highest salary and lowest salary for teachers and principals of local private independent kindergartens as well as whole-day and half-day kindergartens; and
- (f) from 2007/08 to 2013/14 school years, the median salary and its rate of increase for full-time kindergarten teachers each year.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The number and percentage of teachers in whole-day (WD) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$15,410 or above and those below \$15,410 in the 2013/14 school year are as follows:

Monthly salary level	No. of teachers in WD KGs under the PEVS	Percentage (%) share of the total no. of teachers in WD KGs
\$15,410 or above	1 715	92.7%
Below \$15,410	135	7.3%
Total	1 850	100%

- (b) The average salary, median salary, highest salary and lowest salary of teachers in WD KGs and half-day (HD) KGs under the PEVS in the 2013/14 school year are as follows:

	Salary of teachers in KGs under the PEVS		
	KGs with HD classes only (\$)	KGs with WD classes only (\$)	KGs with both HD and WD classes (\$)
Average salary	\$19,800	\$20,800	\$18,100
Median salary	\$18,700	\$20,100	\$16,900
Highest salary	\$53,700	\$34,600	\$71,700
Lowest salary	\$8,700	\$8,500	\$8,300

- (c) & (d)

Information on the salaries of principals is not available.

- (e) The average salary, median salary, highest salary and lowest salary for teachers of local private independent (PI) KGs in the 2013/14 school year are as follows:

	Salary of teachers in local PI KGs		
	KGs with HD classes only (\$)	KGs with WD classes only (\$)	KGs with both HD and WD classes (\$)
Average salary	\$21,500	\$18,500	\$19,000
Median salary	\$20,000	\$17,000	\$16,700
Highest salary	\$58,600	\$31,500	\$74,600
Lowest salary	\$9,000	\$12,600	\$8,500

- (f) The median salary and its rate of increase for full-time regular KG teachers in local KGs from the 2007/08 to 2013/14 school years are as follows:

School Year	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Median salaries	\$13,500	\$14,500	\$15,500	\$15,500	\$16,500	\$17,040	\$18,000
Year-on-year % change	--	7.4%	6.9%	0.0%	6.5%	3.3%	5.6%

Note: Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years. Information on the principals has not been collected. The figures for the 2013/14 school years are provisional.

**CONTROLLING OFFICER'S REPLY****EDB445****(Question Serial No. 3329)**

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 (Member Question No. 56):

Please provide the following information for 2012-13 and 2013-14:

- (a) the respective numbers of whole-day and half-day kindergarten students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the respective numbers and percentages of whole-day and half-day kindergarten students who are issued with education vouchers but still have to pay school fees in excess of the voucher value as well as the average extra amount of school fees paid;
- (b) the respective numbers and percentages of half-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$100, \$100 to below \$400, \$400 to below \$700, \$700 to below \$1,000, \$1,000 to below \$1,300, \$1,300 to below \$1,600 and \$1,600 or above;
- (c) the respective numbers and percentages of whole-day kindergarten students under the subsidy of the PEVS who have to pay extra amount of school fees of below \$500, \$500 to below \$1,000, \$1,000 to below \$2,000, \$2,000 to below \$3,000, \$3,000 to below \$4,000 and \$4,000 or above; and
- (d) the expenditures on the subsidy allocated to the PEVS and any other expenditures on pre-primary education (including Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, and rent, rates and government rent subsidies, etc.).

Asked by: Hon. IP Kin-yuen

Reply:

(a), (b) and (c)

The information requested in (a) to (c) is tabulated at Appendix 1. On top of the non-means-tested fee subsidy under the Pre-primary Education Voucher Scheme, fee remission is provided for parents in need under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) for their children to receive kindergarten education. The level of fee remission is 100%, 75% or 50% of the difference between the voucher subsidy and the actual fee or the weighted average fees (i.e. \$21,300 for a half-day place and \$34,500 for a whole-day place for the 2013/14 school year), whichever is lower.

(d)

The breakdown of expenditures on pre-primary education from 2012-13 to 2013-14 is tabulated at Appendix 2.

(a) The number of whole-day and half-day kindergarten students under the PEVS

	2012/13 school year		2013/14 school year (Provisional)	
	Half-day	Whole-day	Half-day	Whole-day
(i) Number of students under PEVS	90 166	41 272	89 645	43 599
(ii) Number of students paying school fee on top of the voucher subsidy	77 871	41 201	77 420	43 227
(iii) Percentage (%) of (ii) over (i)	86.4%	99.8%	86.4%	99.1%
(iv) Average amount of school fee on top of the voucher subsidy	\$4,614	\$15,941	\$4,933	\$17,111

(b) The number of half-day kindergarten students under the PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	0	0.00	393	0.51
\$100 - below \$400	640	0.82	612	0.79
\$400 - below \$700	937	1.20	916	1.18
\$700 - below \$1,000	2 513	3.23	821	1.06
\$1,000 – below \$1,300	4 797	6.16	3 981	5.14
\$1,300 - below \$1,600	2 995	3.85	2 766	3.57
\$1,600 or above	65 989	84.74	67 931	87.75

(c) The number of whole-day kindergarten students under the PEVS

Range of annual school fee above the voucher subsidy	2012/13 school year		2013/14 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	0	0.00	0	0.00
\$500 - below \$1,000	0	0.00	32	0.07
\$1,000 - below \$2,000	32	0.08	0	0.00
\$2,000 - below \$3,000	0	0.00	0	0.00
\$3,000 - below \$4,000	40	0.10	0	0.00
\$4,000 or above	41 129	99.82	43 195	99.93



(d) The breakdown of expenditures on pre-primary education from 2012-13 to 2013-14 are as follows:

	2012-13	2013-14
	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme*	2,128.1	2,446.6
Kindergarten and Child Care Centre Fee Remission Scheme	359.3	471.3
Refund of rent, rates and government rent	202.5	221.1
Child Care Centre Subsidy Scheme	14.6	15.2
Principal and teacher training #	7.3	1.5

\* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

# Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course” (In-service ECE Course) for the 2009 intake and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the Pre-primary Education Voucher Scheme for approved course(s) in early childhood education. There is a drastic drop in the revised estimate for 2013-14 as the commissioned In-service ECE Course was completed and no payment is required for 2013-14.

**CONTROLLING OFFICER'S REPLY****EDB446****(Question Serial No. 3330)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 57):

1. What are the details on the provision of the Learning Support Grant (LSG) for mainstream primary and secondary schools in Hong Kong over the past 3 years? Please give a breakdown, by categories as tabulated below, of the details on the provision allocated to these schools, including the numbers of schools whose applications have reached the ceiling of \$1 million.

Provision of Learning Support Grant (\$)	Primary Schools (number)			Secondary Schools (number)		
	2010/11 school year	2011/12 school year	2012/13 school year	2010/11 school year	2011/12 school year	2012/13 school year
0 to 110,000						
120,000 to 400,000						
410,000 to 600,000						
610,000 to 800,000						
810,000 to below 1 million						
Up to 1 million ceiling						

2. Starting from the 2013/14 school year, the EDB has raised the ceiling of the annual Learning Support Grant from \$1 million to \$1.5 million per school. At present, what is the expenditure for the implementation of such measure? What are the numbers of secondary and primary schools which have reached the ceiling of \$1 million in the 2013/14 school year and hence have been entitled to an additional provision of LSG? What is the estimated expenditure for the above-mentioned measure in the 2014/15 school year?

Asked by: Hon. IP Kin-yuen

Reply:

- (1) To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is

calculated according to the number of students with SEN and the tier of support the students require. The numbers of mainstream public sector primary and secondary schools receiving LSG and the provision allocated in the 2010/11, 2011/12 and 2012/13 school years are at the Appendix.

- (2) To strengthen the support for schools having admitted larger number of students with SEN, EDB has raised the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. In the 2013/14 school year, 19 primary schools and 23 secondary schools received an amount of LSG above \$1 million. The estimated expenditure incurred is about \$8 million. To further enhance the support for students with SEN in mainstream schools, the EDB would increase the grant rates of the LSG by 30% in the 2014/15 school year. In the subsequent school years, we will also adjust the grant rates and its ceiling annually according to the change in the Composite Consumer Price Index. Hence, more schools will be provided with an increased amount of LSG under the enhancement measures.

For budgetary purpose, the estimated expenditure of LSG for public sector primary and secondary schools in the 2013/14 and 2014/15 school years is about \$331 million and \$452 million respectively.

**Distribution of public sector primary and secondary schools according to the specific range of LSG allocated  
from the 2010/11 to 2012/13 school years**

Amount of Learning Support Grant allocated (\$)	Number of primary school			Number of secondary school		
	2010/11 school year	2011/12 school year	2012/13 school year	2010/11 school year	2011/12 school year	2012/13 school year
0 - 110,000	5	2	6	67	58	78
120,000 - 400,000	130	128	127	158	159	159
410,000 - 600,000	63	50	54	59	68	63
610,000 - 800,000	64	72	73	23	28	42
810,000 - Below 1,000,000	16	27	33	11	17	17
1,000,000	5	9	8	4	9	20

**CONTROLLING OFFICER'S REPLY**

**EDB447**

**(Question Serial No. 3331)**

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 (Member Question No. 58):

Please provide:

- (1) a breakdown of the expenditures in the original estimate for 2013-14, the revised estimate for 2013-14 and the estimate for 2014-15, together with the reasons for the changes;
- (2) details on the school-based professional support services for kindergartens, primary and secondary schools;
- (3) details on the assessment tools for School Self Evaluation and the conducting of External School Reviews;
- (4) details on the assistance in various education reform initiatives; and
- (5) details on the pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work.

Asked by: Hon. IP Kin-yuen

Reply:

Re (1). The breakdown of the expenditures under Programme 7 Policy and Support for 2013-14 and 2014-15 is as follows:

	2013-14 Original Estimate	2013-14 Revised Estimate	2014-15 Estimate
	\$ million	\$ million	\$ million
One-off injections to various funds			
- Language Fund	-	5,000.0	-
- HKSAR Government Scholarship Fund	-	20.0	-
- Self-financing Post-secondary Education Fund	-	20.0	-
Cash flow for various support schemes / projects such as Qualifications Framework Support Schemes and Project Yi Jin / Yi Jin Diploma programme under non-recurrent expenditure	331.9	239.8	167.2
Operational expenses for formulation of policies and provision of support to the education sector	1,638.5	1,563.8	1,867.7
Total	1,970.4	6,843.6 (+247.3%)	2,034.9 (-70.3%)

The revised estimate for 2013-14 under Programme 7 Policy and Support is \$4,873.2 million or 247.3% higher than the original estimate. This is mainly due to the in-year injection of \$5 billion to the Language Fund as approved by the Finance Committee in 2013-14. As the said injection has not been approved when the original estimate for 2013-14 was prepared, no provision has been included in the estimate for Head 156 Government Secretariat: Education Bureau. This is in line with the established mechanism that funding for new initiatives under planning will be included in the estimate of the respective Head of Expenditure only after the initiatives are approved.

Provision for 2014-15 is \$4,808.7 million or 70.3% lower than the revised estimate for 2013-14. This is largely as a result of the completion of the \$5 billion injection into the Language Fund in 2013-14.

Re (2) to (5). The administrative expenses involved in the education services / initiatives listed in (2) to (5) are absorbed from within the overall operational expenses of the EDB and cannot be separately identified. The following sets out the details together with the specific funding for implementing the education services / initiatives:

Education services / initiatives	Resources implication
<u>School-based professional support services for kindergartens, primary and secondary schools</u> In the 2013/14 school year, EDB provides 183 kindergartens, 311 secondary, 416 primary and 22 special schools with a wide range of school-based support services in such areas as catering for learner diversity, supporting non-Chinese speaking students to learn Chinese Language and supporting students with special educational needs. EDB will invite schools to take part in school-based support programmes in the 2014/15 school year in April 2014. The school-based support services may, depending on the needs and circumstances of participating schools, take various forms, such as University-School Support Programmes, Professional Development Schools Scheme, School Support Partners (Seconded Teacher) Scheme and inter-school collaboration and professional sharing.	The school-based support services are mainly funded by the Education Development Fund. A total of \$128.1 million has been earmarked under the Fund for the programmes held / to be held in the 2013/14 school year.

Education services / initiatives	Resources implication
<p><u>Assessment tools for School Self Evaluation and the conducting of External School Reviews (ESR)</u></p> <p>To support the development of a strong school self-evaluation culture, EDB regularly updates the contents of the evaluation tools, which include Key Performance Measures, E-platform for School Development and Accountability (ESDA), Stakeholder Survey, the Schools Value-Added Information System (SVAIS) and Assessment Programme for Affective and Social Outcomes (APASO). To complement the school self-evaluation (SSE), EDB will carry out ESR in about 106 schools in the 2013/14. In general, a similar number of ESR is planned for 2014/15.</p>	
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>The New Academic Structure (NAS) has been implemented since September 2009 as a crucial part of the education reform which commenced in 2001. To provide updates on the implementation and development of the NAS, including articulation to multiple pathways, communication with the general public and stakeholders has been strengthened since 2005 through various channels and platforms.</p> <p>The New Senior Secondary (NSS) curriculum aims at providing a broad and balanced curriculum with diversified choices to cater for students' interests, abilities and needs. The second 3-year cycle of the NSS (2010-11 to 2012-13) has been implemented smoothly. International recognition and different feedback prove its initial positive impact on students. Following the announcement of the short-term fine-tuning measures in April 2013, EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority have continued to join hands to conduct the NAS medium-term review in October 2013 to further improve the curriculum and assessment for the betterment of student learning.</p> <p>In the meantime, EDB will continue to support the implementation of the NSS curriculum through, for example, the continued provision of support and training to help build the professional capacity of teachers, fostering professional exchanges and sharing of good practices, development of quality learning and teaching resource materials, and disbursement of various NSS grants to enable schools to provide quality secondary education for the benefit of the students.</p> <p>The NAS has also been implemented in the post-secondary education sector starting from the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes aiming to infuse students with a broadened knowledge base, balanced development, sound language and other generic skills, as well as a propensity for life-long learning. The four-year undergraduate programme, which comprises the core, major and elective courses with an emphasis on general education and exposure to both academic and non-academic skills and knowledge, will provide smoother articulation for further studies or work in Hong Kong. The international recognition given to the NAS also facilitates students' articulation to other major education systems in the world. EDB has set up a liaison group joined by representatives from all UGC-funded institutions to oversee the implementation of the NAS in the UGC-funded sector. There is</p>	<p>In 2005, the Finance Committee approved a non-recurrent commitment of \$2,447.2 million for implementing the measures to support the development of the new academic structure in both secondary school and UGC sectors. The project has already been completed in 2013-14 and the total spending of the project is \$2,437.9 million.</p> <p>The total provision for disbursement of various recurrent NSS grants under Programme 3 Secondary Education and Programme 4 Special Education is about \$360 million a year.</p>

Education services / initiatives	Resources implication
<p>also regular communication between EDB and the self-financing post-secondary education sector on the NAS implementation.</p> <p><i>School places allocation</i></p> <p>As part of the Education Reform initiatives, the arrangements under the Primary 1 and Secondary 1 places allocation systems have been revised starting from 2000, including the abolition of the Academic Aptitude Test. The revised arrangements continue in the 2013/14 and 2014/15 school years.</p>	
<p><u>Pilot project in some public sector schools for strengthening schools' internal management and reducing teachers' administrative work</u></p> <p>The Pilot project on Strengthening Schools' Administration Management (pilot project), launched since the 2011/12 school year, aims to improve school's management and reduce teachers' administrative work. Through reviewing their administrative practices in a contextualised manner, participating schools identify areas for improvement with a view to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. Each participating school is provided with a grant of \$0.45 million over the trial period for employing additional administrative staff and/or procuring necessary services, etc. to develop fit-for-purpose practices/systems appropriate to their own circumstances. Professional advice and training are provided for the pilot schools through a quadripartite partnership involving the schools, school sponsoring bodies, non-Government personalities experienced in management, and the EDB. Good practices and useful information gathered from the pilot project will be disseminated to other public sector schools.</p> <p>Since the 2011/12 school year, three phases of the pilot project with the participation of a total number of 96 public sector schools have been launched. Upon completion of the first phase at the end of the 2012/13 school year, the second phase started in the early 2013/14 school year and will continue until the end of 2014. The third phase has just been launched in March 2014 and will continue till the end of 2015.</p>	<p>The financial provision for conducting the pilot project with a total of \$43.2 million for the three phases at school level is under Programme 2 Primary Education, Programme 3 Secondary Education and Programme 4 Special Education.</p>



**CONTROLLING OFFICER'S REPLY**

**EDB448**

**(Question Serial No. 3332)**

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 (Member Question No. 59):

At present, how many funds and scholarship schemes are available under the various authorities administered by the Secretary for Education, such as the Education Bureau, Student Financial Assistance Agency and University Grants Committee? Please give a breakdown of these funds and scholarship schemes by their years of establishment, aims and assessors as well as their balances, incomes, expenditures and numbers of beneficiaries in each of the past 3 years (i.e. from 2011-12 to 2013-14).

Asked by: Hon. IP Kin-yuen

Reply:

Information on the scholarship schemes and funds under the purview of the Education Bureau and scholarship schemes with secretarial support from the Student Financial Assistance Agency and the Research Grants Council under the aegis of the University Grants Committee are at the annex. In addition to the scholarship funds listed in the table, the Agency also provides advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarships Fund.

## Scholarships under the Purview of the Education Bureau and Scholarships with Secretarial Support from the Student Financial Assistance Agency and the Research Grants Council

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
Education Scholarships Fund	1956	<p>A total of 181 scholarships have been established under the Fund, with the aim of giving due recognition to meritorious students from primary to tertiary levels.</p> <p>(Note : Distribution of new awards have been suspended for majority of the scholarship schemes in 2011/12 and 2012/13 because the surplus of the Fund has been largely used up for disbursement of awards in previous years. Distribution of new awards resumed in 2013/14.)</p>	<p>Distributed according to the terms and conditions set by individual donors. Most recipients are nominated by schools and institutions, while the rest are based on the results of the best performers at public examinations. The nominations / recommendations are then endorsed by the Education Scholarships Fund Committee.</p>	2011/12	\$0.67 million <sup>1</sup>	\$0.08 million	\$0.09 million	109
				2012/13	\$0.66 million <sup>1</sup>	\$0.08 million	\$0.09 million	93

<sup>1</sup> Excluding the capital of \$5.83 million which cannot be used for disbursement of awards.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
				2013/14 <sup>2</sup>	\$0.42 million <sup>1</sup>	\$0.03 million	\$0.27 million	502
HKSAR Government Scholarship Fund	2008	<p>To attract outstanding local and non-local students to pursue publicly-funded higher education in Hong Kong and to stay in Hong Kong after graduation;</p> <p>To recognise the achievements of outstanding local and non-local students, with a view to attracting them to stay in Hong Kong after graduation; and</p> <p>To promote the further development of Hong Kong as</p>	Participating institutions <sup>3</sup> according to the stipulated selection criteria of the Fund	2011/12	\$2,305 million	\$55 million	\$35 million	657
				2012/13	\$2,313 million <sup>4</sup>	\$62 million	\$74 million	2 837

<sup>2</sup> Estimated figures only.

<sup>3</sup> Participating institutions of the HKSAR Government Scholarship Fund are the eight University Grants Committee-funded institutions (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology, and the University of Hong Kong), the Hong Kong Academy for Performing Arts, and the Vocational Training Council.

<sup>4</sup> Including an injection of \$20 million in 2012/13.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
		a regional education hub and enhance Hong Kong's competitiveness in the long run		2013/14	\$2,343 million <sup>5</sup>	\$122 million <sup>5</sup>	\$92 million <sup>5</sup>	1 412 <sup>6</sup>
Hong Kong PhD Fellowship Scheme	2009	To attract the best and brightest students in the world to pursue PhD programmes in the University Grants Committee -funded institutions in Hong Kong.	Applications are made to the Research Grants Council. Individual University Grants Committee -funded institutions may conduct interviews with applicants where necessary.	2011/12	NA	\$55.5 million <sup>7</sup>	\$55.5 million	222 <sup>8</sup>

<sup>5</sup> Position as at end February 2014.

<sup>6</sup> The above figures cover the recipients of the HKSAR Government Scholarship Scheme. As for the Talent Development Scholarship (TDS) / Reaching Out Award (ROA) and Endeavour Merit Award with the support of the additional injections in 2012 and 2013 respectively, institutions are still processing the applications for 2013/14 academic year. Hence, the information on the number of recipients of these schemes is not available at this stage.

<sup>7</sup> Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

<sup>8</sup> Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
			Two Selection Panels of the Scheme are formed by the Research Grants Council, and shortlisted applications, subject to their areas of studies, will be reviewed by one of the two selection panels with experts in the relevant broad areas.	2012/13	NA	\$96.8 million <sup>7</sup>	\$96.8 million	387 <sup>8</sup>
				2013/14	NA	\$105.5 million <sup>7</sup>	\$105.5 million	422 <sup>8</sup>
Scholarship for Prospective English Teachers	2010	To attract persons proficient in English to pursue relevant local bachelor degree programmes and/or teacher training programmes to become English Language teachers.	Selection boards comprising school heads and representatives of school sponsoring bodies to interview the applicants so as to identify the most	2011/12	NA	\$4.32 million	\$4.32 million	84
				2012/13	NA	\$7.95 million	\$7.95 million	156

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
			suitable ones for the scholarships	2013/14 <sup>9</sup>	NA	\$10.57 million	\$10.57 million	197
Self-financing Post-secondary Education Fund	2011	To support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education	Steering Committee of the Fund	2011/12	\$3,485 million	\$22 million	\$37 million	1 290
				2012/13	\$3,491 million <sup>10</sup>	\$45 million	\$59 million	2 599
				2013/14 <sup>11</sup>	\$3,624 million	\$151 million	\$18 <sup>12</sup> million	0 <sup>12</sup>
Sir Edward Youde Memorial Fund	1987	To provide for and encourage the education of, or research by the people of Hong Kong. The Fund has in operation 10	Award recipients of various schemes are either selected by interview boards or	2011/12	\$23.4 million <sup>13</sup>	\$1.52 million	\$12.4 million <sup>14</sup>	866

<sup>9</sup> Estimated figures only.

<sup>10</sup> Includes an injection of \$20 million in the 2012/13 academic year.

<sup>11</sup> Covers the period from September 2013 to February 2014.

<sup>12</sup> The expenditure includes \$14.9 million grants to approved projects under the Quality Enhancement Support Scheme under the Fund. We expect to disburse \$67 million of scholarships and awards to 3 545 students later in the 2013/14 academic year.

<sup>13</sup> Excluding the capital which stood at \$86.84 million, \$87.17 million and \$89.68 million as at 31.3.2011, 31.3.2012 and 31.3.2013 respectively and which cannot be used for disbursement of awards.

<sup>14</sup> Only \$6.27 million was for disbursement of scholarship monies.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
		award schemes to encourage academic pursuit at various levels from senior secondary to postgraduate students, with or without special education needs, and from apprentices to working adults.	nominations from schools / institutions / educational bodies and the recommendations endorsed by the Fund's Council.	2012/13	\$23.04 million <sup>13</sup>	\$7.06 million	\$7.42 million <sup>15</sup>	914
				2013/14 <sup>16</sup>	\$20 million <sup>17</sup>	\$4.62 million	\$7.66 million <sup>18</sup>	925

<sup>15</sup> Only \$6.72 million was for disbursement of scholarship monies.

<sup>16</sup> Estimated figures only.

<sup>17</sup> Excluding the capital which cannot be used for disbursement of awards.

<sup>18</sup> Only \$6.86 million (estimated) was for disbursement of scholarship monies.

## Funds under the purview of the Education Bureau

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
Education Development Fund (EDF)	2004	<p>The EDF was set up in July 2004 with a grant of \$550 million to provide differentiated school-based professional support (SBPS) for building schools' capacity in taking forward the education reform initiatives;</p> <p>In January 2012, the Legislative Council approved the injection of a sum of \$550 million into the EDF to continue providing support to the school sector for five years from the 2012/13 school year for making necessary adjustments arising from the education reform initiatives through SBPS Programmes.</p>	<p>The Advisory Committee on the Education Development Fund which comprises frontline teachers, principals, academics and community members has been set up since August 2004 to advise on the operation of the Fund and the implementation of the SBPS Programmes.</p>	2011/12	\$653.0 million	\$556.0 million	\$66.1 million	509 <sup>20</sup>
				2012/13	\$596.5 million	\$8.8 million	\$65.3 million	580 <sup>20</sup>
				2013/14 <sup>19</sup>	\$557.4 million	\$3.0 million	\$42.1 million	542 <sup>20</sup>

<sup>19</sup> Position as at end January 2014.

<sup>20</sup> No. of schools, including kindergartens, primary schools, secondary schools and special schools. Provisional figures for 2013/14.



Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
Language Fund (LF)	1994	To provide financial support for projects and activities aimed at improving Hong Kong people's proficiency in Chinese (including Putonghua) and English	Standing Committee on Language Education and Research	2011/12	\$1,002.1 million	\$21.0 million	\$527.8 million	42 948 <sup>21</sup>
				2012/13	\$858.6 million	\$13.1 million	\$156.6 million	135 094 <sup>21</sup>
				2013/14 <sup>22</sup>	\$838.9 million <sup>23</sup>	\$4.3 million	\$24.0 million	120 106 <sup>21</sup>
Quality Education Fund (QEF)	1998	The QEF finances projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	2011/12	\$6,924 million	\$296 million	\$104 million	496 732 <sup>24</sup>
				2012/13	\$7,455 million	\$633 million	\$102 million	341 114 <sup>24</sup>
				2013/14 <sup>25</sup>	\$7,829 million	\$419 million	\$45 million	40 570 <sup>24</sup>

<sup>21</sup> Different projects have different objectives, coverage, approaches and targeted groups of beneficiaries. The total number of individual covers both school sector (such as students, teachers and parents) and non-school sectors (such as working adults).

<sup>22</sup> Position as at end January 2014.

<sup>23</sup> The balance of \$838.9 million (or \$838.94 million) as at 31 January 2014 consists of committed expenditure \$670.67 million, \$96.65 million earmarked for planned projects and an available balance of \$71.62 million for new projects.

<sup>24</sup> The Beneficiaries may include teachers, students and parents.

<sup>25</sup> Position as at end January 2014.

Name of Scholarship/Fund	Year of Establishment	Aims	Assessors	School Year	Balance at year end	Income	Expenditure	Number of beneficiaries
Research Endowment Fund (REF)	2009	To support research at the University Grants Committee -funded institutions (from the investment income of the \$20 billion portion) and the local self-financing degree awarding institutions (from the investment income of the \$3 billion portion).	Peer review mechanism involving expert reviewers and assessment panels formed under the Research Grants Council.	2011/12 <sup>26</sup>	\$25,318 million <sup>27</sup>	\$1,190 million	\$789 million	919 <sup>28</sup>
				2012/13 <sup>26</sup>	\$25,959 million	\$1,304 million	\$663 million	1 028 <sup>28</sup>
				2013/14 <sup>26</sup>	N/A <sup>29</sup>	N/A <sup>29</sup>	N/A <sup>29</sup>	N/A <sup>29</sup>

<sup>26</sup> The accounting period for the Fund runs from 1 September to 31 August of the following year.

<sup>27</sup> A further \$5 billion was injected into the REF in 2012 as per Finance Committee paper ref: FCR(2011-12)67.

<sup>28</sup> Research teams.

<sup>29</sup> Information is not yet available.

**CONTROLLING OFFICER'S REPLY**

**EDB449**

**(Question Serial No. 3333)**

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 (Member Question No. 60):

Regarding the Student Guidance Service (SGS) Grant, please provide the following information:

- (a) the total expenditure on the SGS Grant since its provision in the 2012/13 school year and the estimated expenditure for the 2014/15 school year;
- (b) the numbers of social workers, Student Guidance Officers and teachers employed by primary schools with the above grant from the 2012/13 to 2013/14 school years, broken down by school name; and
- (c) given that the high annual wastage of guidance personnel has affected the continuity of guidance, whether the Administration has any plan to conduct a comprehensive review of the student guidance service and adopt the "1+1" permanent establishment of one school social worker and one student guidance personnel in primary schools.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The total expenditure on the Student Guidance Service (SGS) Grant, including the top-up grant, for the 2012/13 school year is \$184.2 million, and is estimated to be about \$200.4 million and \$225.8 million for the 2013/14 and 2014/15 school years respectively.
- (b) Primary schools receiving the SGS Grant may, based on their own needs, procure SGS from non-governmental organisations or recruit full-time or part-time Student Guidance Personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. Under school-based management, schools are entrusted with the responsibility, and thus held accountable for effective use of the SGS Grant for its intended purposes. Schools need not report to the Education Bureau (EDB) the details of Student Guidance Personnel employed through the SGS Grant. Hence, we do not have the data required.
- (c) All primary schools have been required to provide a school-based, holistic and integrated guidance service under the Comprehensive Student Guidance Service implemented since the 2002/03 school year. Currently, teachers are working in collaboration with Student Guidance Personnel and professionals to provide remedial, preventive and developmental guidance services for all students. This Whole School Approach helps the establishment of a robust student guidance system for sustainable service, while minimising the impact arising from the staff turnover. The EDB has been gauging feedback from schools through school visits and other established channels for services improvement. The feedback thus gauged suggests that, overall, the existing mode of funding is able to meet the diversified needs of primary schools

and is well received by schools and school sponsoring bodies. Hence, as of now, the EDB has no plan to change the existing funding mode which recognizes the diverse needs of different schools and allows flexibility by schools in resource deployment to meet their identified needs in a specific manner.

**CONTROLLING OFFICER'S REPLY**

**EDB450**

**(Question Serial No. 3334)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 62):

(a) Please provide the number of non-Chinese speaking (NCS) students by grade and the student unit cost in kindergartens, primary schools, secondary schools and tertiary institutions in the 2010/11, 2011/12 and 2012/13 school years in Hong Kong.

(b) Please provide the number and names of designated schools receiving intensive support by the Education Bureau to cater for the needs of NCS students, the number of these students by grade, the amount of provision received, the student unit cost and their percentage share in the total number of NCS students in Hong Kong in the 2010/11, 2011/12 and 2012/13 school years.

(c) Please provide the number of NCS students by grade and the student unit cost in non-designated schools, as well as their percentage share in the total number of NCS students in Hong Kong in the 2010/11, 2011/12 and 2012/13 school years.

(d) Please provide details of measures by and funding from the Education Bureau for educational support to NCS students in the 2009/10, 2010/11 and 2011/12 school years.

(e) Please compare the various types of educational support and relevant funding provided by the Administration for NCS students between designated schools and non-designated schools in the 2012/13 school year.

(f) Will the Administration review the effectiveness of the education for NCS students? Will it consider further increasing the number of designated schools and for those admitting NCS students?

Asked by: Hon. IP Kin-yuen

Reply:

(a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level and by grade in the 2010/11, 2011/12 and 2012/13 school years is tabulated at Annex A.

(b) 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 Education Bureau 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 ranging from \$300,000 to \$600,000 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 the sharing of these schools with other schools admitting NCS students via the school support network that the EDB has formed, all NCS students will benefit. In the 2010/11, 2011/12 and 2012/13 school years, there were 28, 30 and 31 schools receiving the additional recurrent funding respectively. This mode of support is generally known as the so-called “designated schools” system. To remove the misconception arising from the “designated school” label which is in fact a misnomer and to raise schools’ awareness to support NCS students’ learning of the Chinese language, 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. We no longer publicise the name and situation of each of these schools so as to avoid possible labelling on schools that we intend to remove by abolition of the so-called “designated schools” system from the 2013/14 school year. As reference, the number of NCS students by grade in these so-called “designated schools” in the 2010/11, 2011/12 and 2012/13 school years is tabulated at [Annex B](#). The percentage share of NCS students in these schools among all NCS students in public-sector and Direct Subsidy Scheme (DSS) schools excluding special schools in Hong Kong in the 2010/11, 2011/12 and 2012/13 school years is 61.7%, 59.4% and 59.1% respectively.

- (c) According to the information collected through the Student Enrolment Survey, the number of NCS students by grade in schools other than those receiving the additional recurrent funding as mentioned in (b) above (i.e. the so-called “designated schools”) in the 2010/11, 2011/12 and 2012/13 school years is tabulated at [Annex C](#). The percentage share of NCS students in these schools among all NCS students in public-sector and DSS schools excluding special schools in Hong Kong in the 2010/11, 2011/12 and 2012/13 school years is 38.3%, 40.6% and 40.9% respectively.
- (d) & (e) The educational support measures for NCS students and the expenditures in the 2009/10, 2010/11, 2011/12 and 2012/13 school years are tabulated at [Annex D](#). Except the additional recurrent funding, the support measures set out in [Annex D](#) were applicable to all schools admitting NCS students. As regards funding, as mentioned in (b) above, from the 2006/07 to 2012/13 school years, schools with school-based programmes specifically arranged for their NCS students were provided with special grant which has been turned into additional recurrent funding ranging from \$300,000 to \$600,000 since the 2008/09 school year. Other schools may on the other hand 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 to strengthen their after-school support for participating NCS students including those not studying in the same schools.
- (f) As announced in the 2014 Policy Address, a provision of \$200 million has been earmarked per year to step up the education support for 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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 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.

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.

**Number of non-Chinese speaking (NCS) students  
by level and by grade in the 2010/11, 2011/12 and 2012/13 school years**

Level	Grade	2010/11 school year	2011/12 school year	2012/13 school year
Pre-primary (K1 to K3)	K1	3 963	4 110	4 502
	K2	4 215	4 410	4 643
	K3	3 014	3 050	3 179
	<b>K1-K3</b>	<b>11 192</b>	<b>11 570</b>	<b>12 324</b>
Primary (Primary 1 – 6)	P1	1 229	1 291	1 394
	P2	1 252	1 310	1 359
	P3	1 259	1 297	1 304
	P4	1 173	1 321	1 357
	P5	1 254	1 222	1 339
	P6	1 070	1 262	1 192
	<b>P1-P6</b>	<b>7 237</b>	<b>7 703</b>	<b>7 945</b>
Secondary (Secondary 1 – 7)	S1	1 304	1 373	1 448
	S2	1 145	1 339	1 363
	S3	995	1 114	1 308
	S4	815	999	1 118
	S5	645	734	957
	S6	189	648	725
	S7	143	166	-
	<b>S1-S7</b>	<b>5 236</b>	<b>6 373</b>	<b>6 919</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. However, statistics with breakdown by local and non-local NCS students are not available.
6. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.



**Number of non-Chinese speaking (NCS) students by grade  
in schools receiving additional recurrent funding  
in the 2010/11, 2011/12 and 2012/13 school years**

<b>Grade</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>
P1	712	725	823
P2	760	771	817
P3	809	801	830
P4	752	859	879
P5	825	803	927
P6	803	841	810
<b>P1-P6</b>	<b>4 661</b>	<b>4 800</b>	<b>5 086</b>
S1	750	698	678
S2	708	756	680
S3	662	680	720
S4	480	640	677
S5	368	424	566
S6	36	329	381
S7	28	36	-
<b>S1-S7</b>	<b>3 032</b>	<b>3 563</b>	<b>3 702</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Number of non-Chinese speaking (NCS) students by grade  
in schools other than those receiving additional recurrent funding  
in the 2010/11, 2011/12 and 2012/13 school years**

<b>Grade</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>
P1	517	566	571
P2	492	539	542
P3	450	496	474
P4	421	462	478
P5	429	419	412
P6	267	421	382
<b>P1-P6</b>	<b>2 576</b>	<b>2 903</b>	<b>2 859</b>
S1	554	675	770
S2	437	583	683
S3	333	434	588
S4	335	359	441
S5	277	310	391
S6	153	319	344
S7	115	130	-
<b>S1-S7</b>	<b>2 204</b>	<b>2 810</b>	<b>3 217</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover NCS students in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

**Educational support measures for non-Chinese speaking (NCS) students  
in the 2009/10, 2010/11, 2011/12 and 2012/13 school years**

<b>Support measures</b>	<b>Actual expenditure in the 2009/10 school year \$ million</b>	<b>Actual expenditure in the 2010/11 school year \$ million</b>	<b>Actual expenditure in the 2011/12 school year \$ million</b>	<b>Actual expenditure in the 2012/13 school year \$ million</b>
Provision of additional recurrent funding and professional support to schools with school-based support programme specifically arranged for NCS students to further help their NCS students in learning and integration	14.4  Note 1	15.6  Note 1	16.8  Note 1	17.5  Note 1
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	Note 1  An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.3 million to continue with the development of teaching reference materials and assessment tools	Note 1  An additional sum of about \$2.8 million to continue with the development of teaching reference materials and assessment tools
Training programmes for Chinese Language teachers teaching NCS students	0.26	The programmes are subsumed in the overall professional development programme of the Education Bureau (EDB) and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of the EDB and a breakdown of expenditure by item is not available.

Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	2.3	2.8	2.7	2.7
Project of After-school Extended Chinese Learning for NCS Students to provide funding to schools other than those with school-based support programmes specifically arranged for NCS students to put in place diversified extended Chinese learning programmes  A total funding of \$77 million has been earmarked for the Project that started in the 2010/11 school year under the Language Fund.	-	9.0	12.0	13.0
Summer Bridging Programme for NCS students in primary schools	Note 2	1.4	1.4	2.0
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination since 2010 to the effect that the fee level of the examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education  Starting from 2013, the examination subsidy coverage has been expanded to include other non-local Chinese examinations such as the International General Certificate of Secondary Education (IGCSE), the	0.23	0.26	0.28	0.76

General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level and the GCE Advanced (A)-Level.				
District-based programmes in collaboration with non-governmental organisations since the 2012/13 school year to motivate NCS children to learn Chinese through fun activities such as games and creative art, etc. under the Language Fund	-	-	-	0.88
University-School Support Programme projects financed by the Education Development Fund to support kindergartens in the learning and teaching of Chinese for NCS children implemented for 3 years since the 2012/13 school year	-	-	-	3.3

Notes:

1. These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and/or different Funds including University-School Support Programme projects for secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.
2. The Summer Bridging Programme was not operated in the summer of 2009 owing to suspension of classes in primary schools due to Human Swine Influenza.

**CONTROLLING OFFICER'S REPLY**

**EDB451**

**(Question Serial No. 3335)**

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, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 63):

Please give a breakdown, by school type, school district and school sponsoring body, of the numbers of schools which had established an incorporated management committee (IMC), the percentages of aided IMC schools among all aided schools, and the amounts of grant provided by the Administration for the establishment of IMCs in aided schools for the 2010/11, 2011/12, 2012/13 and 2013/14 school years.

Asked by: Hon. IP Kin-yuen

Reply:

As at 1 March 2014, 658 aided schools operated by 217 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The number of IMC schools under individual SSBs ranges from one to 42. The percentages of aided IMC schools among all aided schools in the 2010/11, 2011/12, 2012/13 and 2013/14 school years (as at 1 March 2014) are 54.9%, 60.6%, 76.0% and 78.5% respectively. The numbers of aided IMC schools by district and category in the 2010/11, 2011/12, 2012/13 and 2013/14 school years are at Appendix.

The actual expenditure in 2010-11, 2011-12, 2012-13 and the revised estimated expenditure in 2013-14 for supporting schools to set up their IMCs are \$25.3 million, \$24.9 million, \$110.8 million and \$23.5 million respectively.

## Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2010/11 School Year (as at 31 August 2011)				2011/12 School Year (as at 31 August 2012)				2012/13 School Year (as at 31 August 2013)				2013/14 School Year (as at 1 March 2014)			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	2	4	0	<b>6</b>	2	4	0	<b>6</b>	4	5	0	<b>9</b>	4	6	0	<b>10</b>
Eastern	12	13	1	<b>26</b>	13	14	1	<b>28</b>	17	16	2	<b>35</b>	18	16	2	<b>36</b>
Islands	4	9	1	<b>14</b>	4	11	1	<b>16</b>	5	11	1	<b>17</b>	6	11	1	<b>18</b>
Kowloon City	10	7	0	<b>17</b>	13	8	0	<b>21</b>	18	18	0	<b>36</b>	18	19	0	<b>37</b>
Kwai Tsing	18	14	5	<b>37</b>	19	15	5	<b>39</b>	24	16	6	<b>46</b>	25	16	6	<b>47</b>
Kwun Tong	8	13	4	<b>25</b>	12	13	4	<b>29</b>	18	16	4	<b>38</b>	19	17	4	<b>40</b>
North	11	20	2	<b>33</b>	12	23	2	<b>37</b>	14	25	2	<b>41</b>	14	25	2	<b>41</b>
Sai Kung	13	12	2	<b>27</b>	13	12	2	<b>27</b>	16	15	2	<b>33</b>	17	16	2	<b>35</b>
Sham Shui Po	6	6	5	<b>17</b>	8	8	5	<b>21</b>	11	10	7	<b>28</b>	12	12	7	<b>31</b>
Sha Tin	21	28	3	<b>52</b>	23	27	3	<b>53</b>	30	33	3	<b>66</b>	31	33	3	<b>67</b>
Southern	4	3	3	<b>10</b>	4	4	3	<b>11</b>	10	5	6	<b>21</b>	10	6	6	<b>22</b>
Tai Po	15	11	4	<b>30</b>	16	12	4	<b>32</b>	15	13	4	<b>32</b>	16	13	4	<b>33</b>
Tsuen Wan	7	9	0	<b>16</b>	9	12	0	<b>21</b>	12	12	0	<b>24</b>	12	14	0	<b>26</b>
Tuen Mun	26	26	3	<b>55</b>	29	28	3	<b>60</b>	33	30	4	<b>67</b>	33	30	4	<b>67</b>
Wan Chai	1	5	2	<b>8</b>	1	6	2	<b>9</b>	3	8	2	<b>13</b>	3	8	2	<b>13</b>
Wong Tai Sin	10	7	2	<b>19</b>	13	7	2	<b>22</b>	15	18	3	<b>36</b>	16	19	3	<b>38</b>
Yau Tsim Mong	3	8	2	<b>13</b>	6	10	2	<b>18</b>	10	15	2	<b>27</b>	10	15	2	<b>27</b>
Yuen Long	21	35	3	<b>59</b>	24	35	3	<b>62</b>	26	39	4	<b>69</b>	27	39	4	<b>70</b>
<b>Total number of Aided IMC Schools</b>	<b>192</b>	<b>230</b>	<b>42</b>	<b>464</b>	<b>221</b>	<b>249</b>	<b>42</b>	<b>512</b>	<b>281</b>	<b>305</b>	<b>52</b>	<b>638</b>	<b>291</b>	<b>315</b>	<b>52</b>	<b>658</b>

Note: The above table only shows the number of aided IMC schools. There are also 19 DSS schools with an IMC as at 1 March 2014.

**CONTROLLING OFFICER'S REPLY****EDB452****(Question Serial No. 3336)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 64):

Regarding student/teacher ratio, please provide the following information:

(a) From the 2009/10 to 2013/14 school years and in the estimate of the 2014/15 school year, what are the reasons for the changes in the student-to-teacher ratio in government and aided primary schools and the expenditure involved?

(b) From the 2009/10 to 2013/14 school years and in the estimate of the 2014/15 school year, what are the reasons for the changes in the student-to-teacher ratio in government and aided secondary schools and the expenditure involved?

Asked by: Hon. IP Kin-yuen

Reply:

(a) The student-to-teacher ratios of public sector primary schools from the 2009/10 to 2013/14 school years as well as the estimate of the 2014/15 school year are as follows:

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)	2014/15 (Estimate)
Student-to-teacher ratio	15.7 : 1	15.3 : 1	14.9 : 1	14.4 : 1	14.2 : 1	13.9 : 1

The improvement of the student-to-teacher ratios in public sector primary schools is mainly due to the implementation of Small Class Teaching (SCT) and the provision of various grants under various initiatives such as Specialised Teaching Support Grant and Learning Support Grant which provide the flexibility for schools to employ additional teachers. As the Education Bureau does not capture the school-based information on the deployment of such grants in employing additional teachers, we are unable to provide the expenditure involved for bringing about such improvements.

(b) The student-to-teacher ratios of public sector secondary schools from the 2009/10 to 2013/14 school years as well as the estimate of the 2014/15 school year are as follows:



School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)	2014/15 (Estimate)
Student-to-teacher ratio	16.2 : 1	15.5 : 1	15.3 : 1	14.5 : 1	13.8 : 1	12.9 : 1

The improvement of the student-to-teacher ratios is mainly due to the introduction of a basket of relief measures, including the reduction in the number of students allocated to S1 classes, the implementation of Voluntary Optimisation of Class Structure Scheme and the extension of retention period of surplus teachers, all of which help retain serving teachers in force. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants as provided under such initiatives as the English Enhancement Scheme, the Learning Support Grant, etc., also enable schools to employ additional teachers. As the Education Bureau does not capture the school-based information on the deployment of such grants in employing additional teachers, we are unable to provide the expenditure involved for bringing about such improvements.

**CONTROLLING OFFICER'S REPLY****EDB453****(Question Serial No. 3337)**

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 (Member Question No. 65):

Regarding the plan to set up a \$1 billion endowment fund to provide long-term support for the sustainable development of the Qualifications Framework (QF):

- (a) what was the expenditure incurred by the Education Bureau on various initiatives to implement the QF from 2009-10 to 2013-14;
- (b) what is the origin of the proposal to set up a \$1 billion endowment fund; is there any timetable for the plan; and
- (c) what is the estimated expenditure on the above initiatives in 2014-15?

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The expenditures for the development and implementation of the Qualifications Framework (QF), including expenses of the QF Secretariat and publicity activities, subsidies disbursed under non-recurrent commitment of the QF Support Schemes (QFSS) and expenses to support Industry Training Advisory Committees (ITACs) to implement initiatives as announced in the 2013-14 Budget, from 2009-10 to 2013-14 are as follows –

Financial year	Expenditure (\$million)
2009-10	28.8
2010-11	28.0
2011-12	32.5
2012-13	52.4
2013-14	37.8
	(as at end February 2014)

- (b) & (c) With the approval of the Finance Committee of the Legislative Council in 2007, a non-recurrent commitment was created to implement a basket of financial assistance schemes, known as QFSS to provide time-limited financial assistance to encourage relevant stakeholders to participate in QF. The operation of the QFSS will come to an end later this year.

Recognising the importance of QF in maintaining a quality workforce, 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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund.

We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. 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 –

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

For (i), we plan to incorporate the existing QFSS, improve their operating parameters and regroup them under four categories, namely the Accreditation Grant Scheme, Recognition of Prior Learning Support Scheme, Programme Development Grant Scheme and Qualifications Register Subsidy Scheme.

As for (ii), individual ITACs established under QF may engage experts and/or education and training providers in designing the vocational qualifications required by respective industries, which will help attract new blood and encourage practitioners to pursue learning and upgrading. Besides, studies or projects may be conducted from time to time for the further development of QF. Furthermore, we plan to step up our efforts to promote QF to the stakeholders and the community at large through different publicity channels.

Apart from the initiatives under the QF Fund, we shall continue to support ITACs in developing the Specification of Competency Standards and promoting their wider application in developing education and training courses; mapping out progression pathways; implementing the Recognition of Prior Learning mechanism and extending to more industries; implementing three initiatives supported by the additional \$10 million per year as announced in the 2013-14 Budget, namely (i) an award scheme for outstanding practitioners to engage in learning activities in different places around the world; (ii) the design of SCS-based training packages that meet the needs of the industries; and (iii) the stepping up of promotion and publicity of QF for its wider acceptance among all sectors. Moreover, we shall continue to encourage more industries to join QF, explore the development of a credit accumulation and transfer system, and foster collaboration with the QFs of other areas.

For 2014-15, we estimate that the expenditure for the development and implementation of QF will be about \$83 million, including \$50 million to support the initiatives under the QF Fund, \$23 million for the operating expenditure of the QF Secretariat and the additional \$10 million to support ITACs in implementing three initiatives as mentioned above.

As it takes time for the QF Fund to generate and accumulate sufficient investment income to meet the funding requirements of the initiatives to be financed by the income of the QF Fund, the balance of the existing approved commitment for QFSS (about \$139.3 million as at 28 February 2014 out of the total commitment of \$208 million) will continue to be used for meeting the cash flow requirements of the initiatives.

**CONTROLLING OFFICER'S REPLY**

**EDB454**

**(Question Serial No. 3338)**

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 (Member Question No. 66):

The Administration has indicated that it will continue to implement measures and make refinements to enhance the development of Hong Kong as a regional education hub:

- (a) what were the details in implementing various measures to achieve the above target and expenditures involved from 2009-10 to 2013-14; and
- (b) what are the estimated expenditures for implementing various measures in 2014-15?

Asked by: Hon. IP Kin-yuen

Reply:

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we have implemented a basket of measures, including doubling the non-local student quotas of publicly-funded sub-degree, undergraduate and taught postgraduate programmes to 20% (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number), establishing the HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs as well as enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We have also recently implemented some refinements to our existing measures, including extending student exchange from degree and above programmes to sub-degree programmes, allowing non-local sub-degree students to take up mandatory, study/curriculum-related internship in Hong Kong, and aligning the permitted period of stay of non-local students with the normal duration of their study programmes.

As regards diversification, we have introduced in recent years a number of measures to facilitate the sustainable development of the self-financing post-secondary sector. These measures include –

- (i) Land Grant Scheme (LGS), which provides land sites and vacant government premises at nominal premium/rent to non-profit-making self-financing post-secondary institutions. Since the launch of the LGS in 2002, 11 sites and six vacant school premises have been allocated;
- (ii) Start-up Loan Scheme, which provides interest-free loans to support non-profit-making self-financing post-secondary institutions to develop new college premises and re-provision existing premises

operating in sub-optimal environment, such as refurbishing vacant school premises. Of the total commitment of \$9 billion, loans amounting to \$7 billion have been approved;

- (iii) The Self-financing Post-secondary Education Fund, with a total injection of \$3.52 billion, is set up as an endowment fund that generates recurrent income to provide scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes, and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education; and
- (iv) Research Endowment Fund, which includes an earmarked injection of \$3 billion to support the self-financing degree sector in enhancing its academic and research development.

Our efforts have started to bear fruit. In the 2012/13 academic year, about 26 600 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Moreover, there were about 4 600 incoming students on exchange in our publicly-funded institutions and a similar number of students taking part in exchange activities outside Hong Kong in the same year, i.e. around one out of four of our undergraduate students has the opportunity to go on exchange during their study period.

The above initiatives are regular policy work of the Education Bureau hence the implementation is funded by our existing resources.

**CONTROLLING OFFICER'S REPLY****EDB455****(Question Serial No. 3339)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 69):

Regarding the Diversity Learning Grant introduced since 2009/10 school year,

(a) what are the annual expenditure and number of schools benefited so far;

(b) the subsidies provided under the category of "Other Languages" is \$3,500 per student and \$7,000 per student under the category of "Other Programmes". Is there any plan to increase the subsidies to each student? If yes, what are the details? If no, why?

Asked by: Hon. IP Kin-yuen

Reply:

(a) The Diversity Learning Grant (DLG) is to support Applied Learning (ApL), Adapted Applied Learning (Adapted ApL), Other Languages (OL) and Other Programmes (OP) which include programmes for gifted students and network programmes of the New Senior Secondary (NSS) subjects.

Since the 2009/10 school year, the annual expenditures of the Diversity Learning Grant and number of schools benefited so far are as follows:

Diversity Learning Grant (DLG)

	2009/10 school year*	2010/11 school year*	2011/12 school year	2012/13 school year	2013/14 school year
Expenditure of the DLG (\$ million)	9.5	46.7	82	87.5	91.9
No. of Schools benefited	223	419	447	456	466

\*The DLG for OL and OP have commenced their implementation in the 2009/10 school year whereas the DLG for ApL and Adapted ApL have commenced their implementation since the 2010/11 school year.

(b) The rate of the subsidy for OL is \$3,500 per NSS student per school year whereas the subsidy for OP should be \$7,000 per NSS class per school year. Regarding the review of the subsidy

level of the grant, since the inception of the DLG in 2009/10 school year, a review of the DLG had been conducted in the 2011/12 school year and it was decided that the subsidy level for the DLG(OL) and the DLG(OP) remain unchanged. We will keep the subsidy level of the DLG in view and will review the subsidy level on a need basis.

**CONTROLLING OFFICER'S REPLY****EDB456****(Question Serial No. 3340)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 71):

Regarding graduate teachers and certificated masters/mistresses employed by public sector schools, please advise on:

1. the numbers, percentages and wastage rates of teachers employed as graduate teachers and certificated masters/mistresses in public sector schools for the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 academic years; and in respect of the latter, the numbers, percentages and wastage rates of those with a recognised degree; and
2. whether the Administration will review the policy concerned and set aside an amount in its budget to enable all teachers with a recognised degree to be employed as graduate teachers so that they will no longer be exploited in terms of their salaries and benefits.

Asked by: Hon. IP Kin-yuen

Reply:

- (1) The numbers and percentages of teachers appointed as graduate teachers and non-graduate teachers and the respective wastage rates in public sector schools of these teachers for the school years from 2009/10 to 2013/14 are as follows:

**Primary Schools (Government and Aided)**

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers	%	Wastage rate (%)*	No. of teachers	%	Wastage rate (%)*
2009/10	6 532	35.4	3.6	11 945	64.6	7.3
2010/11	6 809	37.8	3.5	11 203	62.2	7.7
2011/12	6 966	39.0	3.5	10 903	61.0	6.2
2012/13	7 153	39.9	2.9	10 767	60.1	6.2
2013/14 (Estimate)	7 334	40.0	3.4	10 988	60.0	5.6

**Secondary Schools (Government, Aided and Caput)**

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers	%	Wastage rate (%)*	No. of teachers	%	Wastage rate (%)*
2009/10	18 509	76.0	4.4	5 853	24.0	7.5
2010/11	18 741	76.9	4.7	5 639	23.1	7.7



School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers	%	Wastage rate (%)*	No. of teachers	%	Wastage rate (%)*
2011/12	19 789	77.1	3.3	5 875	22.9	5.8
2012/13	18 824	78.2	7.0	5 238	21.8	12.6
2013/14 (Estimate)	18 507	78.8	4.2	4 990	21.2	7.9

Regarding the non-graduate teachers, the numbers and percentages of teachers who have degree qualifications (degree holders) and the respective wastage rates in public sector schools of these teachers for the school years from 2009/10 to 2013/14 are as follows:

#### Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	No. of degree holders	%	Wastage rate (%)*
2009/10	10 138	84.9	6.0
2010/11	9 807	87.5	6.3
2011/12	9 717	89.1	5.2
2012/13	9 761	90.7	5.4
2013/14 (Estimate)	10 101	91.9	4.8

#### Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	No. of degree holders	%	Wastage rate (%)*
2009/10	5 066	86.6	6.9
2010/11	5 011	88.9	7.0
2011/12	5 300	90.2	5.7
2012/13	4 764	91.0	12.6
2013/14 (Estimate)	4 559	91.4	7.9

\*“Wastage Rate” refers to the number of drop-out teachers as a percentage of the total number of teachers as at mid-September of the preceding school year; and “drop-out teacher” refers to teacher who had served in a school as at mid-September of the preceding school year but no longer served in any of the schools (irrespective of whether primary or secondary schools) as at mid-September of the school year concerned.

- (2) Since the 2009/10 school year, the ratios of graduate teacher posts within the teaching staff establishment in public sector primary and secondary schools have been increased to 50% and 85% respectively according to the established policy. The statistics with the Education Bureau indicate that the overall numbers of teachers appointed to fill the graduate teacher posts in public sector schools have not yet reached the above percentages. Having regard to the competing priorities for limited resources and the fact that the currently available graduate teacher posts have not been fully utilised, we are not able to accord priority to increasing the provision of graduate teacher posts in public sector schools at the present stage. Graduate teachers and non-graduate teachers belong to two different streams under the teaching grade structure of public sector schools. Schools should assign duties according to the rank and specialties of individual teachers instead of the academic qualifications they possess.

Nevertheless, we shall continue to keep in view all relevant factors, including the financial commitment, prioritization of resources deployment, data on serving teachers obtaining degree qualifications and schools’ progress in filling graduate teacher posts, etc., and keep the ratios of graduate teacher posts under review.

## CONTROLLING OFFICER'S REPLY

EDB457

**(Question Serial No. 3341)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 72):

Please give a breakdown of the actual expenditure for 2012-13, the approved estimate for 2013-14, the revised estimate for 2013-14 and the estimate for 2014-15 under Subhead 700, together with the reasons for the changes in expenditures.

Asked by: Hon. IP Kin-yuen

Reply:

The breakdown of expenditures by item under Subhead 700 General non-recurrent is provided below:

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2012-13 Actual	2013-14 Approved Estimate	2013-14 Revised Estimate	2014-15 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
<b>(A) One-off injections to funds</b>						
809	Grant to the Language Fund	5,000.0	-	-	5,000.0	-
825	Injection into the HKSAR Government Scholarship Fund	20.0	-	-	20.0	-
826	Injection into the Research Endowment Fund	5,000.0	5,000.0	-	-	-
828	Injection into the Self-financing Post-secondary Education Fund	20.0	-	-	20.0	-
846	Injection into the HKSAR Government Scholarship Fund	1,000.0	1,000.0	-	-	-
847	Injection into the Self-financing Post-secondary Education Fund	1,000.0	1,000.0	-	-	-
Sub-total			7,000.0	-	5,040.0	-

Item (Code)	Ambit	Approved Commitment	Expenditure for the Year			
			2012-13 Actual	2013-14 Approved Estimate	2013-14 Revised Estimate	2014-15 Estimate
		\$ million	\$ million	\$ million	\$ million	\$ million
<u>(B) Projects/schemes that are completed</u>						
027	Project Yi Jin	1,070.0	46.9	2.0	0.5	-
496	Measures to Support the Development of the New Academic Structure for Senior Secondary Education and Higher Education	2,447.2	95.6	5.2	4.3	-
913	Implementation of third strategy on information technology in education	52.0	10.2	6.2	5.2	-
924	Grant for establishment of incorporated management committee in aided schools	350.0	100.6	-	-	-
951	Grant for conducting the 2011 Hong Kong Certificate of Education Examination and the 2013 Hong Kong Advanced Level Examination for private candidates	90.7	-	48.8	29.2	-
953	Benchmarking study on the proposed Yi Jin Diploma	5.4	0.4	-	-	-
973	One-off School Development Grant for Kindergartens under the Pre-primary Education Voucher Scheme	166.5	-	-	166.5	-
Sub-total			253.7	62.2	205.7	-
<u>(C) Ongoing projects/schemes</u>						
839	Yi Jin Diploma	1,000.0	9.4	130.0	100.0	100.0
840	E-Textbook Market Development Scheme	50.0	1.0	28.3	12.2	22.4
855	Pilot Mainland Experience Scheme for Post-secondary Students	100.0	22.4	20.0	9.3	25.0
857	After-school Learning Support Partnership Pilot Scheme	110.0	20.0	40.5	18.0	31.6
920	Quality Enhancement Grant Scheme	100.0	18.5	8.5	8.5	1.6
944	Promotion of e-Learning in the school sector	128.0	2.7	2.5	1.7	3.2
952	Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island	57.2	7.5	8.2	8.1	8.3
974	International Civic and Citizenship Education Study 2016	7.0	-	-	0.7	1.4
976	Supporting Schools to Adopt E-textbooks	50.0	-	-	45.0	2.5
987	Qualifications Framework Support Schemes	208.0	28.5	79.0	18.0	20.0
Sub-total			110.0	317.0	221.5	216.0
Total			7,363.7	379.2	5,467.2	216.0

The expenditure under Subhead 700 General non-recurrent year by year or as compared with the original estimate of the respective year may vary significantly due to the following reasons –

- (a) According to the established mechanism, funding for initiatives under planning will be included in the estimate of the respective Head of Expenditure, including Head 156 Government Secretariat: Education Bureau, only after the initiatives are approved. Therefore, for some of the projects / schemes shown in the above table, no provisions have been included in the original estimate of the year concerned as these initiatives have not been approved when the estimate of the respective year was prepared. For example, funding for setting up an endowment fund of \$1 billion for the Qualifications Framework has been provided for under the 2014-15 estimate of Head 106 Miscellaneous Services, instead of Head 156 Government Secretariat: Education Bureau, pending the approval of the Finance Committee of the Legislative Council.
- (b) Expenditure items under Subhead 700 General non-recurrent are controlled by both approved commitment of the item and the current year provision approved for the subhead. The approved commitment of an expenditure item represents the total cost of the project / scheme, which may straddle several years. The actual expenditure of individual project / scheme may vary from year to year depending on its own implementation schedule.
- (c) The sums involved in some projects / schemes are significant, particularly those one-off injections into various funds. The completion of these projects / schemes would cause significant fluctuations in the expenditure under this subhead year by year.

**CONTROLLING OFFICER'S REPLY****EDB458****(Question Serial No. 3342)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (871) Vocational Training Council

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 73):

Please give a breakdown of the actual expenditure for 2012-13, the approved estimate for 2013-14, the revised estimate for 2013-14 and the estimate for 2014-15 under Subhead 871, together with the reasons for the changes in expenditures.

Asked by: Hon. IP Kin-yuen

Reply:

The breakdown of financial provisions under Subhead 871 Vocational Training Council is given as follows –

	<b>Actual expenditure 2012-13</b>	<b>Approved estimate 2013-14</b>	<b>Revised estimate 2013-14</b>	<b>Estimate 2014-15</b>
	\$'000	\$'000	\$'000	\$'000
(1) Development of supporting information technology systems in the Vocational Training Council for flexible delivery of vocational education and training programmes	708	-	-	-
(2) Development of the Holistic Programme Planning and Management System	962	-	-	-
(3) Development of the Integrated Information Technology Client Relationship Management System (CRMS)	3,362	4,576	4,576	-
(4) Enhancement of information technology infrastructure and services (EITIS)	-	-	2,100	7,918
	<b>5,032</b>	<b>4,576</b>	<b>6,676</b>	<b>7,918</b>

Provision under Subhead 871 Vocational Training Council is for equipment and computer systems costing above \$2 million each. The provision in 2014-15 represents an increase of about \$1.2 million (18.6%) over the revised estimates for 2013-14. This is mainly due to the increased cash flow for the EITIS project, which is partly offset by the completion of project on the development of CRMS.

**CONTROLLING OFFICER'S REPLY****EDB459****(Question Serial No. 3343)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (976) Vocational Training Council (block vote)

Programme: (6) Vocational Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 75):

Please give a breakdown of the actual expenditure for 2012-13, the approved estimate for 2013-14, the revised estimate for 2013-14 and the estimate for 2014-15 under Subhead 976, together with the reasons for the changes in expenditures;

Asked by: Hon. IP Kin-yuen

Reply:

Subhead 976 Vocational Training Council (block vote) is for replacement and additional furniture and equipment for existing teaching and training venues under the Vocational Training Council requiring a subsidy of not more than \$2 million each. Financial provisions since the 2012-13 are set out below:

	<b>Actual expenditure <u>2012-13</u></b>	<b>Approved estimate <u>2013-14</u></b>	<b>Revised estimate <u>2013-14</u></b>	<b>Estimate <u>2014-15</u></b>
	\$'000	\$'000	\$'000	\$'000
Subhead 976 Vocational Training Council (block vote)	32,603	27,731	27,731	32,538

The provision of \$32.5 million in 2014-15 represents an increase of \$4.8 million (17.3%) over the revised estimate for 2013-14. This is mainly due to the replacement and addition of training facilities in order to support the manpower development of industries, such as training equipment related to optical technology, radar and ship-handling simulation system, multi-media and information systems, etc.

**CONTROLLING OFFICER'S REPLY**

**EDB460**

**(Question Serial No. 3344)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: Not Specified  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 76):

Please provide a breakdown of the 2012-13 actual expenditure, 2013-14 original estimate, 2013-14 revised estimate and 2014-15 estimate on:

Code of Aid for primary schools  
Code of Aid for secondary schools  
Code of Aid for special schools  
Direct Subsidy Scheme  
English Schools Foundation junior schools  
English Schools Foundation secondary schools  
Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms  
Miscellaneous educational services  
Vocational Training Council

under the Subhead 000 Subventions as well as the reasons for the changes in the expenditures.

Asked by: Hon. IP Kin-yuen

Reply:

The provisions of various subventions under Subhead 000 Operational expenses for 2012-13, 2013-14 and 2014-15 are provided in the table below:

Subventions under Subhead 000 Operational expenses	2012-13 Actual	2013-14 Original Estimate	2013-14 Revised Estimate	2014-15 Estimate
	\$ million	\$ million	\$ million	\$ million
Code of Aid for primary schools	10,621.2	10,889.2	11,164.6	12,085.7
Code of Aid for secondary schools	17,800.5	17,797.9	18,025.9	18,473.7
Code of Aid for special schools	1,723.0	1,823.6	1,812.1	1,990.1
Direct Subsidy Scheme (DSS)	2,921.4	3,019.8	3,136.9	3,308.3
English Schools Foundation (ESF) junior schools	117.5	118.3	117.6	118.4
ESF secondary schools	169.8	170.8	170.4	171.1
Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms	273.7	324.5	318.1	343.0
Miscellaneous educational services	266.1	289.2	279.5	299.8
Vocational Training Council (VTC)	1,975.1	1,951.5	2,039.4	2,044.1

The major reasons for the changes over years for respective subventions are as follows:

- (a) Code of Aid for primary schools, secondary schools and special schools: The increase in 2013-14 over 2012-13 is mainly due to increased provision arising from 2013 pay adjustment. The increase in 2014-15 over 2013-14 is mainly due to increased provisions for various existing grants to schools and additional provisions for various new measures to be implemented in 2014-15 including the provision of free lunch at schools for eligible needy primary students, additional clerical support in primary schools, enhancement of the life planning and career guidance services in secondary education as well as improvement of special education services in special schools, etc. The 2014-15 Estimate has yet to include the impact of any 2014 pay adjustment.
- (b) DSS: The increase in 2013-14 over 2012-13 is mainly due to increase in DSS unit subsidy rates largely as a result of 2013 pay adjustment. The increase in 2014-15 over 2013-14 is mainly due to increased provisions for various existing grants to schools and additional provisions for various new measures to be implemented in 2014-15 including the provision of free lunch at schools for eligible needy primary students, additional clerical support in primary schools and enhancement of the life planning and career guidance services in secondary education. The 2014-15 Estimate has yet to include the impact of any 2014 pay adjustment.



- (c) ESF junior schools and ESF secondary schools: The financial provisions include subventions to nine ESF junior schools, five ESF secondary schools and one ESF special school. Pursuant to the outcome of the subvention review, the recurrent subventions to ESF's mainstream primary and secondary schools are frozen at the level as at the 2012/13 school year for three years from the 2013/14 school year until the 2015/16 school year and will be phased out in 13 years starting from the 2016/17 school year. The minor increase over the years is due to increase in the amounts of rates and government rents refunded to ESF schools.
- (d) Refund of rent, rates and government rent to kindergartens, kindergarten-cum-child care centres, private schools, educational institutes and study rooms: The increase over the years is mainly due to increase in the rental / ratable values.
- (e) Miscellaneous educational services: The financial provision mainly includes subventions to education related organisations and government subsidy to non-governmental organisations for running school programmes. The increase over the years is mainly due to increased provision for school programmes.
- (f) VTC: The increase in 2013-14 over 2012-13 is mainly due to increased provision arising from 2013 pay adjustment. The increase in 2014-15 Estimate is mainly due to increased provision to support the industry attachment programme for students of VTC. The 2014-15 Estimate has yet to include the impact of 2014 pay adjustment.

**CONTROLLING OFFICER'S REPLY****EDB461****(Question Serial No. 3345)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 78 ):

(a) Please provide a breakdown, by the following ranges, of the annual amount of fiscal surplus/reserve of public primary and secondary schools (including special schools) from the 2009/10 to 2013/14 school years:

## Public secondary schools (including special schools)

Number of secondary schools Amount of reserve	2009/10 school year	2010/11 school year	2011/12 school year	2012/13 school year	2013/14 school year
\$0 to below \$500,000					
\$500,000 to below \$1 million					
\$1 million to below \$1.5 million					
\$1.5 million to below \$2 million					
\$2 million to below \$2.5 million					
\$2.5 million to below \$3 million					
\$3 million or above					

## Public primary schools (including special schools)

Number of primary schools Amount of reserve	2009/10 school year	2010/11 school year	2011/12 school year	2012/13 school year	2013/14 school year
\$0 to below \$500,000					
\$500,000 to below \$1 million					
\$1 million to below \$1.5 million					
\$1.5 million to below \$2 million					
\$2 million to below \$2.5 million					
\$2.5 million to below \$3 million					
\$3 million or above					

(b) Please list the highest, lowest, average and median amount of grants (including recurrent grants/time-limited grants/one-off grants, etc.) provided by the Government to public primary and secondary schools (including special schools) as well as the highest, lowest, average and median amount of unspent grants from the 2009/10 to 2013/14 school years.

Asked by: Hon. IP Kin-yuen

Reply:

(a) To provide schools with greater flexibility in the use of funding, aided primary, secondary and special schools are allowed to retain fund balance up to twelve months' provision of their recurrent subvention under Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools, while government primary and secondary schools are allowed to retain fund balance up to twelve months' provision of their recurrent funding under Expanded Subject and Curriculum Block Grant (ESCBG). A breakdown of their OEBG/EOEBG/ESCBG cumulative balances by ranges at the end of 2009/10, 2010/11 and 2011/12 school years are tabulated below. The information of aided schools is based on the annual audited accounts already submitted by the aided schools to EDB. Information for 2012/13 and 2013/14 school years are not yet available.

(A) Aided and government secondary schools (excluding special schools)<sup>#</sup>

Number of secondary schools Amount of reserve	2009/10 school year	2010/11 school year	2011/12 school year
\$0 to below \$500,000	47	48	38
\$500,000 to below \$1 million	41	36	24
\$1 million to below \$1.5 million	41	37	49
\$1.5 million to below \$2 million	31	47	36
\$2 million to below \$2.5 million	42	33	30
\$2.5 million to below \$3 million	39	51	51
\$3 million or above	160	146	169
Total	401	398	397

(B) Aided and government primary schools (excluding special schools)<sup>#</sup>

Number of primary schools Amount of reserve	2009/10 school year	2010/11 school year	2011/12 school year
\$0 to below \$500,000	89	85	83
\$500,000 to below \$1 million	114	119	106
\$1 million to below \$1.5 million	113	123	128
\$1.5 million to below \$2 million	71	71	79
\$2 million to below \$2.5 million	36	23	33
\$2.5 million to below \$3 million	16	19	15
\$3 million or above	19	10	6
Total	458	450	450

(C) Aided special schools

Number of special schools Amount of reserve	2009/10 school year	2010/11 school year	2011/12 school year
\$0 to below \$500,000	5	4	2
\$500,000 to below \$1 million	11	11	9
\$1 million to below \$1.5 million	13	11	10
\$1.5 million to below \$2 million	11	15	16
\$2 million to below \$2.5 million	9	6	11
\$2.5 million to below \$3 million	3	4	4
\$3 million or above	8	9	8
Total	60	60	60

<sup>#</sup> Information for government schools is provided on a financial year basis.

- (b) The highest, lowest, average and median amount of grants provided by the Government to aided and government schools during the financial years from 2009-10 to 2013-14, together with the highest, lowest, average and median amount of unspent grants for 2010-11 and 2011-12 are provided at the attached Annex. Information on the unspent amount of grants for 2009-10, 2012-13 and 2013-14 are not available. For 2009-10, the required data was not captured in our system which was developed only in 2011. As for 2012-13 and 2013-14, the aided schools have yet to submit their annual audited accounts.

**Information on government grants to  
aided and government schools for the years from 2009-10 to 2013-14**

(A) Aided and government secondary schools (excluding special schools)

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Diversity Learning Grant - Applied Learning							
- Highest	-	412.5	680.6	604.5	767.1	202.1	123.1
- Lowest	-	3.6	3.5	3.6	4.6	0	0
- Average	-	87.2	148.3	151.4	156.3	2.1	2.1
- Median	-	65.7	108.5	127.2	123.2	0	0
Diversity Learning Grant - Other Languages							
- Highest	217.0	357.0	451.2	349.7	343.0	155.2	311.5
- Lowest	7.0	14.0	3.5	3.5	3.5	0	0
- Average	95.4	69.8	128.7	106.2	77.5	44.1	42.5
- Median	59.5	70.0	87.5	70.0	35.0	25.8	5.3
Diversity Learning Grant - Other Programmes							
- Highest	49.0	55.4	140.0	126.0	147.0	122.9	210.0
- Lowest	14.0	12.3	12.3	11.7	14.0	0	0
- Average	32.6	39.4	83.2	86.1	86.6	37.6	55.6
- Median	35.0	40.8	91.0	98.0	98.0	34.9	46.3

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant							
- Highest	442.2	889.3	1,416.2	1,016.5	889.8	1,604.5	2,489.1
- Lowest	105.3	127.0	66.5	16.9	108.1	0	0
- Average	411.4	567.3	885.7	689.4	639.2	377.0	579.2
- Median	421.1	581.7	917.5	713.5	697.4	281.7	504.1
Enhanced Support Services for Students with Autism Spectrum Disorder / Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorder							
- Highest	-	-	-	-	564.4	-	-
- Lowest	-	-	-	-	564.4	-	-
- Average	-	-	-	-	564.4	-	-
- Median	-	-	-	-	564.4	-	-
Extra Senior Secondary Curriculum Support Grant							
- Highest	-	250.0	250.0	250.0	250.0	250.0	500.0
- Lowest	-	187.5	145.8	187.5	62.5	0	0
- Average	-	228.3	212.8	241.5	240.5	141.6	200.3
- Median	-	250.0	187.5	250.0	250.0	184.8	250.0
Grant for Project Yi Jin							
- Highest	1,323.0	-	-	-	-	-	-
- Lowest	535.5	-	-	-	-	-	-
- Average	847.6	-	-	-	-	-	-
- Median	703.5	-	-	-	-	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Grant for School-based Support for Non-Chinese Speaking Students / Special Grant for Designated Schools in support of Non-Chinese Speaking Students							
- Highest	600.0	600.0	600.0	600.0	600.0	350.2	403.4
- Lowest	300.0	500.0	400.0	500.0	175.0	0	0
- Average	525.0	575.0	560.0	580.0	387.2	88.0	120.1
- Median	600.0	600.0	600.0	600.0	300.0	41.4	55.9
Grants for Teaching and Non-teaching Staff							
- Highest	4,220.8	4,366.1	5,509.4	4,697.9	5,025.3	5,006.7	6,523.0
- Lowest	3.6	0.4	2.2	3.3	1.1	0	0
- Average	624.9	733.3	1,064.2	989.3	1,090.5	453.8	687.7
- Median	300.9	307.6	412.2	256.2	497.9	221.7	303.2
Grant for the Pilot Project on Strengthening Schools' Administration Management							
- Highest	-	-	-	300.0	450.0	-	-
- Lowest	-	-	-	300.0	150.0	-	-
- Average	-	-	-	300.0	310.5	-	-
- Median	-	-	-	300.0	300.0	-	-
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices							
- Highest	-	-	-	-	606.4	-	-
- Lowest	-	-	-	-	242.5	-	-
- Average	-	-	-	-	376.4	-	-
- Median	-	-	-	-	424.4	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Innovative IT in Education Project							
- Highest	-	-	349.5	349.5	-	-	249.8
- Lowest	-	-	349.5	349.5	-	-	249.8
- Average	-	-	349.5	349.5	-	-	249.8
- Median	-	-	349.5	349.5	-	-	249.8
Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs							
- Highest	-	71.2	75.4	213.3	245.9	0	39.5
- Lowest	-	68.1	75.4	41.8	46.6	0	0
- Average	-	70.7	75.4	96.8	113.9	0	5.6
- Median	-	71.2	75.4	79.8	82.7	0	0
Learning Support Grant							
- Highest	1,000.0	1,000.0	1,000.0	1,000.0	1,500.0	701.5	783.7
- Lowest	10.0	10.0	5.8	7.0	7.0	0	0
- Average	279.3	329.8	367.5	367.8	412.9	118.8	130.9
- Median	240.0	280.0	300.0	290.0	310.0	78.9	86.4
Liberal Studies Curriculum Support Grant							
- Highest	-	320.0	-	160.0	-	320.0	318.1
- Lowest	-	320.0	-	71.8	-	0	0
- Average	-	320.0	-	119.0	-	199.8	41.0
- Median	-	320.0	-	160.0	-	199.3	12.1
Lump Sum Grant for the Hearing Impaired Classes							
- Highest							
- Lowest	597.7	-	-	-	-	-	-
- Average	597.7	-	-	-	-	-	-
- Median	597.7	-	-	-	-	-	-
	597.7	-	-	-	-	-	-



Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Moral and National Education Support Grant							
- Highest	-	-	-	530.0	-	-	-
- Lowest	-	-	-	530.0	-	-	-
- Average	-	-	-	530.0	-	-	-
- Median	-	-	-	530.0	-	-	-
New Senior Secondary Curriculum Migration Grant							
- Highest	300.0	300.0	-	-	-	839.4	249.2
- Lowest	30.0	300.0	-	-	-	0	0
- Average	232.5	300.0	-	-	-	40.3	7.6
- Median	300.0	300.0	-	-	-	0.2	0
OEBG / EOEBG / ESCBG (Note 5)							
- Highest	9,351.3	9,510.1	10,136.7	10,357.9	11,339.4	6,178.3	7,894.8
- Lowest	290.8	963.1	660.4	786.0	757.4	0	0
- Average	5,465.6	5,593.2	5,970.2	6,148.4	6,237.3	2,477.1	2,708.3
- Median	5,871.7	5,982.2	6,389.6	6,600.0	6,743.6	2,474.4	2,671.0
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)							
- Highest	350.0	350.0	350.0	350.0	-	350.0	350.0
- Lowest	175.0	175.0	175.0	350.0	-	0	0
- Average	334.1	316.3	334.8	350.0	-	90.5	81.6
- Median	350.0	350.0	350.0	350.0	-	0	0
One-off Grant for Procurement of e-Learning Resources							
- Highest	-	84.2	71.6	58.9	-	136.0	84.2
- Lowest	-	17.7	17.7	17.7	-	0	0
- Average	-	55.9	35.2	32.4	-	47.1	32.6
- Median	-	58.9	33.7	24.3	-	49.1	33.7

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
One-off Grant for Strengthening Support to Schools for Prevention of Human Swine Influenza in the Mitigation Phase							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-
One-off Grant for the Prevention of Human Swine Influenza in Schools							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-
Per Capita Grant							
- Highest	2,063.2	1,503.9	376.2	291.9	319.9	643.3	1,712.4
- Lowest	444.8	636.4	162.3	121.0	319.9	0	278.2
- Average	1,031.1	1,070.2	272.2	206.5	319.9	424.3	995.3
- Median	999.3	1,070.2	278.0	206.5	319.9	629.5	995.3
Pilot Programmes of Applied Learning							
- Highest	370.7	6.7	-	-	-	28.4	-
- Lowest	3.4	3.4	-	-	-	0	-
- Average	72.1	4.2	-	-	-	5.7	-
- Median	51.9	3.4	-	-	-	1.1	-
Pilot Schemes in e-Learning							
- Highest	-	1,920.0	1,456.0	-	-	1,999.2	1,544.4
- Lowest	-	179.3	239.0	-	-	0	0
- Average	-	748.1	775.2	-	-	308.7	492.9
- Median	-	574.1	831.6	-	-	6.5	415.7

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Resource Schools on Whole-School Approach							
- Highest	155.0	155.0	151.0	151.0	166.0	113.8	81.8
- Lowest	155.0	155.0	151.0	151.0	166.0	0	0
- Average	155.0	155.0	151.0	151.0	166.0	42.1	23.8
- Median	155.0	155.0	151.0	151.0	166.0	27.2	6.7
Salaries Grants							
- Highest	53,507.3	52,494.7	57,873.6	60,858.8	62,428.6	-	-
- Lowest	3,654.1	4,387.2	3,012.9	3,372.8	3,347.6	-	-
- Average	33,932.1	33,888.4	36,636.1	38,442.7	39,122.5	-	-
- Median	34,770.2	34,922.9	37,787.7	39,675.8	40,664.4	-	-
School-based After-school Learning and Support Programmes							
- Highest	123.0	209.2	309.6	276.4	256.0	243.7	397.0
- Lowest	6.0	10.0	15.6	11.6	10.4	0	0
- Average	52.5	98.7	137.6	127.3	116.8	55.8	96.9
- Median	52.6	98.8	141.4	130.0	119.8	47.9	76.9
Teacher Professional Preparation Grant							
- Highest	-	-	-	-	-	1,171.6	118.0
- Lowest	-	-	-	-	-	0	0
- Average	-	-	-	-	-	58.8	3.2
- Median	-	-	-	-	-	0	0

(B) Aided and government primary schools (excluding special schools)

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
After-school Learning Support Partnership Pilot Scheme							.
- Highest	-	-	343.0	471.5	450.9	-	260.9
- Lowest	-	-	34.2	39.3	13.0	-	4.9
- Average	-	-	165.6	237.1	183.8	-	94.6
- Median	-	-	157.6	267.7	157.5	-	66.2
Class Grant of Intensive Remedial Teaching Programme							
- Highest	11.4	5.9	6.2	-	-	5.9	2.4
- Lowest	5.7	5.9	6.2	-	-	0	0
- Average	6.9	5.9	6.2	-	-	0.7	0.7
- Median	5.7	5.9	6.2	-	-	0	0
Curriculum Leadership Grant							
- Highest	125.0	125.7	133.4	141.2	146.7	52.4	68.2
- Lowest	125.0	125.7	133.4	141.2	146.7	0	0
- Average	125.0	125.7	133.4	141.2	146.7	17.2	12.0
- Median	125.0	125.7	133.4	141.2	146.7	3.5	0
Enhanced Support Services for Students with Autism Spectrum Disorder / Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorder							
- Highest	-	-	83.0	156.9	735.5	-	35.3
- Lowest	-	-	10.3	152.4	170.9	-	0
- Average	-	-	79.1	156.4	624.7	-	8.1
- Median	-	-	83.0	156.9	564.4	-	4.4

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Grant for School-based Support for Non-Chinese Speaking Students / Special Grant for Designated Schools in support of Non-Chinese Speaking Students							
- Highest	600.0	600.0	600.0	600.0	600.0	423.5	579.1
- Lowest	400.0	400.0	400.0	400.0	175.0	0	0
- Average	562.3	552.6	560.0	565.0	393.4	97.0	140.2
- Median	600.0	600.0	600.0	600.0	300.0	25.7	95.0
Grants for Teaching and Non-teaching staff							
- Highest	1,176.9	1,805.1	2,311.9	2,651.8	2,783.7	905.4	1,066.6
- Lowest	1.7	1.7	1.7	1.8	2.9	0	0
- Average	112.2	135.3	163.5	198.6	256.2	86.7	98.2
- Median	76.5	81.8	84.6	95.6	110.2	55.7	63.0
Grant for the Pilot Project on Strengthening Schools' Administration Management							
- Highest	-	-	-	300.0	450.0	-	-
- Lowest	-	-	-	300.0	150.0	-	-
- Average	-	-	-	300.0	300.0	-	-
- Median	-	-	-	300.0	300.0	-	-
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices							
- Highest	-	-	-	-	424.4	-	-
- Lowest	-	-	-	-	242.5	-	-
- Average	-	-	-	-	345.7	-	-
- Median	-	-	-	-	333.5	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
<b>Innovative IT in Education Project</b>							
- Highest	298.5	291.2	340.1	340.1	-	291.2	378.9
- Lowest	250.0	287.6	287.6	340.1	-	215.0	147.1
- Average	273.3	289.4	306.3	340.1	-	253.1	263.0
- Median	272.3	289.4	291.2	340.1	-	253.1	263.0
<b>Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs</b>							
- Highest	256.0	258.7	274.3	290.3	301.8	23.7	68.6
- Lowest	10.7	42.7	53.9	34.3	48.4	0	0
- Average	119.2	105.2	133.6	124.6	137.1	5.6	8.7
- Median	128.0	128.8	137.2	145.2	150.9	1.0	2.2
<b>Learning Support Grant</b>							
- Highest	1,000.0	1,269.2	1,122.5	1,047.0	1,370.0	1,204.5	875.9
- Lowest	30.0	60.0	70.0	30.0	7.0	0	0
- Average	478.5	497.5	525.7	526.9	555.9	111.9	106.3
- Median	430.0	447.5	480.0	480.0	494.0	72.2	78.0
<b>Moral and National Education Support Grant</b>							
- Highest	-	-	-	530.0	-	-	-
- Lowest	-	-	-	530.0	-	-	-
- Average	-	-	-	530.0	-	-	-
- Median	-	-	-	530.0	-	-	-
<b>OEBG / EOEBG / ESCBG (Note 5)</b>							
- Highest	6,439.3	6,997.3	5,077.4	5,451.0	5,944.9	4,202.9	3,927.9
- Lowest	88.9	104.9	155.4	289.6	384.2	0	0
- Average	2,794.9	2,861.1	3,028.2	3,270.2	3,513.7	1,173.5	1,184.7
- Median	2,960.3	3,010.1	3,175.3	3,390.4	3,675.3	1,080.1	1,166.0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMC)							
- Highest	350.0	350.0	350.0	350.0	-	350.0	350.0
- Lowest	175.0	175.0	175.0	175.0	-	0	0
- Average	322.4	291.7	342.0	348.9	-	62.8	81.6
- Median	350.0	350.0	350.0	350.0	-	0	0
One-off Grant for Procurement of e-Learning Resources							
- Highest	-	130.5	58.9	58.9	-	130.5	115.5
- Lowest	-	11.1	11.1	10.0	-	0	0
- Average	-	45.4	32.1	25.0	-	37.0	26.5
- Median	-	46.3	26.3	23.4	-	33.7	26.2
One-off Grant for Strengthening Support to Schools for Prevention of Human Swine Influenza in the Mitigation Phase							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-
One-off Grant for the Prevention of Human Swine Influenza in Schools							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Per Capita Grant							
- Highest	-	-	-	-	623.8	-	-
- Lowest	-	-	-	-	138.6	-	-
- Average	-	-	-	-	389.0	-	-
- Median	-	-	-	-	415.9	-	-
Pilot Schemes in e-Learning							
- Highest	-	3,768.9	2,710.3	-	-	4,691.0	3,192.7
- Lowest	-	4.0	30.0	-	-	0	4.0
- Average	-	788.7	722.3	-	-	715.0	660.6
- Median	-	690.0	562.4	-	-	181.3	576.9
Resource Schools on Whole-School Approach							
- Highest	155.0	155.0	151.0	151.0	166.0	100.4	37.6
- Lowest	54.2	155.0	151.0	151.0	166.0	0	0
- Average	140.6	155.0	151.0	151.0	166.0	16.8	9.2
- Median	155.0	155.0	151.0	151.0	166.0	0	4.1
Salaries Grants							
- Highest	47,593.8	49,813.3	40,641.1	36,274.2	38,205.4	-	-
- Lowest	382.4	751.4	1,291.1	1,372.4	2,166.2	-	-
- Average	17,485.3	17,751.7	18,996.0	20,285.5	21,458.1	-	-
- Median	18,807.1	19,236.7	20,910.1	22,456.8	23,567.3	-	-
School-based After-school Learning and Support Programmes							
- Highest	95.6	197.6	242.4	233.2	223.2	207.2	241.1
- Lowest	1.6	3.6	5.2	4.0	4.0	0	0
- Average	32.5	63.4	86.8	88.4	90.5	25.6	44.5
- Median	30.0	57.0	78.8	79.6	85.4	14.7	30.8



Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Small Class Teaching in Schools with High Concentration of Disadvantaged Students							
- Highest	1,541.8	905.9	267.3	-	-	208.9	206.9
- Lowest	319.0	320.8	267.3	-	-	0	0
- Average	609.1	378.1	267.3	-	-	32.9	26.5
- Median	638.0	320.8	267.3	-	-	1.7	3.2
Whole-day School Grant							
- Highest	37.5	15.0	9.8	4.6	4.8	0	0
- Lowest	13.8	5.5	6.5	2.5	4.8	0	0
- Average	28.6	10.2	8.1	3.6	4.8	0	0
- Median	29.6	10.0	8.1	3.8	4.8	0	0

(C) Aided special schools

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Cash Grant for Supporting Ventilator Assisted Children							
- Highest	369.9	372.0	329.2	348.4	362.1	95.2	19.1
- Lowest	369.9	372.0	329.2	348.4	362.1	95.2	19.1
- Average	369.9	372.0	329.2	348.4	362.1	95.2	19.1
- Median	369.9	372.0	329.2	348.4	362.1	95.2	19.1
Curriculum Leadership Grant							
- Highest	125.0	125.7	133.4	141.2	146.7	250.6	259.1
- Lowest	125.0	125.7	133.4	141.2	146.7	0	0
- Average	125.0	125.7	133.4	141.2	146.7	62.0	73.9
- Median	125.0	125.7	133.4	141.2	146.7	16.8	20.3
Diversity Learning Grant - Applied Learning							
- Highest	-	74.3	127.9	155.7	254.3	4.1	9.5
- Lowest	-	3.2	3.7	3.3	6.0	0	0
- Average	-	29.7	43.3	56.8	75.0	0.1	1.9
- Median	-	24.8	28.8	44.0	63.2	0	0
Diversity Learning Grant - Other Programmes							
- Highest	14.0	35.0	56.0	49.0	70.0	23.1	45.7
- Lowest	7.0	7.0	7.0	7.0	7.0	0	0
- Average	9.0	17.8	24.5	25.3	26.6	3.8	16.7
- Median	7.0	14.0	21.0	21.0	21.0	0	13.3

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant							
- Highest	421.1	423.5	539.5	397.8	444.9	1,016.0	1,394.2
- Lowest	315.9	317.6	443.1	95.1	74.1	0	0
- Average	393.4	417.5	447.0	235.1	195.3	305.8	351.5
- Median	421.1	422.9	433.1	219.4	185.4	235.3	259.2
Grants for Teaching and Non-teaching Staff							
- Highest	2,382.6	2,421.5	3,069.4	3,394.9	4,003.9	1,456.4	2,395.5
- Lowest	8.4	7.6	46.0	11.8	45.2	2.2	0
- Average	452.4	684.3	839.5	1,039.3	1,198.4	321.8	427.4
- Median	294.8	543.0	539.1	755.3	717.9	236.6	298.2
Grant for the Pilot Project on Strengthening Schools' Administration Management							
- Highest	-	-	-	300.0	300.0	-	-
- Lowest	-	-	-	300.0	150.0	-	-
- Average	-	-	-	300.0	225.0	-	-
- Median	-	-	-	300.0	225.0	-	-
Grant to Schools for Subscription of WiFi Services and Acquiring Mobile Computing Devices							
- Highest	-	-	-	-	242.5	-	-
- Lowest	-	-	-	-	242.5	-	-
- Average	-	-	-	-	242.5	-	-
- Median	-	-	-	-	242.5	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Initial Grant for Remedial Teaching Programme for Autistic Children							
- Highest	11.0	5.5	5.5	5.5	5.5	5.8	5.9
- Lowest	5.5	5.5	5.5	5.5	5.5	0	0
- Average	6.3	5.5	5.5	5.5	5.5	3.3	1.3
- Median	5.5	5.5	5.5	5.5	5.5	3.9	0
Learning Support Grant							
- Highest	780.0	-	-	-	-	409.0	228.1
- Lowest	780.0	-	-	-	-	409.0	228.1
- Average	780.0	-	-	-	-	409.0	228.1
- Median	780.0	-	-	-	-	409.0	228.1
Liberal Studies Curriculum Support Grant							
- Highest	-	320.0	-	160.0	-	320.0	319.5
- Lowest	-	320.0	-	71.8	-	133.3	0
- Average	-	320.0	-	105.6	-	258.8	62.2
- Median	-	320.0	-	71.8	-	279.2	32.2
Moral and National Education Support Grant							
- Highest	-	-	-	530.0	-	-	-
- Lowest	-	-	-	530.0	-	-	-
- Average	-	-	-	530.0	-	-	-
- Median	-	-	-	530.0	-	-	-
New Senior Secondary Curriculum Migration Grant							
- Highest	-	-	-	-	-	90.0	90.0
- Lowest	-	-	-	-	-	0	0
- Average	-	-	-	-	-	20.0	8.8
- Median	-	-	-	-	-	6.6	0

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
<b>OEBG / EOEBG / ESCBG</b> (Note 5)							
- Highest	8,565.7	9,972.1	10,050.0	10,257.0	10,600.8	4,090.1	4,349.9
- Lowest	1,319.9	1,342.1	1,414.8	1,472.1	1,544.6	160.0	173.4
- Average	3,109.0	3,275.8	3,495.9	3,690.5	3,896.9	1,762.8	1,876.8
- Median	2,913.8	2,944.8	3,209.4	3,340.1	3,534.5	1,601.3	1,851.2
<b>One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)</b>							
- Highest	350.0	350.0	350.0	350.0	-	350.0	339.1
- Lowest	175.0	350.0	175.0	350.0	-	0	0
- Average	218.8	350.0	306.3	350.0	-	79.0	50.3
- Median	175.0	350.0	350.0	350.0	-	33.6	0.0
<b>One-off grant for Procurement of e-Learning Resources</b>							
- Highest	-	71.6	-	-	-	69.0	52.4
- Lowest	-	33.7	-	-	-	0	0
- Average	-	36.0	-	-	-	31.8	21.5
- Median	-	33.7	-	-	-	33.7	25.7
<b>One-off Grant for Strengthening Support to Schools for Prevention of Human Swine Influenza in the Mitigation Phase</b>							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
One-off Grant for the Prevention of Human Swine Influenza in Schools							
- Highest	3.0	-	-	-	-	-	-
- Lowest	3.0	-	-	-	-	-	-
- Average	3.0	-	-	-	-	-	-
- Median	3.0	-	-	-	-	-	-
Pilot Programmes of Applied Learning							
- Highest	39.2	-	-	-	-	28.4	-
- Lowest	3.4	-	-	-	-	0	-
- Average	20.4	-	-	-	-	5.7	-
- Median	19.6	-	-	-	-	1.1	-
Pilot Schemes in e-Learning							
- Highest	-	2,825.2	1,321.9	-	-	3,278.8	2,208.5
- Lowest	-	1,838.0	453.6	-	-	3,015.1	1,864.8
- Average	-	2,331.6	887.8	-	-	3,147.0	2,036.6
- Median	-	2,331.6	887.8	-	-	3,147.0	2,036.6
Salaries Grants							
- Highest	52,510.3	55,219.7	62,093.9	67,876.9	71,216.1	-	-
- Lowest	5,609.0	5,484.0	5,607.7	5,774.6	6,044.2	-	-
- Average	18,382.2	18,838.1	20,761.7	22,574.0	23,723.9	-	-
- Median	16,239.9	16,755.5	19,047.8	21,314.9	22,220.7	-	-
School-based After-school Learning and Support Programmes							
- Highest	26.6	65.2	70.0	66.8	62.4	42.3	62.4
- Lowest	1.6	3.2	3.6	3.6	5.2	0	0
- Average	9.7	20.8	25.1	24.3	24.5	7.8	13.6
- Median	8.3	17.4	20.4	20.4	20.4	6.5	10.6

Government Grant	Amount disbursed (Note 3) \$'000					Amount unspent (Notes 1 to 3) \$'000	
	2009-10	2010-11	2011-12	2012-13	2013-14 (Note 4)	2010-11	2011-12
Special School Cum Resource Centres							
- Highest	442.0	377.0	369.0	428.0	470.0	154.4	100.8
- Lowest	155.0	155.0	151.0	151.0	166.0	0	0
- Average	267.2	232.4	237.3	218.8	235.7	35.5	22.1
- Median	248.0	213.0	239.0	181.0	188.0	20.5	9.9
Staff Encashment Grant for Resource Support Programme for Visually Impaired Students							
- Highest	4,204.0	4,485.3	5,672.0	5,722.1	5,070.6	5,000.8	6,247.8
- Lowest	4,204.0	4,485.3	5,672.0	5,722.1	5,070.6	5,000.8	6,247.8
- Average	4,204.0	4,485.3	5,672.0	5,722.1	5,070.6	5,000.8	6,247.8
- Median	4,204.0	4,485.3	5,672.0	5,722.1	5,070.6	5,000.8	6,247.8
Staff Encashment Grant – Enhanced Support Services (Primary)							
- Highest	-	-	-	343.2	356.6	-	-
- Lowest	-	-	-	343.2	356.6	-	-
- Average	-	-	-	343.2	356.6	-	-
- Median	-	-	-	343.2	356.6	-	-
Teacher Professional Preparation Grant							
- Highest	-	-	-	-	-	400.0	400.0
- Lowest	-	-	-	-	-	0	0
- Average	-	-	-	-	-	53.7	27.0
- Median	-	-	-	-	-	1.1	0

#### Notes

- Information on the unspent amount of government grants for the years 2009-10, 2012-13 and 2013-14 are not available. For 2009-10, the required data was not captured in our system which was developed only in 2011. As for 2012-13 and 2013-14, the aided schools have yet to submit their annual audited accounts.
- Amount unspent is calculated after taking into account the amount brought forward from the previous school/financial year.

3. Information on government grants disbursed to aided and government schools and the respective unspent amount of government schools are provided on a financial year basis, while the respective unspent amount of aided schools is provided on a school year basis.
4. Information on government grants disbursed to aided and government schools for the financial year 2013-14 is the position up to 19.3.2014.
5. For OEBG / EOEBG / ESCBG, the unspent amount is after deduction of the excessive surplus amount to be refunded to the Government.



**CONTROLLING OFFICER'S REPLY**

**EDB462**

**(Question Serial No. 4801)**

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 (Member Question No. 61):

Please provide information on the staff establishment of guidance teachers in primary schools and their ratios to students from 2008/09 to 2012/13 school year.

Asked by: Hon. IP Kin-yuen

Reply:

Since the 2006/07 school year, the manning ratio of student guidance officer/teacher has been improved to one for each school with 18 or more classes. For primary schools with 5 to 17 classes, they are provided with 0.5 student guidance officer/teacher. Primary schools opting for the Student Guidance Service (SGS) Grant may, based on their own needs, procure student guidance service from non-governmental organisations or recruit full-time or part-time student guidance personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. To further enhance student guidance service, a top-up SGS Grant has been provided to public sector primary schools starting from the 2012/13 school year. Therefore, the concepts of "staff establishment" and teacher : student ratio are not appropriate due to the flexibility given to schools in deciding their own modality of service delivery as well as the specific types of professional expertise that they wish to procure.

In addition, all primary schools are currently required to establish a guidance system to provide school-based services under the Comprehensive Student Guidance Service implemented since the 2002/03 school year. Under this Whole School Approach, teachers work in collaboration with student guidance personnel and professionals to provide remedial, preventive and developmental guidance services for all students in a holistic and integrated manner led by school's deputy head or school head.

**CONTROLLING OFFICER'S REPLY**

**EDB463**

**(Question Serial No. 4802)**

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 (Member Question No. 68):

Please provide a breakdown of the following information for the 2009/10 to 2013/14 school years:

- (a) the number of various types of kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) (including non-profit-making kindergartens not under the subsidy of the PEVS, independent private kindergartens, international kindergartens, etc.) in Hong Kong, the number of their teachers and the number of their students; and
- (b) the number of long whole-day, whole-day and half-day kindergartens among the above types of kindergartens, the number of their teachers and the number of their students.

Asked by: Hon. IP Kin-yuen

Reply:

- (a) The number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS), number of KGs not under the PEVS, with breakdown of local non-profit-making (NPM), local private independent (PI) and non-local KGs, and the number of teachers and students in these KGs from the 2009/10 to 2013/14 school years are tabulated at Appendix 1.
- (b) The numbers of KGs operating whole-day (WD) classes only, KGs operating half-day (HD) classes only and KGs operating both WD and HD classes among the above types of KGs and the number of teachers and students in these KGs from the 2009/10 to 2013/14 school years are tabulated at Appendix 2, Appendix 3 and Appendix 4 respectively. The number of Former Aided Child Care Centres (FACs) (Note), all of which are under the PEVS, and the number of teachers and students in these FACs are tabulated at Appendix 5.

Note: The FACs were former child care centres operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

**Number of kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS),  
number of local non-profit-making (NPM) KGs, local private independent (PI) KGs and non-local KGs not under the PEVS and  
number of teachers and students in these KGs from the 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS(Note 2)	800	8 598	121 339	757	8 533	122 977	751	8 949	129 151	735	9 251	129 372	724	9 424	128 388
Local NPM (Not under PEVS)	12	143	1 516	12	159	2 057	12	162	1 970	22	455	6 723	35	691	11 320
Local PI (Not under PEVS)	60	807	11 438	96	1 145	16 348	93	1 261	18 131	104	1 373	19 378	110	1 496	20 897
Non-local (Not under PEVS)	78	515	6 209	86	617	7 558	90	687	8 181	96	738	9 291	100	772	9 238

Note 1: Figures refer to the position as at mid-September of the respective school years.

Note 2: When the PEVS was introduced in the 2007/08 school year, a transitional period of three years until the end of the 2009/10 school year was provided for PI KGs to acquire the NPM status to be eligible for joining the PEVS. The figures in the 2009/10 school year include 34 PI KGs which did not acquire the NPM status and hence ceased to be eligible for the PEVS in the 2010/11 school year upon the completion of the transitional arrangement.

**Number of kindergartens (KGs) operating whole-day classes only by type and number of teachers and students in these KGs from the 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	229	1 922	18 198	227	1 943	18 782	224	1 982	19 227	223	2 019	19 826	228	2 110	20 551
Local NPM (Not under PEVS)	3	40	288	3	38	301	3	38	299	3	39	315	5	60	537
Local PI (Not under PEVS)	-	-	-	3	19	195	2	20	200	2	21	208	3	27	325
Non-local (Not under PEVS)	6	26	275	6	26	324	5	30	343	7	38	413	10	69	791

Note 1: Figures refer to the position as at mid-September of the respective school years.

**Number of kindergartens (KGs) operating half-day classes only by type and number of teachers and students in these KGs from the 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	168	2 264	41 389	149	2 146	40 616	140	2 160	40 709	129	2 107	38 305	111	1 871	33 564
Local NPM (Not under PEVS)	7	75	909	6	76	1 175	6	81	1 120	16	356	5 644	28	584	10 305
Local PI (Not under PEVS)	31	516	8 337	45	676	10 525	42	722	11 426	46	728	11 524	54	790	12 222
Non-local (Not under PEVS)	56	343	4 467	63	412	5 456	69	474	6 014	72	501	6 912	69	491	6 391

Note 1: Figures refer to the position as at mid-September of the respective school years.

**Number of kindergartens (KGs) operating both whole-day and half-day classes by type and number of teachers and students in these KGs from the 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Note 1)	No. of students (Note 1)	No. of KGs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	403	4 412	61 752	381	4 444	63 579	387	4 807	69 215	383	5 125	71 241	385	5 443	74 273
Local NPM (Not under PEVS)	2	28	319	3	45	581	3	43	551	3	60	764	2	47	478
Local PI (Not under PEVS)	29	291	3 101	48	450	5 628	49	519	6 505	56	624	7 646	53	679	8 350
Non-local (Not under PEVS)	16	146	1 467	17	179	1 778	16	183	1 824	17	199	1 966	21	212	2 056

Note 1: Figures refer to the position as at mid-September of the respective school years.

**Number of Former Aided Child Care Centres (FACs) and  
number of teachers and students in these FACs from the 2009/10 to 2013/14 school years**

	2009/10			2010/11			2011/12			2012/13			2013/14		
	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Note 1)	No. of students (Note 1)	No. of FACs	No. of teachers (Provisional) (Note 1)	No. of students (Note 1)
PEVS	246	1 989	18 895	246	2 032	19 658	246	2 085	20 326	246	2 161	21 120	246	2 235	21 648

Note 1: Figures refer to the position as at mid-September of the respective school years.

**CONTROLLING OFFICER'S REPLY**

**EDB464**

**(Question Serial No. 4803)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 70):

(a) Regarding the measure implemented by the Government to progressively reduce the number of students allocated per S1 class in public sector secondary schools in the 2013/14 school year, please give, for each of the 18 school districts, a breakdown on the numbers of schools involved and their total number:

- (i) the numbers of schools accepting or not accepting this measure and their percentages;
- (ii) among the schools accepting this measure, what are the numbers of schools choosing “2-1-1” or “1-1-1” options and their percentage share in the total number of public sector secondary schools in the territory;
- (iii) the numbers of classes and places reduced in schools choosing “2-1-1” or “1-1-1” options in the 2013/14 school year; and
- (iv) the number of schools which have to freeze teacher establishment due to under-enrollment after the introduction of “2-1-1” or “1-1-1” options, as well as the actual number of teachers affected.

(b) From the 2014/15 to 2016/17 school years, the Government will continue to reduce 1 place per S1 class in schools accepting the measure. Please give, for each of the 18 school districts, a breakdown on the number of S1 places to be reduced each year.

Asked by: Hon. IP Kin-yuen

Reply:

- (a)(i) When mapping out the series of targeted relief measures announced in end 2012 with a view to maintaining the stability and strengths of public sector secondary schools and the teaching force, the Education Bureau (EDB) has given due consideration to the projected transient decline in Secondary One (S1) student population in the coming years. Taking account of the school sector’s proposal to reduce the number of students allocated per S1 class for the period from 2013 to 2015, the EDB, aiming to strike a balance between the concerns and interest of different stakeholders including parents and the school sector, has further implemented the progressive reduction of the number of students allocated per S1 class on a year-on-year basis by “2-1-1” and “1-1-1” for schools to opt during the period in question. The number of schools adopting reduction of the number of students allocated per S1 class by district and their percentage is tabulated at [Annex 1](#).



(ii) The number of schools choosing the “2-1-1” or “1-1-1” option and their percentage share in the total number of public sector secondary schools in the territory is tabulated at Annex 2.

(iii) The number of places reduced in schools choosing the “2-1-1” or “1-1-1” option with the number of classes involved by district in the 2013/14 school year is tabulated at Annex 3.

(iv) Upon the implementation of the targeted relief measures, 12 public sector secondary schools participating in the Secondary School Places Allocation had one S1 class reduced each in the 2013/14 school year. According to the measures, the retention period for any surplus teachers arising from the 12 schools concerned has been extended from one year to three years. However, there is no arrangement to freeze the teaching staff establishment of schools with S1 classes reduced as depicted in the question asked.

(b) As mentioned in (a)(i), the EDB has given due consideration to the projected transient decline in S1 student population in the coming years when drawing up the target relief measures. The reduction of the number of students allocated per S1 per class was designed and will so be implemented for the period from the 2013/14 to 2015/16 school years. The number of S1 places to be reduced in the 2014/15 and 2015/16 school years according to the measure is tabulated at Annex 4.

**Number of schools adopting reduction of no. of students per S1 class by district and their percentage in the 2013/14 school year**

District	Schools adopting reduction of no. of student per S1 class in 2013/14	
	No.	Percentage among schools in the district
CW	6	66.7%
WCH	8	66.7%
E	24	85.7%
SOU	12	92.3%
YTM	12	85.7%
SSP	16	94.1%
KC	23	79.3%
WTS	23	100%
KT	26	96.3%
KWT	31	100%
TW	12	92.3%
TM	37	100%
YL	30	88.2%
N	19	100%
TP	18	100%
ST	37	97.4%
SK	17	89.5%
I	7	100%

Note: Schools refer to public sector secondary schools.

**Number of schools choosing the “2-1-1” or “1-1-1” option by district and their percentage share in the total no. of public sector secondary schools**

District	Schools Choosing the “1-1-1” Option		Schools Choosing the “2-1-1” Option	
	No.	Percentage among all schools	No.	Percentage among all schools
CW	5	1.3%	1	0.3%
WCH	2	0.5%	6	1.5%
E	—	—	24	6.2%
SOU	—	—	12	3.1%
YTM	1	0.3%	11	2.8%
SSP	4	1.0%	12	3.1%
KC	3	0.8%	20	5.2%
WTS	—	—	23	5.9%
KT	5	1.3%	21	5.4%
KWT	—	—	31	8.0%
TW	3	0.8%	9	2.3%
TM	—	—	37	9.5%
YL	1	0.3%	29	7.5%
N	19	4.9%	—	—
TP	—	—	18	4.6%
ST	2	0.5%	35	9.0%
SK	1	0.3%	16	4.1%
I	1	0.3%	6	1.5%

Note: Schools refer to public sector secondary schools.

**Number of places reduced in schools choosing “2-1-1” or “1-1-1” option by district  
and S1 classes concerned in the 2013/14 school year**

District	Schools Choosing the “1-1-1” Option		Schools Choosing the “2-1-1” Option	
	S1 Classes involved	S1 Places reduced	S1 Classes involved	S1 Places reduced
CW	21	21	4	8
WCH	8	8	24	48
E	—	—	90	180
SOU	—	—	48	96
YTM	5	5	45	90
SSP	18	18	50	100
KC	12	12	82	164
WTS	—	—	91	182
KT	21	21	85	170
KWT	—	—	121	242
TW	12	12	36	72
TM	—	—	137	274
YL	5	5	117	234
N	73	73	—	—
TP	—	—	67	134
ST	9	9	137	274
SK	4	4	63	126
I	5	5	22	44

Note: Schools refer to public sector secondary schools.

**Number of S1 places to be reduced by district in the 2014/15 to 2015/16 school years**

District	2014/15	2015/16
CW	25	25
WCH	32	32
E	92	89
SOU	45	45
YTM	50	49
SSP	68	68
KC	94	94
WTS	92	91
KT	105	105
KWT	121	121
TW	48	48
TM	137	137
YL	122	122
N	74	73
TP	67	67
ST	146	146
SK	65	65
I	27	27

**CONTROLLING OFFICER'S REPLY**

**EDB465**

**(Question Serial No. 5773)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 67):

Regarding duty visits outside Hong Kong made by the Secretary for Education, please provide the dates, reasons for visits, number of entourage and the related expenditure incurred in the five financial years from 2009-10 to 2013-14.

Asked by: Hon. IP Kin-yuen

Reply:

The details and expenditure on duty visits outside Hong Kong incurred by the Secretary for Education in his official capacity in the five financial years from 2009-10 to 2013-14 are at Annex.

<b>Date of duty visit outside Hong Kong</b>	<b>Place and purpose of duty visit</b>	<b>No. of entourage</b>	<b>(A) Hotel accommodation expenditure</b> <small>Note 1</small>	<b>(B) Flight ticket expenditure</b> <small>Note 2</small>	<b>(C) Overseas Subsistence allowance and other incidental expenses</b>	<b>Total Expenditure</b> <small>(A)+(B)+(C)</small> <small>Note 3</small>
3 duty visits conducted during the period from April 2009 to March 2010	<ul style="list-style-type: none"> <li>• to lead a delegation of education professionals and sector representatives for professional exchange in Beijing</li> <li>• to attend an international education forum in Singapore</li> <li>• to lead a delegation of students and teachers to Beijing under the Mainland exchange programme</li> </ul>	6 - 29	\$50,700	\$186,100	\$302,300	\$539,100
3 duty visits conducted during the period from April 2010 to March 2011	<ul style="list-style-type: none"> <li>• to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Malaysia, Indonesia, Korea and Japan</li> <li>• to lead a delegation of students and teachers visiting the World Expo 2010 Shanghai China</li> </ul>	3 - 8	\$30,400	\$153,300	\$282,000	\$465,700
3 duty visits conducted during the period from April 2011 to March 2012	<ul style="list-style-type: none"> <li>• goodwill visit to Vietnam and Brunei to enhance collaboration on education front</li> <li>• to lead a delegation of students and teachers to commemorate the 100th anniversary of the 1911 Revolution in Wuhan</li> <li>• to lead an exchange tour of students and teachers to Sichuan and to officiate at the ceremony on the pairing up of Hong Kong and Sichuan schools</li> </ul>	3 - 5	\$51,100	\$97,000	\$83,200	\$231,300

<b>Date of duty visit outside Hong Kong</b>	<b>Place and purpose of duty visit</b>	<b>No. of entourage</b>	<b>(A) Hotel accommodation expenditure</b> <small>Note 1</small>	<b>(B) Flight ticket expenditure</b> <small>Note 2</small>	<b>(C) Overseas Subsistence allowance and other incidental expenses</b>	<b>Total Expenditure</b> <b>(A)+(B)+(C)</b> <small>Note 3</small>
4 duty visits conducted during the period from April 2012 to March 2013	<ul style="list-style-type: none"> <li>• courtesy call on the Ministry of Education in Beijing</li> <li>• to attend a ceremonial function in the Mainland</li> <li>• to attend an education forum in the United Kingdom</li> <li>• to promote the New Academic Structure cum Hong Kong Diploma of Secondary Education and Hong Kong as a regional education hub in Canada and the United States of America</li> </ul>	2 - 5	\$72,300	\$895,600	\$203,900	\$1,171,800
10 duty visits conducted during the period from April 2013 to March 2014	<ul style="list-style-type: none"> <li>• to learn about kindergarten education and information technology in education in Korea, Singapore and Australia</li> <li>• to officiate and/or address in international fora/seminars in Singapore and United Kingdom and exchange views on education policies, co-operation and development, etc. with Minister of Education of other countries, local educational officials and institutions as well as students</li> <li>• goodwill visits to education authorities and officials in Shenzhen, Guangzhou and Nansha to exchange views on the latest development on educational front and visit local schools</li> <li>• to lead a delegation of</li> </ul>	1 - 10	\$106,200	\$890,800	\$516,600	\$1,513,600 <small>Note 4</small>



<b>Date of duty visit outside Hong Kong</b>	<b>Place and purpose of duty visit</b>	<b>No. of entourage</b>	<b>(A) Hotel accommodation expenditure</b> <small>Note 1</small>	<b>(B) Flight ticket expenditure</b> <small>Note 2</small>	<b>(C) Overseas Subsistence allowance and other incidental expenses</b>	<b>Total Expenditure</b> <b>(A)+(B)+(C)</b> <small>Note 3</small>
	<p>education professionals and sector representatives to Shanghai and Beijing for professional exchange</p> <ul style="list-style-type: none"> <li>• to visit Indonesia for boosting educational co-operation and exchange with member states of the Association of Southeast Asian Nation and promoting Hong Kong's role as a regional education hub</li> <li>• to lead a delegation from the education sector to attend an international convention in Shanghai</li> <li>• to attend an international summit in New Zealand and to have bilateral meetings with Minister of Education of other countries</li> </ul>					

Notes:

- (1) The arrangement of hotel accommodation was provided to officers concerned in accordance with the relevant Civil Service Regulations and guidelines. Overseas subsistence allowance provided to participating officials for self-arrangement of accommodation is included in column (C).
- (2) Proper class of air passages was provided to officers concerned in accordance with the relevant Civil Service Regulations which take into account ranking of their offices, flying time, flight schedule and details.
- (3) Excludes the expenditure covered by hosting organisations.
- (4) The expenditure includes the tentative cost for the duty visit to New Zealand to be conducted in end March.

**CONTROLLING OFFICER'S REPLY****EDB466****(Question Serial No. 5774)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority

Programme: Not specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 74):

(1) Please provide a breakdown of the 2012-13 actual expenditure, 2013-14 approved estimate, 2013-14 revised estimate and 2014-15 estimate under Subhead 950, and explain any changes in expenditures.

(2) Regarding the Hong Kong Diploma of Secondary Education Examination conducted in 2011-12 and 2012-13, please give a breakdown of the following:

(a) the number of appeal applications received (please list out separately the appeals for rechecking scores and appeals for remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the amount of fees refunded; and

(b) the number of appeal review applications received by category, the number of cases with different results after review by category, the expenditure involved and the total amount of fees refunded

Asked by: Hon. IP Kin-yuen

Reply:

(1) The actual expenditure for 2012-13, approved estimate for 2013-14, revised estimate for 2013-14 and estimate for 2014-15 of Subhead 950 Hong Kong Examinations and Assessment Authority are listed below:

<b>Subhead</b>	<b>Actual expenditure 2012-13 (\$ million)</b>	<b>Approved estimate 2013-14 (\$ million)</b>	<b>Revised estimate 2013-14 (\$ million)</b>	<b>Estimate 2014-15 (\$ million)</b>
950 - Hong Kong Examinations and Assessment Authority (HKEAA)	31.824	22.071	19.048	4.187

The expenditure under this Subhead is subvention for HKEAA for the development of Hong Kong Diploma of Secondary Education Examination system. The grant is disbursed to HKEAA in accordance with the exact development progress and the expenditure made. The variance in expenditure and estimate over the years reflects the different stages of the development of the project.

(2) HKEAA is a statutory body established under the Hong Kong Examinations and Assessment Authority Ordinance which operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examination conducted in 2011-12 and 2012-13, HKEAA has provided the following information -

- (a) The number of appeal applications by subject, the number of cases with results upgraded after review, the expenditure involved and the fees refunded to applicants are at Appendix 1.
- (b) The number of appeal review applications by category, the number of cases with different results after review, the expenditure involved and the fees refunded to applicants are at Appendix 2.

**Appeal applications for 2012 and 2013 HKDSE Examination**

	2012 Examination		2013 Examination	
	Rechecking	Remarking	Rechecking	Remarking
<b>(i) Rechecking and remarking application per subject</b>				
<b>Category A:</b>				
Biology	2	1 544	4	1 829
Business, Accounting and Financial Studies	1	630	11	867
Chemistry	6	1 463	20	1 562
Chinese History	0	638	1	587
Chinese Language	29	14 705	53	13 638
Chinese Literature	1	566	5	455
Combined Science (Biology, Chemistry)	0	241	2	204
Combined Science (Biology, Physics)	0	104	0	58
Combined Science (Chemistry, Physics)	0	96	0	49
Design and Applied Technology	0	15	0	8
Economics	4	2 052	8	1 377
English Language	29	9 059	43	9 104
Ethics and Religious Studies	0	66	0	61
Geography	4	1 107	9	949
Health Management and Social Care	0	24	1	24
History	0	698	2	721
Information and Communication Technology	0	348	3	302
Integrated Science	0	16	0	14
Liberal Studies	6	5 416	24	8 718
Literature in English	0	135	0	135
Mathematics	36	1 845	74	2 179
Music	0	24	0	36
Physical Education	0	37	0	26
Physics	4	782	8	652
Technology and Living (Fashion, Clothing and Textiles)	0	3	0	11
Technology and Living (Food Science and Technology)	0	10	0	15
Tourism and Hospitality Studies	2	161	1	64

	2012 Examination		2013 Examination	
	Rechecking	Remarking	Rechecking	Remarking
Visual Arts	2	354	1	311
<b>Category B:</b>				
Applied Psychology	Not applicable	Not applicable	2	Not applicable
Aviation Studies	1		0	
Hospitality Services in Practice	1		0	
Hotel Operations	0		1	
Medical Laboratory Science	Not applicable		1	
Western Cuisine	1		0	
<b>Category C:</b>				
French Language	0	12	0	1
Japanese Language	1	4	0	0
Spanish Language	0	1	0	0
Urdu Language	0	0	0	1
<b>Total :</b>	<b>130</b>	<b>42 156</b>	<b>274</b>	<b>43 958</b>
<b>(ii) No. of cases with result upgraded</b>	0	2 246	0	1 597
<b>(iii) Expenditure in handling appeal applications for the year</b>	\$12.4 million		\$12.7 million	
<b>(iv) Fees refunded to applicants</b>	\$1.0 million		\$0.8 million	

**Appeal review applications for 2012 and 2013 HKDSE Examination**

	2012 Examination		2013 Examination	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
<b>(i) Category</b>				
Processing of Examination irregularities	10	2	25	10
Review on the process of rechecking and remarking	36	1	15	0
Review on the marking of scripts after access to scripts	29	4	35	5
<b>(ii) Expenditure in handling appeal review applications for the year</b>	\$1.0 million		\$1.0 million	
<b>(iii) Fees refunded to applicants</b>	\$5,313		\$11,955	

**CONTROLLING OFFICER'S REPLY**

**EDB467**

**(Question Serial No. 4212)**

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 (Member Question No. 237):

It is mentioned in the Budget Speech that the government will specifically strengthen life planning, vocational education and training for the youth. What are the details and expenditure involved? Will the government conduct a public consultation on the above policy initiative in 2014-15, and what is the time schedule and related estimates?

Asked by: Hon. KWOK Ka-ki

Reply:

The Chief Executive announced in the 2014 Policy Address that the Government will implement measures to help young people with life planning and strengthen vocational education in the following ways –

- (a) The Education Bureau (EDB) will provide schools operating senior secondary education levels with a recurrent grant with effect from the 2014/15 school year to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. The estimated expenditure of the recurrent grant for the 2014/15 school year is about \$255 million. We are now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. We will then issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement.

At the same time, EDB will expand its Career Guidance Team to strengthen professional support services to schools to take forward a paradigm shift towards life planning education in a more co-ordinated and systematic manner. The expanded team will conduct career guidance visits to schools, organise professional development programmes/sharing sessions for career guidance teachers, promote career-related learning/experiences beyond the classroom and enhance parents' awareness of the multiple pathways for their children. The estimated expenditure required for expanding the team is about \$5.011 million a year.

- (b) The Pilot Training and Support Scheme is proposed to attract young people to pursue vocational education and develop a career in specific industries by integrating structured apprenticeship training programmes with clear career progression pathways. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners. Subject to the approval by the Finance Committee of the Legislative Council, the

scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government.

- (c) With the Government's funding support, VTC has launched a two-year pilot programme to support industrial attachments for student intakes to Government-subsidised higher diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing students for a smooth transition from study to work. The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, recurrent funding will be allocated to VTC to provide industrial attachment opportunities for all students of Higher Diploma programmes and students of some Diploma in Vocational Education programmes. It is estimated that the programme will benefit over 9 000 students in VTC every year. The estimated expenditure is about \$18 million per annum.
- (d) Recognising the importance of Qualifications Framework (QF) in maintaining a quality workforce, an endowment fund of \$1 billion, namely the QF Fund, is proposed to be established 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. We shall set up a Steering Committee on the QF Fund to advise the Secretary for Education on the policy, strategy and administration of the fund. We shall also make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year.

Furthermore, the Government will set up a Task Force on Vocational Education to map out a strategy to promote vocational education in the community. Details of the Task Force including the terms of reference and membership are being worked out. EDB will provide secretariat support to the Task Force using existing manpower resources.



**CONTROLLING OFFICER'S REPLY**

**EDB468**

**(Question Serial No. 6361)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 246):

As stated under "Matters Requiring Special Attention", the provision of the Learning Support Grant for public sector secondary schools will be further enhanced to help schools cater for students with special educational needs:

- a. Whether there were measures in the past three years and 2014-15 Estimates for supporting students with learning difficulties? If yes, what are the details, manpower and resources involved for the respective measures? If no, what are the reasons?
- b. What was the number of applications for funding in the past three years? For schools which were granted with funding, how did they use such funding? Please list out the items on which such funding was used by each school.
- c. Has the Administration monitored the utilisation of funding by schools? If yes, what are the monitoring measures? What are the details on the manpower involved?
- d. Has the Administration assessed the effectiveness of the utilisation of funding by schools? If yes, what are the assessment measures and assessment results?

Asked by: Hon. KWOK Ka-ki

Reply:

(a) – (d)

To help schools cater for their students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG). The amount of the LSG is calculated based on the number of students with SEN and the tier of support the students require. There is no need for schools to make applications for LSG. To further enhance the support for students with SEN in mainstream schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. The LSG ceiling is \$1.5 million per school per annum. In subsequent school years, we will adjust the grant rates and ceiling annually according to the change in the Composite Consumer Price Index. Other additional resources include Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers

to cater for low academic achievers, etc. Schools should pool together school resources and deploy them holistically and flexibly to arrange appropriate support services for students with SEN based on their needs, such as employing additional teachers, teaching assistants or hiring professional services (such as speech therapy services), etc. Since the context of individual schools differs, and school-based support services vary according to the genuine needs of their students with SEN, the use of grant by each public sector secondary school on hiring different types of staff or professional services differs.

Apart from the additional resources mentioned above, the EDB also provides schools with professional support and teacher training to help them cater for their students with SEN. The total expenditures for supporting schools in catering for students with SEN for the 2011/12 and 2012/13 school years were \$964 million and \$1,009 million respectively, whereas the estimated expenditures for the 2013/14 and 2014/15 school years are \$1,079 million and \$1,235 million respectively.

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. The EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to Integrated Education at the end of each school year. To further enhance transparency, schools are required to set out in their reports how resources are deployed to provide support services for students with SEN. While the EDB does not collect details on all the related expenditure items, it makes arrangement for its professional staff to conduct regular school visits and annual reviews, and organises training and sharing sessions for schools to ensure proper deployment of resources for supporting students with SEN. In short, the effective use of resources by schools to support students with SEN is under on-going review under an established accountability and monitoring mechanism.

**CONTROLLING OFFICER'S REPLY**

**EDB469**

**(Question Serial No. 6362)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education  
(4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 247):

Will the Administration please inform us whether it has the number of students with various types of learning difficulties in Hong Kong or has conducted any related assessment? If yes, please give a breakdown of the numbers of students by their age groups and types of learning difficulties in the past 3 years, the existing figures as well as the percentage share of such figures in the population of the respective age groups?

Asked by: Hon. KWOK Ka-ki

Reply:

The Education Bureau maintains data of students with special educational needs (SEN) by grade levels and their SEN types. We do not keep the student data by age groups. The numbers of students with SEN in public sector mainstream schools by grade levels and by their SEN types from the 2010/11 to 2013/14 school years are tabulated at the Appendix. We are unable to provide the percentage share of students with SEN in the population of the respective age groups.

**Numbers of students with SEN in public sector mainstream schools  
by grade levels by SEN types from the 2010/11 to 2013/14 school years <sup>(Note)</sup>**

2010/11

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	40	60	368	62	17	3	39	21
P2	665	135	382	188	25	5	43	623
P3	1 786	155	353	333	31	7	50	383
P4	2 080	151	366	444	45	12	59	220
P5	2 168	128	288	477	44	8	71	137
P6	1 809	143	227	492	46	15	65	94
S1	1 863	166	186	373	37	8	72	71
S2	1 516	169	185	364	53	20	76	60
S3	1 385	208	170	286	55	17	81	36
S4	1 004	131	126	152	45	17	91	33
S5	630	133	91	69	29	16	87	24
S6	21	0	15	2	5	4	21	1
S7	15	1	9	2	3	4	21	3

2011/12

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	68	431	53	21	0	33	47
P2	428	94	422	143	21	6	45	910
P3	1 612	166	417	293	18	6	49	450
P4	2 039	166	386	449	19	6	52	281
P5	2 131	154	378	503	29	12	60	174
P6	2 197	127	290	513	32	8	72	110
S1	1 891	164	225	488	35	15	63	60
S2	1 803	184	210	468	47	11	71	29
S3	1 494	181	206	379	39	26	78	42
S4	1 248	178	177	265	50	19	82	35
S5	834	108	129	124	38	16	87	20
S6	557	125	94	62	31	17	88	22
S7	19	0	11	4	7	4	23	2

2012/13

Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
P1	20	67	496	57	13	2	35	30
P2	533	88	542	186	23	3	34	890
P3	1 645	113	487	414	22	5	42	445
P4	1 943	181	469	535	15	7	48	268
P5	2 084	161	425	634	22	4	49	189
P6	2 163	154	417	628	31	11	57	117
S1	2 267	149	294	577	33	8	66	73
S2	1 822	168	258	567	42	18	58	39
S3	1 792	195	245	486	45	19	72	22
S4	1 344	153	208	362	41	21	63	22
S5	1 041	164	179	228	47	19	80	21
S6	779	103	123	113	38	13	79	13

2013/14

<b>Level</b>	<b>Specific Learning Difficulties</b>	<b>Intellectual Disability</b>	<b>Autism Spectrum Disorders</b>	<b>Attention Deficit/Hyperactivity Disorder</b>	<b>Physical Disability</b>	<b>Visual Impairment</b>	<b>Hearing Impairment</b>	<b>Speech &amp; Language Impairment</b>
P1	18	97	547	45	12	4	38	36
P2	437	88	662	200	18	5	36	815
P3	1 770	98	624	508	23	3	43	447
P4	1 862	130	533	648	25	5	44	271
P5	1 984	181	502	700	16	7	51	178
P6	2 115	157	444	751	21	4	52	130
S1	2 297	183	396	710	32	12	60	65
S2	2 141	137	345	709	37	12	68	41
S3	1 810	175	298	589	43	19	55	40
S4	1 601	161	246	482	46	18	76	19
S5	1 105	125	199	320	33	20	58	18
S6	934	145	179	204	44	19	83	24

**Note:**

1. Figures as at September of the respective school years.
2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could enjoy 12-year free education up to S6 in the 2011/12 school year. Hence, the numbers of S6 students with SEN has increased since the 2011/12 school year.

**CONTROLLING OFFICER'S REPLY****EDB470****(Question Serial No. 6363)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 248):

With regard to teacher training, will the Administration please advise on:

- (a). the respective numbers of primary and secondary school teachers who had completed the basic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- (b). the respective numbers of primary and secondary school teachers who had completed the advanced course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?
- (c). the respective numbers of primary and secondary school teachers who had completed the thematic course on special education in the past 3 years? What were their respective percentage shares in the total numbers of primary and secondary school teachers in Hong Kong?

Asked by: Hon. KWOK Ka-ki

Reply:

(a) - (c)

The Education Bureau (EDB) is committed to enhancing the professional capacity of teachers in catering for students with special educational needs (SEN). We launched a five-year teacher professional development framework on integrated education (the Framework) in the 2007/08 school year. Under the Framework, structured training courses pitched at basic, advanced and thematic levels (BAT Courses) are conducted for serving teachers. To further enhance the capacity of mainstream school teachers in catering for students with SEN, EDB has launched a new round of BAT Courses starting from the 2012/13 school year.

The numbers of public sector mainstream school teachers having completed the BAT Courses from 2010/11 to 2012/13 are as follows:

Course	2010/11		2011/12		2012/13	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	97	264	147	211	120	339
Advanced	118	169	160	213	89	152
Thematic	531	484	592	386	144	222

As the same teacher may attend one or more of the BAT Courses, providing the percentage shares of teachers having attended the basic, advanced and thematic courses in the total numbers of primary and secondary teachers is considered inappropriate and misleading.

**CONTROLLING OFFICER'S REPLY****EDB471****(Question Serial No. 4255)**

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 (Member Question No. 50):

Please provide the following information:

(a) a breakdown of the number of students enrolled in different programmes of the Youth College and the average teacher-to-student ratio of each type of programme in the 2013/14 by campus, type of programme and mode of study; of these, the numbers of non-Chinese speaking students and students with special educational needs, and their respective percentages in the total number of students;

(b) the numbers of requests for assistance and complaints involving non-Chinese speaking students and students with special educational needs that the youth colleges received in 2013/14 (with a breakdown by type of assistance sought and complaints); whether the Administration has devised new measures in 2014/15 to support the needs of such students in learning and making career choices; if yes, the details and expenditure involved; if not, the reasons for that.

Asked by: Hon. KWOK Wai-keung

Reply:

- (a) The provisional number of students of the eight campuses of the Youth College (YC) under the Vocational Training Council (VTC) for the 2013/14 academic year (AY) is shown as follows –

	Full-time	Part-time	<b>Total</b>
Diploma in Vocational Education	6 100	750	<b>6 850</b>
Foundation Diploma (Level 3)	200	0	<b>200</b>
Craft Certificate	0	2 450	<b>2 450</b>
<b>Total</b>	<b>6 300</b>	<b>3 200</b>	<b>9 500</b>

Due to curriculum design and/or operational requirements, some programmes/modules may be conducted across different YC campuses as appropriate, and thus a breakdown of student number by campus is not provided.

Among the 9 500 students, there are 352 students with special educational needs (SEN) and 50 non-Chinese speaking (NCS) students, representing 3.7% and 0.5% respectively.

The member institutions under VTC share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units to best utilise their expertise. The overall student-to-teacher ratio of VTC's member institutions (including YC) for the



2013/14 AY is around 19.3:1.

- (b) The number of cases requesting assistance involving NCS students and students with SEN received by YC for the 2013/14 AY (as at mid-March 2014) are as follows:

<b>Nature of the Requests for Assistance</b>	<b>NCS Students</b>	<b>Students with SEN</b>
Health matters	1	37
Financial matters	3	23
Personal matters	15	147

YC received no complaint cases involving NCS students and students with SEN for the 2013/14 AY up to mid-March 2014.

Since 2013-14, an additional recurrent funding of \$12 million has been allocated to VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning.

Furthermore, 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. For the 2014/15 AY, the Government has specifically earmarked about \$25.9 million of subvention for the operation of this YC, covering staff salaries, administrative costs and other operating expenses.

**CONTROLLING OFFICER'S REPLY****EDB472****(Question Serial No. 5436)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 63):

During 2014-15, the Education Bureau will continue to enhance the learning and teaching support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level which has started since the 2009/10 school year. Did the Administration gather statistics on the current class-to-teacher ratio in schools for children with intellectual disability in Hong Kong? If yes, what are the details? If no, what are the reasons? Is it that the majority of schools for children with intellectual disability have already reduced the number of students per class to 15? How many resources will the Administration allocate to the training of related teachers in 2014-15?

Asked by: Hon. LAM Tai-fai

Reply:

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability, the Education Bureau (EDB) has reduced the class size of these schools from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year. In the 2013/14 school year, reduction of class size of these schools has been extended to Primary 5 and Secondary 5 and the measure will be fully implemented in the 2014/15 school year. The class size of schools for children with severe intellectual disability and schools for children with moderate intellectual disability is 8 and 10 respectively. The class-to-teacher ratio and the average number of students per class in different types of schools for children with intellectual disability in the 2013/14 school year are tabulated below.

School Type	Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability
Class-to-Teacher ratio	2.4	2.3	1.8
Average number of students per class*	15.0	9.3	7.1

\* The schools for children with mild intellectual disability (MiID) and schools for children with moderate intellectual disability (MoID) include the respective sections of the 7 schools for children with MiID and children with MoID.

Since the 2012/13 school year, we have provided a Training Course for Special School Teachers on Education of Students with Severe or Multiple Disabilities (TCSST) specifically for special school teachers. The estimated expenditure for TCSST for the 2014/15 school year is about \$4.7 million. Apart from the TCSST, special school teachers may also attend the Basic, Advanced and Thematic (BAT) courses on Catering for Students with Special Educational Needs (SEN) commissioned by EDB. In addition, EDB organises different theme-based training activities including seminars, workshops and sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN. The related expenditure is subsumed within the overall provision of EDB.

**CONTROLLING OFFICER'S REPLY****EDB473****(Question Serial No. 5438)**

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 (Member Question No. 65):

In 2014-15, the Vocational Training Council will continue to implement the industrial attachment programme for students with the funding provided by the Education Bureau, so as to enhance their employability and prepare them for a smooth transition from study to work. Will the Administration please advise us on the resources, expenditure and manpower involved in the related work? Have the Civil Service Bureau and different enterprises in the society been contacted to provide assistance in seeking attachment places for the graduates-to-be? If yes, what are the details? If not, what are the reasons?

Asked by: Hon. LAM Tai-fai

Reply:

With the Government's funding support, the Vocational Training Council (VTC) has launched a two-year pilot programme to support industrial attachments for student intakes to Government-subsidised higher diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing students for a smooth transition from study to work.

In the 2012/13 academic year, with the staunch support from the industries, over 1 500 employers/organisations from various sectors including private companies, non-Governmental organisations, educational institutions and Government departments (including the Civil Engineering and Development Department and Government Logistics Department) provided industrial attachment opportunities to VTC's students.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, the Chief Executive announced in the 2014 Policy Address that starting from the 2014/15 academic year, recurrent funding will be allocated to VTC to provide industrial attachment opportunities for all students of Higher Diploma programmes and students of some Diploma in Vocational Education programmes. It is estimated that the programme will benefit over 9 000 students in VTC every year.

The estimated expenditure is about \$18 million per annum, covering the staff cost for –

- (a) Pre-attachment preparation, including soliciting attachment places, organising orientation/seminars for students, and coaching of students to develop personalised learning plan;
- (b) Support during the attachment, including visits to workplace and assessment on students with the employers; and

(c) Post-attachment follow-up, including reviews and experience sharing amongst students.

VTC will continue to maintain an extensive network of industry partners to support industrial attachments.

**CONTROLLING OFFICER'S REPLY**

**EDB474**

**(Question Serial No. 5581 )**

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 (Member Question No. 79 ):

Regarding "3354EP A 36-classroom primary school in Area 36, Fanling", please advise on the following:

- (a) In relation to the construction of primary schools in the North District to address the problem of insufficient school places arising from the upsurge of cross-boundary students, apart from 3354EP, are there other primary schools which will be built or planned?
- (b) If there are, what are the details and expenditure?
- (c) If not, are they subsumed under other subheads?
- (d) If the answer for (c) is no, what are the reasons for that?
- (e) If the answer for (c) is yes, what are the details?

Asked by: Hon. LAU Wai-hing, Emily

Reply:

(a) and (b)

It is expected that the demand for primary school places in the North District will gradually stabilize in a few years because of the "zero delivery quota" policy for expectant Mainland mothers whose husbands are not Hong Kong residents since 2013 and the implementation of the revised Central Allocation arrangements since the 2014 Primary One Admission. Construction of schools requires precious land resources and substantial funding and in general will take about six years from project planning to completion of the construction works. It should therefore tie in with the long term needs and development of the district, taking into account the provision of places in the existing schools. We are planning to construct a 36-classroom primary school in Area 36, Fanling for reprovisioning an existing 27-classroom primary school in the North District., i.e. the school building project of 3354EP to be submitted to LegCo for funding approval within the current legislative session. The new school premises will provide an opportunity for the successful applicant school to expand its class structure when there is a need. EDB would continue to monitor the demand and supply of school places in the North District.

(c), (d) and (e)

Alteration and conversion works are being conducted in five primary schools in the North District and two primary schools in Yuen Long with a view to providing additional classrooms and other facilities for improving the physical conditions of the schools concerned. The total project estimate for the improvement

works of \$169 million is being charged to Head 708 Subhead 8100QX Alterations, additions, repairs and improvements to education subvented buildings.

**CONTROLLING OFFICER'S REPLY****EDB475****(Question Serial No. 5697)**

**Head:** (156) Government Secretariat: Education Bureau

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

**Programme:** (2) Primary Education, (3) Secondary Education

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

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 27):**

What were the respective average annual wastage rates of teachers in government, subsidised, private and Direct Subsidy Scheme schools (both secondary and primary schools if applicable) over the past 3 years? What were the wastage rates of teachers by subject?

**Asked by:** Hon. LEE Wai-king, Starry

**Reply:**

The wastage rates\* of teachers in government, aided, private and Direct Subsidy Scheme schools for the school years from 2011/12 to 2013/14 are as follows:

**Primary Schools**

Financial Type	2011/12	2012/13	2013/14 (Estimate)
Government	3.9%	4.2%	4.5%
Aided	5.3%	5.0%	4.7%
Private	7.1%	9.2%	6.4%
Direct Subsidy Scheme	7.0%	8.4%	6.6%

**Secondary Schools**

Financial Type	2011/12	2012/13	2013/14 (Estimate)
Government	4.6%	10.2%	6.9%
Aided	3.8%	8.1%	4.8%
Private	14.0%	28.4%	17.0%
Direct Subsidy Scheme	5.5%	11.5%	7.0%

\* Wastage rate refers to the percentage of teachers of the previous school year who did not serve in schools in the 12-month period prior to mid-September of the respective school years.



The wastage rates of teachers<sup>#</sup> by their major subject taught (grouped by Key Learning Areas) for the school years from 2011/12 to 2013/14 are as follows:

### Primary Schools

Key Learning Areas	2011/12	2012/13	2013/14 (Estimate)
Chinese Language Education	4.1%	4.0%	3.5%
English Language Education	5.3%	5.6%	5.3%
Mathematics Education	4.4%	4.0%	3.4%
Science Education	8.1%	6.3%	6.6%
Technology Education	5.0%	5.9%	2.2%
Personal, Social and Humanities Education	17.6%	12.8%	12.9%
Arts Education	5.5%	4.7%	3.6%
Physical Education	3.8%	2.4%	3.3%

### Secondary Schools

Key Learning Areas	2011/12	2012/13	2013/14 (Estimate)
Chinese Language Education	3.6%	8.4%	4.0%
English Language Education	5.8%	10.2%	7.6%
Mathematics Education	2.9%	8.5%	4.2%
Science Education	3.4%	8.1%	3.6%
Technology Education	3.3%	5.9%	3.9%
Personal, Social and Humanities Education	3.5%	8.5%	4.8%
Arts Education	5.0%	5.2%	5.3%
Physical Education	2.8%	5.0%	3.4%

# Since many private school teachers did not provide to the Education Bureau the information about their subjects taught, private school teachers' information was not included when the wastage rates by Key Learning Areas was computed .

**CONTROLLING OFFICER'S REPLY****EDB476****(Question Serial No. 5698)**

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 (Member Question No. 28):

Please provide the details of the assistance for eligible non-profit-making kindergartens in paying rent, rates and government rent for the past 3 school years (please provide the information by District Council district, and list the numbers of kindergartens receiving the assistance and students concerned)

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of kindergartens in receipt of reimbursement of rent, government rent and rates and the total number of students in these kindergartens by District Council district from the 2011/12 to 2013/14 school year are tabulated as follows:

## 2011/12 School Year

District	No. of Kindergartens (No. of students)	
	Rent (Note)	Government rent and rates
Central & Western	2 (382)	19 (3 294)
Wan Chai	1 (591)	16 (4 632)
Eastern	21 (1 883)	55 (7 644)
Southern	12 (1 611)	20 (2 745)
Sham Shui Po	20 (3 833)	33 (5 488)
Yau Tsim Mong	3 (514)	17 (2 125)
Kowloon City	9 (1 221)	31 (6 454)
Wong Tai Sin	35 (4 908)	40 (5 995)
Kwun Tong	40 (6 110)	60 (9 739)
Tsuen Wan	10 (1 784)	22 (3 886)
Tuen Mun	39 (7 045)	53 (9 199)
Yuen Long	37 (6 436)	53 (9 540)
North	23 (4 806)	33 (7 165)
Tai Po	18 (3 092)	26 (3 799)
Sha Tin	44 (6 330)	53 (7 703)
Sai Kung	31 (4 689)	37 (5 518)
Islands	12 (1 601)	20 (2 438)
Kwai Tsing	38 (5 588)	51 (7 184)

## 2012/13 School Year

District	No. of Kindergartens (No. of students)	
	Rent (Note)	Government rent and rates
Central & Western	2 (414)	20 (3 697)
Wan Chai	1 (587)	16 (3 986)
Eastern	21 (1 870)	57 (8 562)
Southern	11 (1 670)	20 (2 864)
Sham Shui Po	20 (3 920)	32 (5 542)
Yau Tsim Mong	3 (522)	18 (2 265)
Kowloon City	9 (1 277)	31 (6 716)
Wong Tai Sin	35 (4 911)	43 (6 575)
Kwun Tong	40 (6 356)	60 (10 174)
Tsuen Wan	11 (1 834)	22 (3 963)
Tuen Mun	38 (7 379)	51 (9 734)
Yuen Long	36 (6 738)	51 (9 839)
North	24 (5 268)	32 (7 364)
Tai Po	18 (3 517)	25 (3 900)
Sha Tin	45 (6 830)	52 (8 204)
Sai Kung	31 (4 516)	37 (5 380)
Islands	11 (1 589)	17 (2 284)
Kwai Tsing	36 (5 447)	50 (7 192)

## 2013/14 School Year

District	No. of Kindergartens (No. of students)	
	Rent (Note)	Government rent and rates
Central & Western	2 (451)	20 (3 842)
Wan Chai	1 (597)	17 (4 458)
Eastern	21 (1 846)	57 (8 832)
Southern	11 (1 646)	21 (2 974)
Sham Shui Po	20 (3 998)	32 (5 754)
Yau Tsim Mong	3 (523)	18 (2 279)
Kowloon City	9 (1 309)	32 (6 891)
Wong Tai Sin	35 (5 056)	43 (6 752)
Kwun Tong	40 (6 371)	60 (10 249)
Tsuen Wan	11 (1 849)	22 (4 042)
Tuen Mun	38 (7 615)	51 (10 165)
Yuen Long	36 (7 080)	54 (10 913)
North	24 (5 599)	35 (8 387)
Tai Po	18 (3 808)	26 (4 540)
Sha Tin	45 (7 092)	55 (9 730)
Sai Kung	31 (4 615)	37 (5 480)
Islands	11 (1 602)	19 (2 501)
Kwai Tsing	36 (5 500)	49 (7 215)

Note: The figures refer to the number of kindergartens in receipt of rent under the Rent Reimbursement Scheme for non-profit-making kindergartens.

**CONTROLLING OFFICER'S REPLY**

**EDB477**

**(Question Serial No. 5699)**

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 (Member Question No. 29):

How many sites are reserved for school use (including primary, secondary and special school uses) in each of the District Council districts? What are the location, size, planned use, student capacity, present situation (e.g. whether there is a concrete school building programme or technical feasibility study is being carried out) and development programme of each site?

Asked by: Hon. LEE Wai-king, Starry

Reply:

As at March 2014, there are a total of 17 reserved school sites (including primary, secondary and special school use) in the territory with concrete School Building Programmes and the timeframe of the development would be subject to, among others, views of the District Councils, progress of technical works and funding approval. Project planning and preparation works for these school building projects, such as technical feasibility study and school design, are being carried out in accordance with the prevailing procedures. A breakdown of the 17 reserved school sites by districts with their location, site area and planned use is set out at Annex. Among them, funding for two has been approved by the Finance Committee of the Legislative Council in the 2012-13 legislative session with the school building works already underway, while funding for another three would be sought in the current legislative session with the school building works expected to commence in late 2014. For the remaining 12 sites, agreement on site swap for one has been reached between the Education Bureau and the relevant bureau/department recently, another two fall within a private development project, and the remaining nine are either being deployed for temporary use or with detailed design being undertaken for the school building programme thereon.

## Reserved School Sites by District

No.	District	Location	Site Area (m <sup>2</sup> )	Planned use	Number of classrooms	Remark
1	Kowloon City	Kai Tak Development	6,600	Primary School	30	(i)
2	Kowloon City	Kai Tak Development	6,600	Primary School	30	(i)
3	Kowloon City	Kai Tak Development	8,000	Two Special Schools	12 each	(ii)
4	Kowloon City	Kai Tak Development	7,500	Secondary School	30	(iii)
5	Kowloon City	Kai Tak Development	7,680	Secondary School	30	(iii)
6	Kwun Tong	Jordan Valley	6,874	Special School	18	(ii)
7	Kwun Tong	Anderson Road	7,200	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6,441	Primary School	30	(iii)
9	Hong Kong East	North Point	12,260 (Total)	Primary School	24	(iii)
10	Hong Kong East	North Point		Primary School	24	(iii)
11	North	Fanling	7,100	Primary School	36	(ii)
12	Sham Shui Po	Cheung Sha Wan	6,507	Primary School	30	(iii)
13	Sham Shui Po	Cheung Sha Wan	4,440	Special School	12	(iii)
14	Sai Kung	Tseung Kwan O	6,200	Primary School	30	(v)
15	Sai Kung	Tseung Kwan O	6,950	Secondary School	30	(v)
16	Tuen Mun	Tuen Mun West	2,600	Special School	13	(iii)
17	Islands	Tung Chung	5,800	Special School	18	(iv)

## Remarks:

- (i) Funding approval has been obtained from the Finance Committee of the Legislative Council in the 2012-13 Legislative Council Session for the school building project.
- (ii) Funding approval would be sought from the Finance Committee of the Legislative Council in the 2013-14 Legislative Council Session for the school building project.
- (iii) The site is either being deployed for temporary use or with detailed design being undertaken for the school building project thereon.
- (iv) Agreement for site swap has been reached between the Education Bureau and the relevant bureau/department recently.
- (v) The site falls within a private development project and is not regarded as Government land.

**CONTROLLING OFFICER'S REPLY**

**EDB478**

**(Question Serial No. 4397)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

Programme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (4) Special Education, (5) Other Educational Services and Subsidies, (6) Vocational Education, (7) Policy and Support

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

Director of Bureau: Secretary for Education

Question (Member Question No. 548):

Paragraph 74 of the 2013-14 Budget states that "A quality teaching force is the key to the quality of education. I propose to inject an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. I expect that about 20 scholarships will be awarded each year. Students who receive the awards must undertake to teach in Hong Kong upon graduation for at least two years or a period equivalent to the duration of receiving the scholarships."

In the 2013-14 financial year, what was the number of scholarships awarded, what schools did the outstanding local students come from, what prestigious overseas universities were they admitted to, what were the details of the degree courses or teacher training programmes and the amount of scholarship each awardee received?

Asked by: Hon. LEUNG Kwok-hung

Reply:

In the 2013-14 Budget, it was proposed to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities. Subsequently, the education sector and members of the public have expressed different views and suggestions about the scope and content of the proposal. After thorough consideration of the relevant views, the Government has announced in the 2014 Policy Address the provision of scholarships to support up to 100 outstanding students per cohort to pursue their study in renowned universities outside Hong Kong. The proposed scholarship scheme, which incorporates the original proposal, will benefit more people and enhance diversity in scope. The proposed scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB479**

**(Question Serial No. 4548)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 609):

Cardinal Joseph Zen Ze-kium of the Catholic Church in Hong Kong had said on many public occasions that he opposed to the implementation of national education in all Catholic schools in Hong Kong. The establishment of the Association of Hong Kong Flag-guards by the Ma On Shan St. Joseph's Secondary School contradicts the comments made by Cardinal Zen. Has this affected the provision of government funding for the school?

Asked by: Hon. LEUNG Kwok-hung

Reply:

Moral, civic and national education, under the over-arching notion of values education, has been an essential part of the school curriculum in Hong Kong. Under the principles of professional autonomy of school sponsoring bodies (SSBs) and schools, SSBs and schools could make their discretion to appropriately integrate values education, which includes moral, civic and national education, into different topics in the school curriculum as well as learning activities for educational purposes. The provision of government funding for public sector schools and Direct Subsidy Scheme schools is made in accordance with the existing policies, rules and procedures, and is not affected by how a school implements the moral, civic and national curriculum.



**CONTROLLING OFFICER'S REPLY**

**EDB480**

**(Question Serial No. 4549)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 610):

What are the number and rank of the regional staff of the Education Bureau responsible for monitoring Ma On Shan St. Joseph's Secondary School in the past 5 years and the coming year?

Asked by: Hon. LEUNG Kwok-hung

Reply:

Ma On Shan St. Joseph's Secondary School is under the monitoring of a school development team comprising a Senior School Development Officer [at the rank of Inspector (Graduate)] and a School Development Officer [at the rank of Assistant Inspector (Graduate) / Assistant Education Officer (Administration)] of the Sha Tin District School Development Section which provides school development support to all schools of the Sha Tin District.

**CONTROLLING OFFICER'S REPLY****EDB481****(Question Serial No. 4553)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 608):

Please state clearly the respective salary of the principal, vice principals, panel chairs, and form masters of Ma On Shan St. Joseph's Secondary School.

Asked by: Hon. LEUNG Kwok-hung

Reply:

Ma On Shan St. Joseph's Secondary School is an aided school whose staff members in the approved establishment of the 2013/14 school year are remunerated in accordance with the Code of Aid for Secondary Schools as follows:

<b>Rank</b>	<b>Master Pay Scale Point</b>	<b>Salary (with effect from 1 April 2013)</b>
Principal I	45 - 49	\$89,565 - \$103,190
Principal Graduate Master / Mistress	38 - 41	\$67,370 - \$76,690
Senior Graduate Master / Mistress	34 - 39	\$57,275 - \$70,490
Graduate Master / Mistress	15 - 33	\$24,450 - \$56,810
Senior Assistant Master / Mistress	30 - 33	\$49,495 - \$56,810
Assistant Master / Mistress	25 - 29	\$39,345 - \$47,290
Certificated Master / Mistress	14 - 24	\$23,285 - \$37,625

**CONTROLLING OFFICER'S REPLY**

**EDB482**

**(Question Serial No. 4562)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 481):

Please inform this Committee on:

- (1) Please provide a breakdown of the numbers of assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools in the past five years. (Please explain in case no such data can be provided.)
- (2) What are the proportions of teachers within establishment, teachers outside establishment, assistant teachers and teaching assistants in government secondary and primary schools, aided secondary and primary schools and special schools this year? (Please explain in case no such data can be provided)
- (3) What is the estimated expenditure of the Bureau this year regarding the assistant teachers and teaching assistants of government secondary and primary schools, aided secondary and primary schools and special schools (Please explain in case no such data can be provided)
- (4) What is the average and median salaries of the above assistant teachers and teaching assistants in the past five years? (Please explain in case no such data can be provided)
- (5) Many assistant teachers and teaching assistants said that they have to teach several classes and act as class teachers, which is no different from the duties of the teachers within establishment, but receiving only half of a teacher's salary if not lower. How will the Bureau address the problem that assistant teachers and teaching assistants have to bear extra workload at deprived wages for a prolonged period of time?
- (6) While there is a serious shortage of teacher posts in Hong Kong, the education institutions continue to admit a large number of students for their Postgraduate Diploma in Education programmes. Consequently, many graduates are forced to work as teaching assistants at low salaries. Will the government consider increasing the financial provisions in education to create additional teacher posts and implement small class teaching? Otherwise, how is it going to address the problem?

Asked by: Hon. LEUNG Kwok-hung

Reply:

- (1) The Education Bureau (EDB) has been providing schools with different kinds of grants under various initiatives which allow the flexibility for schools to employ additional teaching staff. As we do not capture the school-based information on the deployment of such grants and the employment of various

types of additional teaching staff, we are unable to provide the information on the numbers of assistant teachers and teaching assistants in schools.

- (2) The proportion of teachers within and outside the establishment in government secondary and primary schools, aided secondary and primary school and special schools for the 2013/14 school year are tabulated below.

Types of Schools	Percentage of Teachers (Estimate)	
	Within Establishment	Outside Establishment
Government Secondary Schools	85.3%	14.7%
Government Primary Schools	88.0%	12.0%
Aided Secondary Schools	89.0%	11.0%
Aided Primary Schools	92.7%	7.3%
Special Schools	95.7%	4.3%

As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the breakdown of their proportion.

- (3) As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the estimated expenditure of the Bureau regarding these staff.
- (4) As we do not capture information on assistant teachers and teaching assistants in schools, we are unable to provide the average and median salaries of the assistant teachers and teaching assistants in schools.
- (5) The EDB has all along encouraged schools to provide a stable working environment for staff and enhance their commitment to delivering quality education. Schools are always reminded to adopt the practices of good employers in the employment of staff, both teaching and non-teaching. At present, the resources which schools can use for employment of staff are mostly recurrent in nature. Therefore, schools should be able to offer reasonable remuneration for their staff, establish a well-defined mechanism of pay adjustment and adjust their pay appropriately, having regard to the nature of their duties, the level of responsibility and the economic environment in the society. Schools should also maintain good communication with their staff on employment matters to uphold their morale.
- (6) When planning the allocation of teacher education places, the EDB will take into account the trend of student population in the coming ten years with a view to balancing and stabilizing the supply and demand of teachers in primary and secondary schools. In recent years, the total number of graduates of full-time Bachelor of Education and Post-graduate Diploma in Education programmes was around 1 000 per year. Based on past experiences, there are about 2 000 primary and secondary school teachers leaving the profession each year due to retirement and other personal reasons. These teaching vacancies coupled with a higher demand for teachers arising from the gradual increase in the primary school student population should help absorb the new teachers.

The financial and manpower resources for schools have been increased in recent years through various initiatives, such as the implementation of small class teaching in public sector primary schools, the improvement of the teacher-to-class ratio for the senior secondary levels and the provision of a variety of grants to allow schools to employ additional teachers. We are keeping in view of the situation and will increase the resources based on schools' actual needs and priority in resource utilization. For example, in response to the call from the secondary school sector that there is a need to strengthen life planning education to help realize the new senior secondary (NSS) vision of multiple pathways, the 2014 Policy Address announced that with effect from the 2014/15 school year, each public sector school operating classes at senior secondary levels will be provided with an additional recurrent cash grant equivalent to the annual salary of a Graduate Master/Mistress.

**CONTROLLING OFFICER'S REPLY**

**EDB483**

**(Question Serial No. 4564)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 891):

- (a) Please give a breakdown of the numbers of special school students in the 18 districts who died during their study periods in the past 5 school years by type of special schools. Please separate the information on boarders and non-boarders.
- (b) Please provide the information on the students who died during their study periods in the top 20 special schools in terms of the number of deaths of students during study period (names of these schools are not needed) in the past 5 school years, the types of special schools to which these schools belong and these students' percentage share in the total numbers of students of the schools concerned. Please separate the information on boarders and non-boarders.

Asked by: Hon. LEUNG Kwok-hung

Reply:

(a) and (b)

Special schools are required to report to the Education Bureau (EDB) on students' departure from the school, including their departure date and the reasons for leaving the school. One of the reasons for departure is "deceased". Based on the information reported by schools, the numbers of special school students by boarders and non-boarders who were reported deceased in the past 5 school years by type of special schools are set out at the Appendix. As such student information does not have relationship with the district where the students study, it is not meaningful to provide the information on a district basis. The number of students deceased in different special schools vary across years, and students' death could be attributed to various reasons including the physical and health conditions of the target students of different types of special schools. Hence, providing the numbers of deaths of the top 20 special schools is not appropriate and can be misleading.

**Numbers of special school students who were reported deceased in the past 5 school years**

Type of Special Schools	2009/10			2010/11			2011/12			2012/13			2013/14 (as at 15 Jan 2014)		
	Non-boarder	Boarder	Total	Non-boarder	Boarder	Total	Non-boarder	Boarder	Total	Non-boarder	Boarder	Total	Non-boarder	Boarder	Total
<b>Mild Intellectual Disability (MiID)</b>	1	NA	<b>1</b>	0	NA	<b>0</b>	2	NA	<b>2</b>	1	NA	<b>1</b>	0	NA	<b>0</b>
<b>Moderate Intellectual Disability (MoID)</b>	4	0	<b>4</b>	0	1	<b>1</b>	3	2	<b>5</b>	0	3	<b>3</b>	0	0	<b>0</b>
<b>Severe Intellectual Disability</b>	12	10	<b>22</b>	7	10	<b>17</b>	9	8	<b>17</b>	8	10	<b>18</b>	4	3	<b>7</b>
<b>Visually Impairment</b>	0	0	<b>0</b>	0	1	<b>1</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
<b>Hearing Impairment</b>	0	0	<b>0</b>	0	0	<b>0</b>	1	0	<b>1</b>	0	0	<b>0</b>	0	0	<b>0</b>
<b>Physically Disability</b>	5	1	<b>6</b>	3	1	<b>4</b>	6	0	<b>6</b>	3	1	<b>4</b>	3	1	<b>4</b>

Note: The schools for children with MiID and schools for children with MoID include the respective sections of the 7 schools for children with MiID and children with MoID.

**CONTROLLING OFFICER'S REPLY**

**EDB484**

**(Question Serial No. 4565)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 896):

- (a) Please give a breakdown by school sector, for each of the 18 districts in the territory, of the numbers of students sent to hospitals while attending aided and government schools in the past 5 schools years.
- (b) Please give a breakdown by school sector, for each of the 18 districts in the territory, of the numbers of students sent to hospitals while attending special schools in the past 5 schools years. Please specify the numbers of boarders and non-boarders.
- (c) For the top 20 special schools (school names are not necessary) with the largest number of students sent to hospitals, please give a breakdown by category of special school, the numbers of students sent to hospitals while attending these schools in the past 5 school years, as well as their percentage shares in the total numbers of students in schools. Please specify the numbers of boarders and non-boarders.
- (d) What are the government policies to help these students? What is the amount of public fund involved?

Asked by: Hon. LEUNG Kwok-hung

Reply:

(a) to (d)

The Education Bureau (EDB) does not have statistics on the number of students having been admitted to hospitals in the last five years. The EDB attaches great importance to school safety and in this regard has from time to time issued guidelines for teachers on conducting school activities. In the event of serious accidents, teachers should accompany student to hospital and inform the parent or guardian of the student immediately. The Education Regulations also require at least 2 teachers in every school be trained in administering first aid. This will ensure the care needed for students in distress before the arrival of ambulance services.

**CONTROLLING OFFICER'S REPLY**

**EDB485**

**(Question Serial No. 4567)**

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 (Member Question No. 801):

- (a) Regarding National Education, please provide a list of the following programmes related to national education in the past 1 year as well as in the next 1 year:
- (i) Mainland exchange programmes
  - (ii) Professional exchange programmes for teachers
  - (iii) professional support, where appropriate, to schools
- (b) In respect of the above 3 programmes, please provide a list of the projects in the past 1 year, the projects planned for the next 1 year, as well as the respective staffing, operating account and capital account.

Asked by: Hon. LEUNG Kwok-hung

Reply:

In 2013-14 and 2014-15, the Mainland exchange places for primary and secondary students are mainly provided through the “Mainland Exchange Programme for Junior Secondary and Upper Primary Students” (「同根同心」——香港初中及高小學生內地交流計劃), “Senior Secondary School Students Mainland Exchange Programme Subvention Scheme” (高中學生內地交流活動資助計劃), “Understanding Our Motherland Subsidy Scheme” (「赤子情 中國心」資助計劃), “Mainland Exchange Programme for Senior Secondary School Students” (「同行萬里」高中學生內地交流計劃) and “Mainland Exchange Programme for Student Leaders” (領袖生內地交流計劃). The provisional and estimated expenditure for 2013-14 and 2014-15 are \$49.6 million and \$66.3 million respectively. The relevant manpower is subsumed in the overall provision of the Education Bureau (EDB) and a separate breakdown is not available.

In respect of teachers, professional exchange programmes in 2013-14 and 2014-15 are provided through the “National Day Delegation from the Educational Sector of Hong Kong” (香港教育界國慶訪京暨專業交流團) and “Hong Kong Teachers Mainland Exchange Programme” (根脈相連—香港教師內地交流計劃). The provisional and estimated expenditure for the above two teacher programmes in 2013-14 and 2014-15 are both \$1.7 million. The relevant manpower is subsumed in the overall provision of the EDB and a separate breakdown is not available.

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects, relevant learning activities in schools and outside schools at primary and secondary school levels, research and development, professional development programmes for school heads and teachers, production of relevant learning and teaching resources, provision of Mainland exchange opportunities to complement student’s learning in relevant Key Learning Areas/subjects, as well as provision of professional support to schools etc., where appropriate.



The professional support includes providing expert advice and collaborating with schools in related curriculum planning and implementation on a need basis. With staffing and expenditure for most of these items absorbed by the recurrent expenditures of the EDB, we are not able to provide a separate breakdown of the professional support, where appropriate, to schools.

**CONTROLLING OFFICER'S REPLY****EDB486****(Question Serial No. 4568)**

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 (Member Question No. 852):

Please provide, in the following format, a breakdown of the numbers of students studying undergraduate, postgraduate, taught master's degree and doctoral degree courses in the tertiary institutions of Hong Kong and their percentage share in the total number of students:

	Local Students		Mainland Students		Overseas Students		Total
	Number	Percentage	Number	Percentage	Number	Percentage	
2009							
2010							
2011							
2012							
2013							
2014							

Asked by: Hon. LEUNG Kwok-hung

Reply:

Student enrolment of publicly-funded undergraduate (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the 2009/10 to 2013/14 academic years, broken down by place of origin, is set out at **Annex A**. Student enrolment of full-time locally-accredited self-financing Ug programmes in the 2009/10 to 2013/14 academic years as well as student enrolment of locally-accredited self-financing TPg and RPg programmes in the 2010/11 to 2012/13 academic years, broken down by place of origin, is set out at **Annex B**. Student enrolment of locally accredited self-financing TPg and RPg programmes is not available before the 2010/11 academic year and is not yet available beyond the 2012/13 academic year.

**Student Enrolment (Headcount) of Publicly-funded Undergraduate, Taught Postgraduate and Research Postgraduate Programmes by Place of Origin, 2009/10 to 2013/14**

**Undergraduate**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2009/10	51 778	90.8%	4 591	8.1%	650	1.1%	57 019
2010/11	52 355	90.3%	4 663	8.0%	977	1.7%	57 995
2011/12	52 918	89.9%	4 606	7.8%	1 357	2.3%	58 881
2012/13	68 501	89.0%	6 362	8.3%	2 114	2.7%	76 977
2013/14 (provisional)	69 827	88.6%	6 575	8.3%	2 446	3.1%	78 848

**Taught Postgraduate**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2009/10	3 558	98.5%	35	1.0%	18	0.5%	3 611
2010/11	3 513	98.2%	43	1.2%	22	0.6%	3 578
2011/12	3 599	97.6%	55	1.5%	32	0.9%	3 686
2012/13	3 627	97.5%	62	1.7%	32	0.9%	3 721
2013/14 (provisional)	3 313	96.7%	88	2.6%	25	0.7%	3 426

**Research Postgraduate<sup>^</sup>**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2009/10	2 239	35.4%	3 830	60.6%	253	4.0%	6 322
2010/11	2 056	31.8%	4 041	62.5%	365	5.6%	6 462
2011/12	1 805	27.5%	4 298	65.4%	468	7.1%	6 572
2012/13	1 652	24.2%	4 586	67.3%	580	8.5%	6 819
2013/14 (provisional)	1 551	22.1%	4 765	68.0%	690	9.8%	7 006

Notes :

1. Figures include both full-time and part-time modes of study.
2. Research postgraduate figures include students funded by the University Grants Committee (UGC) within normal study periods only.
3. The place of origin for non-local students refers to their nationality.
4. <sup>^</sup> If the research postgraduate students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis. Therefore, figures may not add up to the corresponding totals due to rounding.

**Student Enrolment (Headcount) of Full-time Locally-accredited Self-financing Undergraduate Programmes by Place of Origin, 2009/10 to 2013/14**

**Undergraduate**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2009/10	14 055	97.2%	398	2.8%	8	0.1%	14 461
2010/11	16 518	97.1%	485	2.8%	16	0.1%	17 019
2011/12	18 512	96.5%	535	2.8%	133	0.7%	19 180
2012/13	24 667	96.9%	678	2.7%	118	0.5%	25 463
2013/14 (provisional)	29 219	96.4%	866	2.9%	218	0.7%	30 303

**Student Enrolment (Headcount) of Locally-accredited Self-financing Taught Postgraduate and Research Programmes by Place of Origin, 2010/11 to 2012/13**

**Taught Postgraduate**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2010/11	28 200	80.8%	5 660	16.2%	1 051	3.0%	34 911
2011/12	27 405	75.7%	7 530	20.8%	1 269	3.5%	36 204
2012/13	25 574	69.5%	9 930	27.0%	1 292	3.5%	36 796

**Research Postgraduate**

Academic year	Local		Mainland		Other non-local		Total
	No. of students	%	No. of students	%	No. of students	%	
2010/11	31	42.5%	25	34.2%	17	23.3%	73
2011/12	34	31.8%	50	46.7%	23	21.5%	107
2012/13	27	18.0%	99	66.0%	24	16.0%	150

## Notes:

1. Figures for research postgraduate programmes include full-time students only whereas figures for taught postgraduate programmes include both full-time and part-time students.
2. The place of origin for non-local students refers to their nationality.

**CONTROLLING OFFICER'S REPLY**

**EDB487**

**(Question Serial No. 4569)**

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 (Member Question No. 853):

Regarding the following policies and items, please list out their respective staff establishment and the estimated expenditure for the coming year:

- (1) Qualifications Framework
- (2) Associate degree
- (3) Self-financing post-secondary education sector

Asked by: Hon. LEUNG Kwok-hung

Reply:

- (1) The Chief Executive announced in the 2014 Policy Address the establishment of an endowment fund of \$1 billion, namely the Qualifications Framework (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. We shall make appropriate investment arrangements for the QF Fund. On the assumption that the rate of return is 5% per annum, the funding available may be around \$50 million per year. Apart from the initiatives under the QF Fund, we shall continue to support Industry Training Advisory Committees (ITACs) in implementing various on-going initiatives.

For 2014-15, we estimate that the expenditure for the development and implementation of QF will be about \$83 million, including \$50 million to support the initiatives under the QF Fund, \$23 million for the operating expenditure of the QF Secretariat which is the executive arm of the Education Bureau (EDB) for implementing QF, and the additional \$10 million to support ITACs in implementing new initiatives as announced in the 2013-14 Budget. The QF Secretariat has an estimated headcount of 28 in 2014-15.

- (2) It was announced in the 2014 Policy Address that the Government will progressively increase the annual senior year intake of the University Grants Committee (UGC)-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows. This will provide outstanding sub-degree graduates with more opportunities for articulation to the last two years of undergraduate programmes under the new academic structure. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million. The implementation of the initiative will be absorbed by existing manpower.
- (3) The Chief Executive has announced in his 2014 Policy Address that the Government will study the

feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, including the provision for one additional time-limited civil service post (viz. one Executive Officer I) to cope with the implementation workload. EDB is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

Besides, there has been a basket of measures to support the healthy and sustainable of the self-financing post-secondary education sector, including the Land Grant Scheme, Start-up Loan Scheme, the \$3.52 billion Self-financing Post-secondary Education Fund, Research Endowment Fund, Sixth Matching Grant Scheme and student financial assistance.

It is also noteworthy that the manpower and financial resources in EDB and UGC Secretariat are devoted to oversee the policy and implementation of (1) to (3) above as part of their responsibilities where appropriate, and separate breakdown is not available.

**CONTROLLING OFFICER'S REPLY**

**EDB488**

**(Question Serial No. 4378)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 123):

According to Matters Requiring Special Attention in 2014-15, the Education Bureau will provide each public sector school operating senior secondary education levels with a recurrent grant equivalent to the salary of a graduate teacher with effect from the 2014/15 school year to facilitate schools' enhancement of the life planning and career guidance services meeting the students' development needs. Please inform this Committee:

- a. the details of the recurrent grant;
- b. the measures to be taken to make sure that the grant will only be used on operating life planning and career guidance services at public schools;
- c. what indicators will be used to assess the effectiveness of the new grant in enhancing life planning and career guidance services?

Asked by: Hon. MA Fung-kwok

Reply:

(a) The Education Bureau (EDB) will provide each school operating senior secondary education levels with an annual recurrent grant at about \$0.5 million with effect from the 2014/15 school year to expand the capacity of schools and their career teachers so as to enable them to enhance support services for senior secondary students in respect of life planning, articulation through multiple pathways and realisation of personal goals/aspirations. The estimated expenditure of the recurrent grant for 2014/15 school year is about \$255 million.

(b) The EDB is now consulting various stakeholders, including schools and guidance teachers, with a view to ensuring that the parameters regarding the use of the grant can optimally address the diverse concerns of the school sector. We will then issue a circular to schools on the implementation details of the recurrent cash grant, including its ambit, planning, implementation and evaluation for continuous improvement. In line with the spirit of school-based management, the EDB will hold schools responsible for using the grant as intended, including deploying the grant to enhance professional support to teachers, and reviewing, from time to time, the use of the provision. The EDB will also step up its professional support services to schools such as conducting career guidance visits to schools and organising professional development programmes/sharing sessions for career guidance teachers so as to strengthen their capability in proper delivery of life planning and career guidance services for students.

(c) With the provision of the grant, we expect that schools and their career teachers will enhance support services to take forward a paradigm shift from mere career information provision to life planning education for their students. To achieve effective life planning education and career guidance for students, schools will connect them flexibly with different components of the curriculum and subject learning in a co-ordinated and systematic manner so as to enrich students' learning experience necessary for making informed and responsible choices, and managing transitions in learning and moving into the workplace. Through life planning education and career related experiences, students should be better prepared to understand their personal strength, explore various opportunities of further studies/careers and managing their life planning as well as realising their personal goals/aspirations.



**CONTROLLING OFFICER'S REPLY**

**EDB489**

**(Question Serial No. 5187)**

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 (Member Question No. 56):

(a) In respect of the measures to facilitate the development of international schools, please list out the number of greenfield sites allocated for international school development each year, the location of each site and the estimated number of international school places provided at each site from 2011-12 to 2013-14.

(b) Will the Government identify more sites for the development of international schools in 2014-15? If so, under the current plan, how many sites will be made available to provide more international school places in future?

Asked by: Hon. MO, Claudia

Reply:

To address the projected shortfall of around 4 200 primary places in the 2016/17 school year according to the findings of a consultancy study completed in late 2012, we have already completed the allocation of three vacant school premises in Eastern District, Kwun Tong and Southern District for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. While no greenfield sites were allocated between 2011-12 and 2013-14 following the allocation of four greenfield sites for international school development in mid-2009, in light of the remaining projected shortfall in primary places, we are prepared to further increase the supply through allocating additional vacant premises and sites for international school development. Three sites in Sai Kung and Tai Po and two premises in the Southern District and Tai Po are identified for this purpose. We target to launch an Expression of Interest exercise in the first quarter of 2014 to ascertain the development needs of the international school sector and their interests in the premises and sites identified.

**CONTROLLING OFFICER'S REPLY**

**EDB490**

**(Question Serial No. 5188)**

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 (Member Question No. 57):

Regarding the international schools which had received Government support for in-situ expansion or been allocated suitable vacant school premises for short-term use from 2011-12 to 2013-14, please provide a breakdown by district of the number of such international schools, the original number of international school places and the number of additional places provided as a result of in-situ expansion or allocation of vacant school premises for short-term use. As for vacant school premises allocated for short-term use, what is the length of term for each case? Will the Government provide the schools with any support after their term has expired?

Asked by: Hon. MO, Claudia

Reply:

Among the 11 applications we processed or are processing in relation to in-situ expansion or short-term use of vacant school premises between 2011-12 and 2013-14, seven applications involve schools currently located on the Hong Kong Island, three in Kowloon and one in the New Territories. The comparison between the number of international school places in 2013/14 and 2014/15 and beyond for these 11 schools is at Annex. The duration of their short-term use of the vacant school premises ranges from one to five years.

The Government is committed to developing a vibrant international school sector mainly in meeting the demand for school places from non-local families living in Hong Kong and families coming to Hong Kong for work or investment. We will continue to facilitate existing international schools to undergo in-situ expansion or other development plans, including assistance in arranging decanting premises on a temporary basis if necessary. We will also keep them informed of school allocation exercises for international schools.

**Number of additional international school places as a result of in-situ expansion  
or use of vacant school premises for short-term use**

<b>Locations of the schools<sup>1</sup></b>	<b>No. of schools</b>	<b>Original number of places in relevant schools</b>	<b>Number of additional places in relevant schools in 2014/15 and beyond<sup>2</sup></b>
Hong Kong Island			
Central and Western	2	1 652	0
Wan Chai	2	1 506	750
Eastern	2	520	140
Southern	1	478	200
Kowloon			
Kowloon City	3	1 731	1 468
New Territories			
Islands	1	30	10

<sup>1</sup> Location of the schools refers to the districts where the permanent school campuses are located. Where there is no permanent school premises at the moment, the location of the temporary campus is referred to.

<sup>2</sup> Some of these additional school places will be covered in the new campus of the schools concerned in other districts. Some are redevelopment or renovation projects not involving additional school places.

**CONTROLLING OFFICER'S REPLY**

<b>EDB491</b>
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**(Question Serial No. 5189)**

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 (Member Question No. 58):

Please provide, in the following format, information regarding kindergarten teachers such as the number and percentage of wastage as well as length of service, salary, academic qualification and age in the past 3 school years.

	2011/12 school year	2012/13 school year	2013/14 school year
Number of wastage			
Percentage of wastage			
Average length of service			
Average salary			
Academic qualification			
- Number of teachers without a certificate/diploma in early childhood education			
- Number of teachers with a certificate/diploma in early childhood education			
- Number of teachers with a bachelor's degree in early childhood education			
- Number of teachers with a master's degree in early childhood education			
Average age			

Asked by: Hon. MO, Claudia

Reply:

The number and percentage of wastage, average length of service, average salary, academic qualification and average age of teachers in local kindergartens in the 2011/12, 2012/13 and 2013/14 school years are provided at the Appendix.

**Teachers in local kindergartens from the 2011/12 to 2013/14 school years**

	2011/12	2012/13	2013/14 (Provisional)
<b>Number of wastage</b> (Note 1)	697	863	882
<b>Percentage of wastage</b> (Note 1)	7.1%	8.3%	8.0%
<b>Average years of service</b>	14.0	13.8	13.7
<b>Average salary per month</b>	\$17,600	\$18,400	\$19,400
<b>Academic qualification</b>			
- Number of teachers without a certificate/diploma in early childhood education	2 316	1 684	1 446
- Number of teachers with a certificate/diploma in early childhood education	5 818	6 211	6 306
- Number of teachers with a bachelor's degree in early childhood education or equivalent	2 238	3 184	3 859
- Number of teachers with a master's degree in early childhood education	(Note 2)	(Note 2)	(Note 2)
<b>Average years of age</b>	36.6	36.5	36.5

Note 1: The figures refer to the number and percentage of teachers of the previous school year who did not serve in kindergartens/kindergartens-cum-child care centres in the 12-month period prior to mid-September of the respective school years.

Note 2: No relevant information has been collected.

**CONTROLLING OFFICER'S REPLY****EDB492****(Question Serial No. 5190)**

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 (Member Question No. 59):

Regarding the harmonisation of pre-primary services, please provide, in the following format, the numbers of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by district in the 2013/14 school year.

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total	Closed	Newly operated	Total
Central & West						
Wan Chai						
Southern						
Eastern						
Yau Tsim Mong						
Sham Shui Po						
Kowloon City						
Wong Tai Sin						
Kwun Tong						
Sai Kung						
Sha Tin						
Tai Po						
North						
Yuen Long						
Tuen Mun						
Tsuen Wan						
Kwai Tsing						
Islands						
All Districts						

Asked by: Hon. MO, Claudia

Reply:

The respective number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2013/14 school year are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	1	2	17	1	2	24
Wan Chai	0	0	14	0	0	15
Southern	0	0	17	1	1	24
Eastern	1	0	33	0	2	48
Yau Tsim Mong	0	0	15	0	0	22
Sham Shui Po	0	0	25	0	0	19
Kowloon City	2	2	44	0	0	46
Wong Tai Sin	0	0	22	0	0	25
Kwun Tong	1	5	36	1	0	37
Sai Kung	2	2	28	1	0	31
Sha Tin	0	0	34	0	3	41
Tai Po	0	0	19	0	0	16
North	0	0	28	0	0	18
Yuen Long	0	0	43	0	0	29
Tuen Mun	0	1	32	0	0	32
Tsuen Wan	0	0	16	0	1	21
Kwai Tsing	0	0	34	0	1	30
Islands	0	1	19	0	0	15
All Districts	7	13	476	4	10	493

**CONTROLLING OFFICER'S REPLY****EDB493****(Question Serial No. 5191)**

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 (Member Question No. 60):

Please provide, in the following format, the distribution of monthly salary levels of full-time kindergarten teachers in the past three school years:

Monthly salary levels	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below		
\$6,001 – \$9,000		
\$9,001 – \$12,000		
\$12,001 – \$15,000		
\$15,001 – \$18,000		
\$18,001 – \$21,000		
\$21,001 – \$24,000		
\$24,001 – \$27,000		
\$27,001 or above		

Asked by: Hon. MO, Claudia

Reply:

The distribution of monthly salary levels of full-time regular kindergarten (KG) teachers (excluding principals) in local KGs in the 2011/12, 2012/13 and 2013/14 school year is as tabulated at the Appendix.



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

2011/12 School Year

Monthly salary levels	No. of full-time teachers in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	50	0
\$6,001 - \$9,000	401	54
\$9,001 - \$12,000	383	364
\$12,001 - \$15,000	133	2 556
\$15,001 - \$18,000	109	2 283
\$18,001 - \$21,000	8	1 221
\$21,001 - \$24,000	12	785
\$24,001 - \$27,000	1	780
\$27,001 or above	0	223

2012/13 School Year

Monthly salary levels	No. of full-time regular kindergarten teachers in local kindergartens
\$6,000 or below	0
\$6,001 - \$9,000	94
\$9,001 - \$12,000	478
\$12,001 - \$15,000	2 123
\$15,001 - \$18,000	2 644
\$18,001 - \$21,000	1 408
\$21,001 - \$24,000	1 076
\$24,001 - \$27,000	692
\$27,001 or above	724

2013/14 School Year (Provisional)

Monthly salary levels	No. of full-time regular kindergarten teachers in local kindergartens
\$6,000 or below	0
\$6,001 - \$9,000	31
\$9,001 - \$12,000	453
\$12,001 - \$15,000	1 417
\$15,001 - \$18,000	2 992
\$18,001 - \$21,000	1 795
\$21,001 - \$24,000	1 166
\$24,001 - \$27,000	870
\$27,001 or above	1 012

Notes:

- (1) Information provided in the reply is based on an annual questionnaire survey on the monthly salary of full-time regular KG teachers conducted by the Education Bureau in September of the respective school years. Information on the principals has not been collected.
- (2) Starting from 2012/13 school year, the monthly salaries of teachers working half-day were not collected.

**CONTROLLING OFFICER'S REPLY**

**EDB494**

**(Question Serial No. 5192)**

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 (Member Question No. 61):

Regarding pre-primary education, please provide the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS) and private independent kindergartens not joining the PEVS, as well as the average school fees of these kindergartens by District Council district in the 2013/14 school year.

Asked by: Hon. MO, Claudia

Reply:

The numbers of non-profit-making kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) and local private independent KGs not joining the PEVS in the 2013/14 school year as well as the average school fees per student per annum of these KGs by District Council district are provided at the Appendix.

**Number of non-profit-making (NPM) kindergartens (KGs)  
joining the Pre-primary Education Voucher Scheme (PEVS)  
and local private independent (PI) KGs not joining the PEVS in the 2013/14 school year  
and the average school fees of these KGs by District Council district**

District	NPM KGs Joining the PEVS			Local PI KGs Not Joining the PEVS		
	No.	Average school fee per student per annum (pspa) of local half-day classes under the PEVS \$	Average school fee pspa of local whole-day classes under the PEVS \$	No.	Average school fee pspa of half-day classes \$	Average school fee pspa of whole-day classes \$
Central & Western	23	24,270	38,755	4	60,817	81,675
Wan Chai	14	21,618	38,565	1	87,600	- (Note)
Eastern	57	22,861	36,634	12	52,298	70,436
Southern	17	21,292	34,907	7	57,507	81,070
Sham Shui Po	39	21,932	36,218	1	19,524	35,280
Yau Tsim Mong	28	22,626	36,428	6	56,465	49,688
Kowloon City	40	23,495	37,196	23	47,274	67,161
Wong Tai Sin	44	18,243	32,651	1	26,400	38,400
Kwun Tong	68	20,417	33,092	1	- (Note)	- (Note)
Tsuen Wan	28	22,642	35,663	7	38,682	51,804
Tuen Mun	58	21,132	33,573	3	28,973	49,962
Yuen Long	66	20,050	33,325	5	43,608	58,974
North	40	20,249	34,212	5	35,749	55,588
Tai Po	25	21,174	33,802	6	40,792	65,653
Sha Tin	56	21,922	33,345	13	39,051	57,119
Sai Kung	41	20,819	33,983	9	40,314	56,688
Islands	22	20,026	32,382	3	54,387	67,331
Kwai Tsing	58	22,787	34,666	3	41,752	23,298

Note: No students enrolled in the respective KG classes in the school year.

**CONTROLLING OFFICER'S REPLY**

**EDB495**

**(Question Serial No. 4381)**

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 (Member Question No. 51):

During 2013/14, the Government has injected an additional \$480 million into the HKSAR Government Scholarship Fund (GSF) to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities, and students who receive the awards must undertake to teach in Hong Kong upon graduation.

- (1) Up to February 2014, how has the funding been used? What are the total numbers of applications and successful applications respectively?
- (2) What were the courses/programmes successfully applied? What were the numbers of each course/programme and the respective amounts of scholarship involved?

Asked by: Hon. MOK Charles Peter

Reply:

In the 2013-14 Budget, it was proposed to set up scholarships for outstanding local students to take degree courses or teacher training programmes in prestigious overseas universities (the original proposal). Subsequently, the education sector and members of the public have expressed different views and suggestions about the scope and content of the proposal, and hence the original proposal has not been pursued. After thorough consideration of the relevant views, the Government has announced in the 2014 Policy Address the provision of scholarships to support up to 100 outstanding students per cohort to pursue their study in renowned universities outside Hong Kong. The proposed scholarship scheme, which incorporates the original proposal, will benefit more people and enhance diversity in scope. The proposed scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

**CONTROLLING OFFICER'S REPLY**

**EDB496**

**(Question Serial No. 4382)**

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 (Member Question No. 52):

The Vocational Training Council (VTC) will launch a pilot training and support scheme for industries with keen demand for labour. The 2 000 apprentices joining the scheme will receive allowance from the Government and the industries. Will the department concerned advise on –

- (1) the details, timetable, estimated manpower and funding, and salary allowance under the scheme; and
- (2) whether it will assess the amount of salary allowances for various industries to cater for their needs; and the reason for that if otherwise.

Asked by: Hon. MOK Charles Peter

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)'s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources.

**CONTROLLING OFFICER'S REPLY**

**EDB497**

**(Question Serial No. 4386)**

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 (Member Question No. 116):

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

(a) the information regarding the social media platforms set up and operated by your bureau/departments/public bodies or their agents (such as out-sourced contractors or consultants) for the past year in tabulated form.

Commencement of operation (Month/Year)	Status (keep updating /ceased updating) (as at 31 January 2014)	Government agencies (including policy bureaux/ departments/ public bodies/ government consultations)	Name	Social media (Facebook/ Flickr/ Google+ /Linked In /Sina Weibo/ Twitter/ YouTube)	Purpose of establishment and no. of updates (as at 31 January 2014)	No. of "Likes"/ No. of subscribers / Average monthly visits (as at 31 January 2014)	Compiling summary of comments and following up on a regular basis (Yes/ No)	Rank and no. of officers responsible for the operation (as at 31 January 2014)	Financial resources involved in the establishment and daily operation (as at 31 January 2014)
			(1)...	(1)...					
			(2)...	(2)...					
			(3)...	(3)...					

(b) whether the "Guidelines on the Use of Social Media" available on Government intranets give instructions to your department on the ceilings on expenditures for using social media or web-based platforms, such as registration fees, advertising expenditures and value-added services. If yes, what are the details? If not, will the guidelines be revised to set out the reasonable levels of expenditures derived from the use of social media.

(c) in recent years, governments around the world have introduced systems through which citizens may hand in their online proposals. They have also undertaken that they will give a formal online response if a certain number of citizens have indicated their support of the proposals. Has the Administration examined ways to improve the existing channels for collecting public opinions on the Internet and evaluate the feasibility of the system of collecting online proposals mentioned above? If yes, what are the details? If not, what are the reasons?

Asked by: Hon. MOK Charles Peter

Reply:

- (a) The requested information related to Education Bureau (EDB), Student Financial Assistance Agency (SFAA) and public organisations under the purview of EDB are provided at Annex 1.
- (b) The Government guidelines on the Use of Social Media available under Government intranet are followed. Whether and how to use social media is subject to operational needs of individual initiatives and the concerned expenditure is subsumed into the budget of the initiatives concerned.
- (c) EDB and its related departments and public organisations welcome the public to express their views and opinions via different means, including e-mails. E-mail addresses are published under individual websites. In addition, the Hong Kong Examinations and Assessment Authority has also launched a blog 'DSE Express' for communication with the public on the Hong Kong Diploma of Secondary Education Examination. The SFAA is also implementing an Online Form System for public to express their views and comments on the work of SFAA.



Commencement of operation (Month/Year)	Status (keep updating /ceased updating) (as at 31 January 2014)	Government agencies (including policy bureaux/ departments/ public bodies/ government consultations)	Name	Social media (Facebook/ Flickr/ Google+ /Linked In /Sina Weibo/ Twitter/ YouTube)	Purpose of establishment and no. of updates (as at 31 January 2014)	No. of "Likes"/ No. of subscribers/ Average monthly visits (as at 31 January 2014)	Compiling summary of comments and following up on a regular basis (Yes/ No)	Rank and no. of officers responsible for the operation (as at 31 January 2014)	Financial resources involved in the establishment and daily operation (as at 31 January 2014)
Jul 2010	Keep updating	EDB	EDB YouTube Channel	YouTube	To share the video clips on work and related information of EDB with the public	No. of subscribers: about 500 / Average monthly visits : 1 100	No	1 Senior Executive Officer, 1 Executive Officer I, 1 Executive Assistant	N.A.
Apr 2013	Keep updating	EDB	特殊教育資源中心 / Special Education Resource Centre	YouTube	To share information on appropriate strategies to support students with special educational needs	Number of subscribers: about 220 / Average monthly visits: 3 500	No	1 Resources Coordinator and 1 Inspector	N.A.
Aug 2013	Keep updating	EDB	Internet Safety Videos	YouTube	To disseminate messages of Internet safety	Number of subscribers: 29	No	1 Inspector (Graduate)	N.A.
Jan 2014	Keep updating	EDB	Gifted Education Section, EDB	YouTube	To share the video clips to enhance public understanding on the work of Gifted Education Section, EDB	Number of subscribers: 5	No	1 Curriculum Development Officer (on part time basis)	N.A.

Aug 2011	Keep updating	SFAA	學生資助辦事處 YouTube 頻道	YouTube	To share the video clips to enhance public understanding on the work of SFAA	Number of subscribers: 55	No	1 Information Technology Officer	N.A.
Aug 2010	Keep updating	University Grants Committee (UGC)	Hong Kong PhD Fellowship Scheme	YouTube	To share the video clips produced by the eight UGC funded institutions to attract potential applicants to the Hong Kong PhD Fellowship Scheme	Number of subscribers: 18	No	1 Research Administrator II	N.A.
Sep 2013	Keep updating	UGC	Hong Kong PhD Fellowship Scheme	Facebook	To promote the Hong Kong PhD Fellowship Scheme	Number of "likes": 280	Yes	~ Ditto ~	N.A.
Dec 2011	Keep updating	Hong Kong Examinations and Assessment Authority (HKEAA)	HKEAA Channel	YouTube	To share the video clips to enhance public understanding on the work of the HKEAA and public examinations	Number of subscribers: about 170	No	1 Manager and 1 Assistant Officer	N.A.
Oct 2010	Keep updating	Vocational Training Council (VTC)	channelvtc	YouTube	To share and update the community of VTC activities	Average monthly visits : 22 700	No	1 Executive Officer II	N/A
Jan 2011	Keep updating	VTC	VTC Facebook	Facebook	To share and update the community of VTC activities	Number of "likes": 146	No	~ Ditto ~	N/A

Mar 2011	Keep updating	Hong Kong Education City	香港教育城創作天地	Facebook	To promote writing and Teen Campus activities	Number of "likes": 624	Yes	Project Officers, Marketing Officers and Manager: Total 5	N.A.
Apr 2011	Keep updating	Hong Kong Education City	小校園	Facebook	To promote activities for primary students	Number of "likes": 4 072	Yes	~ Ditto ~	N.A.
Apr 2011	Keep updating	Hong Kong Education City	慢慢讀	Facebook	To promote reading activities and information	Number of "likes": 355	Yes	~ Ditto ~	N.A.
Jul 2011	Keep updating	Hong Kong Education City	HKEdCity	Facebook	To promote activities organised by Hong Kong Education City	Number of "likes": 159	Yes	~ Ditto ~	N.A.
Sep 2011	Keep updating	Hong Kong Education City	Learning & Teaching Expo	Facebook	To promote the Learning and Teaching Expo activities	Number of "likes": 265	Yes	~ Ditto ~	N.A.
Aug 2012	Keep updating	Hong Kong Education City	少年 Teen 空	Facebook	To promote activities for secondary students	Number of "likes": 87	Yes	~ Ditto ~	N.A.
Sep 2012	Keep updating	Hong Kong Education City	探知達人 Student Explorer	Facebook	To promote Student Explorer activities and communicate with past participants	Number of "likes": 13	Yes	~ Ditto ~	N.A.

**CONTROLLING OFFICER'S REPLY**

**EDB498**

**(Question Serial No. 4387)**

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

Question (Member Question No. 127):

Regarding the expenses on official entertainment of your bureau and the departments under its purview, will the Administration inform this Council of:

- (1) the number of exceptional cases in which the expenses per head on official luncheon and dinner hosted by public officers exceeded the ceiling, the number of exceptions with approval of directorate officers, as well as the amount in excess of the ceiling and the reasons for exceeding the ceiling in the past 3 years, broken down by bureau/department/public organisation;
- (2) the number of cases in which public officers breached the guidelines on the bestowal of gifts or souvenirs during the conduct of official activities, as well as the number of exceptions with approval of directorate officers and the reasons in the past 3 years, broken down by bureau/department/public organisation.

Asked by: Hon. MOK Charles Peter

Reply:

The Civil Service Regulations (CSRs) set out the principles, rules and approval procedures relating to official entertainment. Heads of Department have the delegated authority to authorise all expenditure from the departmental entertainment vote. In addition, according to the Government's internal guidelines, the expenditure limits on entertaining guests should not exceed \$450 per person for lunch or \$600 per person for dinner. Government officers are required to exercise prudent judgement and economy when entertaining guest(s) for official purposes in order to avoid any public perception of extravagance. Where there are sufficient justifications for exceeding the expenditure limits, the departments are required to consider those applications according to the established mechanism and to document properly the detailed justifications for granting such approval.

In line with the Government's green policy, public officers should as far as possible refrain from bestowing gifts/souvenirs to others during the conduct of official activities. According to the existing guidelines, where bestowal of gifts/souvenirs is necessary or unavoidable due to operational, protocol or other reasons, the gift/souvenir items should not be lavish or extravagant and the number should be kept to a minimum. Also, the exchange of gifts/souvenirs should only be made from organisation to organisation.

In the past three years, no officer of Education Bureau, the University Grants Committee Secretariat or Student Financial Assistance Agency was subject to disciplinary action for alleged contravention of the CSRs or other government requirements in relation to claiming reimbursement of entertainment expenses or offering gifts/souvenirs.

**CONTROLLING OFFICER'S REPLY**

**EDB499**

**(Question Serial No. 4388)**

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 (Member Question No. 156):

In respect of the public relations expenses of this departments in the past year, please inform this Committee of:

- (1) The expenses this department spent on advertisement on mainstream or online media as well as the relevant details in table form (please see the table below for details):

Published / Broadcasted Time (Month / Year)	Status (one-off / ongoing / done) (as at 31 January 2014)	Government or Public Organisation (including policy bureau / department / public organisation / government advisory body)	Name of Advertisement	Name of Publisher or Broadcasting Media (newspaper / radio station / TV station / advertising panel / car wrap advertising / website, etc)	Purpose and Frequency of the Advertisement (as at 31 January 2014)	Rank and No. of Responsible Person(s) (as at 31 January 2014)	Financial resources for the expenses involved (as at 31 January 2014)
			(1)... (2)... (3)...	(1)... (2)... (3)...			

- (2) The expenses this department spent on sponsoring media to provide programmes or materials as well as the relevant details (please use the table below):

Programme / Materials Published / Broadcasted Time (Month / Year)	Status (one-off / ongoing / done) (as at 31 January 2014)	Sponsoring Government or Public Organisation (including policy bureau / department / public organisation / government advisory body)	Name of Programme / Materials	Name of Publisher or Broadcasting Media (newspaper / radio station / TV station / website, etc)	Purpose and Frequency of the Sponsorship (as at 31 January 2014)	Rank and No. of Responsible Person(s) (as at 31 January 2014)	Expenses (as at 31 January 2014)
			(1)... (2)... (3)...	(1)... (2)... (3)...			

(3) The expenses on and details of the Advertorial of this department (please use the table below):

Programme / Materials Published / Broadcasted Time (Month/Year)	Status (one-off / ongoing / done) (as at 31 January 2014)	Government Organisation (including policy bureau / department / public organisation / government advisory body)	Name of Programme / Materials	Name of Publisher or Broadcasting Media (newspaper / radio station / TV station / website, etc)	Purpose and Frequency of the Programme / Materials (as at 31 January 2014)	Rank and No. of Responsible Person(s) (as at 31 January 2014)	Non-government organisation / Personnel Responsible for Writing Advertisement Script (if any)	Expenses (as at 31 January 2014)
			(1)... (2)... (3)...	(1)... (2)... (3)...				

Asked by: Hon. MOK Charles Peter

Reply:

During the past year ended January 31, 2014, the total expenditure of the Education Bureau (EDB) on advertisements on mainstream/online media, sponsored media programmes and advertorials is about \$3.36 million. Most of these advertisements, sponsored media programmes and advertorials are one-off in nature. These public relations activities are mainly conducted to inform parents, students, the education sector and the community at large about initiatives and events of interest to them, such as education expo, information on multiple pathways for school leavers and kindergarten admission arrangements. The selection of the media types depends on the nature of campaigns, budget and target audience. The manpower requirement is absorbed by the manpower resources of the EDB. Details are set out as follows:

Name of Campaigns	Published / Broadcasted Time (Month / Year)	Media types	Expenditure (\$ million)
Electronic Advance Application System for Post-secondary Programmes (E-APP)	February to May 2013	Newspaper, website, and bus shelter advertisements	0.58
	December 2013 to February 2014	Newspaper and website advertisement	0.31
Pre-primary Education Voucher Scheme publicity for ethnic minorities	April to May 2013	Newspaper advertisement	0.02
Information Expo on Multiple Pathways 2013	April to May 2013	Newspaper and website advertisement	0.28
Radio programmes to promote learning and use of English among students	April 2013 to Mar 2014	Sponsored radio programme	1.02
Newspaper supplement on home-school co-operation	July 2013	Advertorial	0.07
The New Academic Structure and Hong Kong Diploma of Secondary Education (HKDSE) seminar for employers 2013	July to August 2013	Newspaper advertisement	0.02
Designated Webpage on 715 (to tie in with the HKDSE result release day to provide information on multiple pathways)	July 2013	Website advertisement	0.03
Chief Executive's Award for Teaching Excellence (2013/14)	September 2013	Newspaper advertisement	0.05

Name of Campaigns	Published / Broadcasted Time (Month / Year)	Media types	Expenditure (\$ million)
International Forum on Kindergarten Education and Parent Seminar on Kindergarten Education	October 2013	Newspaper and website advertisements	0.17
Seminar on “Admission Arrangements for K1 places in Kindergartens in Tai Po & North District for 2014/15 school year”	November 2013	Newspaper advertisement	0.13
Mainland Higher Education Expo 2013	November 2013	Newspaper and website advertisements	0.54
Designated Webpage for 2013/14 S6 students	December 2013 to February 2014	Website advertisement	0.06
Concourse for Self-financing Post-secondary Education	January to March 2014	Website advertisement	0.08
<b>Total (\$ million)</b>			3.36

**CONTROLLING OFFICER'S REPLY****EDB500****(Question Serial No. 4389)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 165):

The Government has announced that it would make all government information released for public consumption machine-readable in digital formats. In respect of this,

(1) Please provide in the table below details of the government information to be released for public consumption by your Bureau/Department.

Bureau/ Department	Information items that can be released for public consumption	Description of the information	Period of the information	Is the information released in digital formats currently and date of release	If not, will it be converted into digital formats	Digital format already/planned to be used (please choose)			
						Machine- readable, non-proprietary formats (e.g. CSV)	Machine- readable, proprietary formats (e.g. MS Excel, Word)	Non- Machine- readable formats (e.g. JPG, PDF, PNG)	Open-standard formats (e.g. XML)

(2) Would the Administration indicate the manpower and expenditure involved for releasing government information for public consumption in 2014-15? Will more resources and manpower be provided to your Bureau/Department for handling this task so that the plan can be more effectively implemented?

Asked by: Hon. MOK Charles Peter

Reply:

- (1) Education Bureau (EDB) provides members of the public and stakeholders with latest update on education related information and services through the EDB website and other online channels. The information is made available in various digital formats (including MS Word, Excel, PowerPoint, CSV, XML, JPG, PDF, PNG, GIF, BMP, MP4, WMV, FLV, ASP, RSS, HTML) and covers a variety of contents including education system and policy, announcements and circulars, publications, statistics, reports, videos, teaching and learning resources, information and services related to students, parents, teachers and schools, as well as geo-referenced data of school locations and school net boundaries. As the information is in large quantity and very diversified, no detailed breakdown in table form could be provided.
- (2) The preparation and release of relevant information for public consumption is part of the ongoing work of the Bureau. Concerned manpower and expenditures are absorbed from within our existing provision.



**CONTROLLING OFFICER'S REPLY**

**EDB501**

**(Question Serial No. 4390)**

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

Question (Member Question No. 194):

Regarding the Bureau's expenditure on the procurement of computer software and hardware, will the Administration inform this Committee of the following:

- (1) Does the Administration have any standard internal procurement guidelines which set out criteria for the purchase or upgrade of computer software and hardware for the Bureau? If yes, what are the details? Do the guidelines require that the Bureau must upgrade its computer software and hardware in a timely manner?
- (2) Given that the computer software and hardware supplier Microsoft will terminate its support service for the operating platform of its Windows XP, please provide the respective numbers of computer systems in the Bureau which are using (i) the operating platform of Microsoft Windows XP; (ii) the operating platforms released by Microsoft before 2001; and (iii) other operating platforms (please specify the version), as well as the respective percentages of these three types of operating systems in the Bureau's total number of computer systems. Does the Bureau have any plan to upgrade the above operating platform versions which are now obsolete?
- (3) What are the expenditure on and criteria for the procurement of tablet computers by the Bureau? What are the model numbers and the uses of the tablet computers? Is there any classified information saved on the tablet computers? If yes, what are the details? Is there any information security software installed in the tablet computers used by the Bureau? What is the expenditure involved?

Asked by: Hon. MOK Charles Peter

Reply:

- (1) The Education Bureau follows the established Government regulations and guidelines in the procurement of computer hardware and software and continuous maintenance of government computer systems, including the timely replacement or upgrade of computer software and hardware in accordance with our business and operation requirements and priorities, as well as system performance, interoperability, maintenance and support requirements.
- (2) We currently provide a total of some 3 200 desktop and notebook computers to support the work of the staff in the Bureau. Distribution of the operating systems is summarized in the table below:

Number of Desktop & Notebook Computer	Types of Operating System	Percentage
200	Windows XP	6.3%
0	Microsoft operating systems before 2001	-
about 3 000	Other operating systems (Windows Vista, Windows 7, and Windows 8)	93.7%

In light of the coming end of support of the Windows XP operating system, we are already in the process of upgrading all the Windows XP computers to Windows 7 operating system. The exercise is targeted to complete by April 2014.

- (3) Besides desktop and notebook computers, we also provide about 160 tablet computers of various models, including iOS, Android, as well as Windows based tablet computers, to facilitate the daily work of colleagues, such as access to Internet, office email and/or other application systems when away from office, conduct paperless meeting, training, testing and technical support. The concerned total expenditure is about \$700,000. Procurement of tablet computer is based on operational need of individual teams and colleagues and follows the same Government procurement regulations and guidelines. None of the tablet computers are being used to access nor store confidential information. Separately, we are testing the access of the confidential mail system with a few tablet computers running on Windows 8 operating system, and have strictly followed the Government Security Regulations with regard to the security settings in the concerned tablet computers. Examples of security measures and software adopted in tablet computers include password lock, antivirus, personal firewall, separate secure access token, virtual private network, data and transmission encryption, as well as secure erasure of temporary storage. Most of the security measures and software are centrally provided or bundled with the tablet computers, we do not have the breakdown of individual expenditure.

**CONTROLLING OFFICER'S REPLY**

**EDB502**

**(Question Serial No. 5502)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 60):

The School-based Educational Psychology Service will be expanded with the target of covering all public sector primary & secondary schools by the 2016/17 school year. In this regard, please provide the following information:

- (a) the details of manpower and resources that will be allocated for expanding "School-based Educational Psychology Service" in primary and secondary schools, in particular the assistance to teachers;
- (b) the ratio between Educational Psychologist and schools in the service scheme in 2014/15, 2015/16 and 2016/17 school years respectively. Whether the estimated ratio in 2016/17 school year is able to reach the average ratio among the developed countries providing educational psychology service; and
- (c) the Educational Psychologists to SEN students ratio between 2011/12 and 2016/17 school years.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a), (b) and (c)

In the 2013/14 school year, 579 public sector primary and secondary schools are receiving the School-based Educational Psychology Service (SBEPS), covering about 70% of all public sector schools. Starting from the 2014/15 school year, we anticipate an increase of about 10% coverage on SBEPS each year, reaching the ultimate target of full coverage by the 2016/17 school year. To achieve this, a total of 25 additional educational psychologist (EP) posts will be created by phases between 2014/15 and 2016/17. According to our present estimate, the total estimated expenditure for full implementation in public sector primary and secondary schools is about \$125 million per year.

Under the SBEPS, one EP serves six to ten schools, including both primary and secondary schools, of varying sizes. They visit their schools regularly throughout the school year to provide service at the school system, teacher support and student support levels. The SBEPS adopts a comprehensive and integrated service model that aims at enhancing schools' capacity to cater for students' diverse needs including those with special educational needs (SEN). The support rendered to schools by the EPs encompasses work of remedial, preventive and developmental nature. Specifically, EPs provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. EPs also arrange training for teachers to enhance their knowledge and skills in catering for students' diverse

needs and work in partnership with them in a joint problem-solving approach to share concerns and propose plans/programmes for helping students with SEN. In gist, all the students, whether with or without SEN, will benefit from SBEPS. Hence, providing the EP to SEN students ratio is not appropriate. It is our target to extend the SBEPS progressively to cover all public sector primary and secondary schools by the 2016/17 school year. Upon full implementation, all EPs will serve less than 10 schools each under SBEPS. Besides, the policy and mode of service delivery of SBEPS in Hong Kong are different from those in other developed countries, direct comparison of the EP to schools ratio is not appropriate.

**CONTROLLING OFFICER'S REPLY**

**EDB503**

**(Question Serial No. 5503)**

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 (Member Question No. 61):

The new “Chinese Language Curriculum Second Language Learning Framework” (“the Learning Framework”) will be implemented in primary and secondary schools to support non-Chinese speaking students (“NCS students”) in the area of effective learning of Chinese language starting from the 2014/15 school year. In this connection, please advise the following information:

- (a) the detail, manpower, resources and service coverage related to the Learning Framework;
- (b) whether the resource will be allocated proportionally based on the number of NCS students in each school; and whether it had indicators to measure the effectiveness of the Learning Framework; and
- (c) whether it had schedule for reviewing the Learning Framework; whether it will allocate extra resource to the schools with higher needs for supporting NCS students after review; given that an intensive teaching mode will be provided to improve the Chinese foundation of NCS students at junior primary levels, to what extent can the intensive teaching mode enhance their level of Chinese language; of the reasons of not extending the mode to the NCS students at senior levels.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

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 (at different levels, not just junior primary) 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. Besides, an Applied Learning (Chinese Language) subject pegged at the Qualifications Framework Levels 1 to 3 will be provided by stages starting from the 2014/15 school year for NCS students with different aspirations at senior secondary levels to articulate under the multiple pathways. 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. in light of the learning needs of their NCS students at different levels, 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 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.

With the provision of additional recurrent funding support for schools admitting 10 or more NCS students as mentioned above, a dedicated team will be set up in the Education Bureau to verify the related school plans to ensure the implementation of the "Learning Framework" and proper use of the enhanced funding which is purpose-specific for supporting NCS students' learning of the Chinese language. An estimated additional cost of about \$3 million would be incurred per year. Other support measures are provided by different sections and the relevant manpower resources are subsumed in the overall expenditure of the bureau.

The fact that the "Learning Framework" makes the learning progress of NCS students more explicit could help teachers adjust the learning targets and teaching strategies according to individual learners' needs. NCS students are expected to make steady progress with a view to bridging over to mainstream Chinese Language classes.

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 in Chinese language learning to ensure the quality of the support services and refine individual measures where appropriate. The broad indicators would cover the quality of the various support measures and their effectiveness in facilitating the use of the "Learning Framework".

**CONTROLLING OFFICER'S REPLY**

**EDB504**

**(Question Serial No. 5504)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (2) Primary Education, (3) Secondary Education, (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 62):

The Administration will enhance the provision for the School-based After-school Learning and Support Programmes ("the Programmes") to provide greater flexibility and incentive funding for schools to complement the prevailing after-school activities organised by schools to support needy students. In this regard, please advise the following information :

- (a) the detail, manpower and resources related to the Programmes, as well as the justifications to determine the funding amount of the schools,
- (b) the respective numbers of primary, secondary and special students benefited from the Programmes, as well as the respective numbers of primary, secondary and special schools subsidized by the Programmes between 2010/11 and 2014/15 school years,
- (c) the respective numbers of primary, secondary and special schools having unspent amounts under the Programmes between 2010/11 and 2013/14 school years, whether it has plans to relax the prevailing mechanism for returning the unspent amounts that enables the schools to retain more resources for future use?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) To support needy students to participate in after-school activities with a view to facilitating their whole-person and all round development, the Education Bureau (EDB) has implemented the School-based After-school Learning and Support Programmes (the Programme) since the 2005/06 school year. Currently, schools and non-government organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school activities for eligible participating students, i.e. Primary 1 to Secondary 6 students in receipt of the Comprehensive Social Security Assistance (CSSA) or full grant assistance under the Student Financial Assistance Schemes. In the 2013/14 school year, the funding for the Programme is about \$205 million of which about \$84 million is for the "School-based Grant".

Upon review of the utilisation of funding under the Programme, we will, starting from the 2014/15 school year, increase the flexibility of the School-based Grant by increasing the discretionary quota allowed for schools from 10% to 25% to benefit more needy students who are identified by schools but not in receipt of CSSA or full grant assistance. In tandem, we will, based on schools' previous utilisation rate of the School-based Grant, provide schools with a relatively higher utilisation rate incentive funding when calculating the Grant. The implementation details will be finalised upon

consulting the key stakeholders. The objective is to encourage schools to fully utilise the School-based Grant and to deploy their resources flexibly with a view to enhancing the opportunities of needy students to participate in after-school activities.

The administration of the Programme, including the additional work arising from the proposed enhanced provision and flexibility allowed for schools, is undertaken by the EDB. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and no breakdown is available.

- (b) The number of primary, secondary and special schools receiving the School-based Grant and the number of students benefitted from the School-based Grant as well as the Community-based Project Grant between the 2010/11 and 2013/14 school years are tabulated at Annex 1. In line with past practice, the EDB annual circular to invite schools to join the Programme in the 2014/15 school year will be issued in May 2014. The respective data for the 2014/15 school year are not available at this stage.
- (c) Currently, schools may retain the unspent amount of the School-based Grant subject to its not exceeding the total provision for the current year. The excessive amount will be subject to clawback by the EDB. The number of primary, secondary and special schools having unspent amount which has been clawed back by the EDB in the 2010/11 and 2011/12 school years is tabulated at Annex 2.

The clawback arrangement aims to encourage schools to fully utilise the School-based Grant in a timely manner with a view to supporting needy students. The current arrangement serves to strike a balance between flexibility required for some schools and the interests of needy students. In fact, since the implementation of the Programme in the 2005/06 school year, we have annually collected feedback from stakeholders and conducted supervisory visits to examine the implementation of the Programme. No adverse comments on the clawback arrangement have so far been received. We therefore do not see a need to revise the existing arrangement. We will continue to closely communicate with the stakeholders and refine the implementation arrangements if necessary.



**School-based After-school Learning and Support Programmes  
Number of Participating Schools / NGOs and Number of Participating Students  
from 2010/11 to 2013/14 School Years**

Grant  School year	School-based Grant								Community-based Project Grant				
	Number of participating schools				Number of participating students (man-times)				Number of participating NGOs	Number of participating students			
	Primary	Secondary	Special School	Total	Primary	Secondary	Special School	Total		Primary	Secondary	Special School	Total
2010/11	410	397	46	853	98 200	155 700	6 100	260 000	157	45 940	22 550	110	68 600
2011/12	417	405	49	871	95 900	158 400	9 200	263 500	164	49 180	28 770	150	78 100
2012/13	421	406	52	879	134 500	151 800	14 900	301 200	167	51 930	26 240	230	78 400
2013/14 Note	417	410	50	877	--	--	--	--	183	53 000	34 550	250	87 800

**Note:** Figures in "Number of participating students (man-times)" are based on the school reports available. The 2013/14 school year is not yet completed, and hence the data of the number of participating students (man-times) are not available.

**School-based After-school Learning and Support Programmes  
Number of Schools with Unspent Amount of the School-based Grant  
Clawed Back by EDB in 2010/11 and 2011/12 School Years**

School Year	Primary School	Secondary School	Special School	Total no. of schools involved
2010/11	73	117	9	199
2011/12	79	146	11	236

Notes:

1. Calculation of the unspent amount of the School-based Grant for the 2012/13 school year to be clawed back is in progress as some schools are yet to submit their audited accounts.
2. Since the 2013/14 school year is not yet completed, relevant information is not available.

**CONTROLLING OFFICER'S REPLY**

**EDB505**

**(Question Serial No. 5505)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Primary Education  
(3) Secondary Education

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

Director of Bureau: Secretary for Education

Question (Member Question No. 63):

The Learning Support Grant ("The LSG") will further enhance for public sector primary and secondary schools with effect from the 2014/15 school year to help schools cater for students with special educational needs ("SEN students"). In this connection, will the Administration advise:

- (a) the respective estimated numbers of SEN students in primary and secondary schools benefited from the LSG in the 2014/15 school year as well as the ways that the primary and secondary schools spent under the LSG and the amount involved in the past 5 years;
- (b) given the level of the Grant will be increased by 30% in the 2014/15 school year, whether it will raise the ceiling of the LSG accordingly to strengthen the support to the schools with SEN students; and
- (c) Whether it had drawn up a schedule for reviewing the LSG, as well as the monitoring mechanism to ensure cost-effectiveness of the LSG?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) - (c)

To help schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools, including the Learning Support Grant (LSG) which is calculated according to the number of students with SEN and the tier of support the students require. EDB has strengthened the support for schools having admitted larger number of students with SEN by raising the ceiling of the LSG from \$1 million to \$1.5 million per school per annum with effect from the 2013/14 school year. To further enhance the support for students with SEN in mainstream schools, the EDB will increase the grant rates of the LSG by 30% in the 2014/15 school year, i.e. the grant per year per student requiring tier-2 and tier-3 support will be increased to \$13,000 and \$26,000 respectively and the basic provision per school per annum for the first one to six students requiring tier-3 support will also be raised to \$156,000. In subsequent school years, we will also adjust the grant rates and its ceiling annually according to the change in the Composite Consumer Price Index. Schools should pool together and deploy flexibly the LSG and other school resources for employing additional, teachers, teaching assistants or hiring professional services (such as speech therapy and other specialist services) to render appropriate support for the students with SEN. Hence, all students with SEN will benefit from the LSG.

The total expenditures on LSG for public sector primary and secondary schools from the 2009/10 to 2013/14 school years are as follows:

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (Revised Estimate)
Expenditure on LSG (\$ million)	206	236	266	293	331

When using Government subventions for employing staff and purchases, including hiring of services, all public sector schools are required to adopt a sound control system, maintain proper records and conduct periodic inspections. Under the School Development and Accountability Framework, schools are required to assess the effectiveness of their support for students with SEN through self-evaluation each year, similar to other school policies and measures. The EDB also requires schools to submit a self-evaluation report on the implementation of the Whole School Approach to integrated education at the end of each school year. To further enhance transparency, schools are required to set out in their reports how resources are deployed to provide support services for students with SEN. The professional staff of the EDB also pays regular visits to schools to provide consultation and organise training and sharing sessions for them to facilitate proper deployment of resources for supporting students with SEN. In short, there is an established accountability and monitoring mechanism on the use of resources by schools to support students with SEN.

**CONTROLLING OFFICER'S REPLY**

**EDB506**

**(Question Serial No. 5506)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 64):

The Administration will continue to maintain the stability of teaching force through a series of targeted relief measures in the 2014/15 school year, in view of the temporary decline of the Secondary 1 student population. In this regard, will the Administration advise :

- (a) the details of resources relating to the series of targeted relief measures in the 2014/15 school year; the number of surplus teachers in secondary school as well as the resource implication for retaining the surplus teachers in 2012/13, 2013/14 and 2014/15 school years;
- (b) whether it had estimated the number of teachers leaving the profession and vacancies of permanent teaching posts in the 2014/15, 2015/16 and 2016/17 school years; to what extent the vacancies of permanent teaching posts will be able to accommodate the number of surplus teachers;
- (c) whether the teachers to students ratio is comparable to that of other developed countries; given the ratio has been decreasing since 2012/13 school year, whether it will extend small class teaching to secondary schools in light of the decline of the Secondary 1 student population?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Having taken into account the situation of the continuous declining Secondary 1 (S1) student population trend in the transient period in the next few years, the Education Bureau (EDB) has introduced a basket of targeted relief measures aiming at preserving the stability and strengths of the schools as well as the teaching force starting from the 2013/14 school year. In gist, the targeted relief measures include:
- i. a progressive reduction of the number of students allocated per S1 class by “2-1-1” / “1-1-1” under a district-/school-based approach in three school years from 2013/14 to 2015/16;
  - ii. relaxing the “not less than three S1 classes” requirement under which only schools operating one S1 class are required to apply for development options in order to continue their operation, and allowing schools with S1 classes reduced to one or two to participate in the next Secondary School Places Allocation (SSPA) exercise with a cap of three S1 classes; and

- iii. extending the retention period for surplus teachers arising from packing of S1 classes from one year to three years.

In the 2014/15 school year, the EDB will continue the targeted relief measures, including the progressive reduction of allocation class size by years on the basis of the consensus it has reached with the sector. Regarding the resource implications, it is not possible to quantify the exact financial implication of the above relief measures as there is a host of mediating factors (including parental choice, the transfer of students among schools after allocation, etc.) which would affect the number of classes under different scenarios. As regard surplus teachers, there were 12 S1 classes packed in 12 schools for the 2013/14 school year which gave rise to an estimate of about 17 surplus teachers (the figure is subject to change, which is dependent on the actual number of regular teachers serving at the schools). The estimated number of surplus teachers in the 2014/15 school year will only be available after the headcount in September 2014.

(b) According to the wastage rates of teachers in public sector secondary schools in the past years, we estimate that there will be about 5.2% of the serving teachers leaving the profession in the 2014/15 school year due to various personal reasons. Similar situation is also expected for the 2015/16 and 2016/17 school years. All along, the EDB has been requesting schools to make every effort to absorb surplus teachers through existing vacancies in the school or other teaching posts created by various grants. The targeted relief measures mentioned in Part (a) of this reply will further ameliorate the problem of surplus teachers in the coming school years.

(c) The student-to-teacher ratio in public sector secondary schools in Hong Kong is 13.8:1 in the 2013/14 school year. To cite the ratio of students to teaching staff at secondary level in some developed countries for reference: Japan is 13.1:1; Korea, 17.2:1; United Kingdom, 16.3:1; and United States, 15.2:1 (Note).

Conceptually speaking, small class teaching (SCT) is a kind of teaching setting or grouping driven by pedagogical considerations. The size of grouping should not be fixed across-the-board, but adjusted according to the learning objectives and students' needs. International studies have suggested that SCT is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account the existing conditions of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and assess whether it is feasible and sustainable for secondary schools, as in primary schools, to reduce their class size across-the-board, particularly when the secondary student population is projected to rebound in the 2017/18 school year. Further, with the adoption of subject grouping at senior secondary levels, the actual number of students in each teaching class / group is rather small. Although the teacher to student ratio is decreasing in recent years partly due to the decline in student population, we should not commit to implementing SCT in secondary schools lightly without giving due consideration to the justifications from the educational and other relevant perspectives.

Note:

Source of data: "OECD (2013), Education at a Glance 2013: OECD Indicators, OECD Publishing".  
The figures reflect the position in 2011.

**CONTROLLING OFFICER'S REPLY**

<b>EDB507</b>
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**(Question Serial No. 5507)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: Not Specified

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

Director of Bureau: Secretary for Education

Question (Member Question No. 65):

The Education Bureau stated that the number of non-directorate posts will be increased by 90 to 5 505 posts as at 31 March 2015. Please provide the nature of work, ranks and salaries of these new posts.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The increase of 90 non-directorate posts in 2014-15 is the net result of the planned creation of 147 posts and planned deletion of 57 posts.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Headmaster/Headmistress I	2	73,525
Senior Primary School Master/Mistress	2	58,775
Primary School Master/Mistress	2	54,265
Assistant Primary School Master/Mistress	9	35,930
Assistant Master/Mistress	16	43,120
Certificated Master/Mistress	10	29,720
Senior Education Officer (Administration)	2	96,150
Education Officer (Administration)	3	70,490
Assistant Education Officer (Administration)	2	45,155
Principal Inspector	1	96,150
Senior Inspector	1	80,000

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Inspector (Graduate)	5	64,410
Assistant Inspector (Graduate)	6	47,290
Senior Specialist (Education Services)	1	96,150
Specialist (Education Services) I	5	70,490
Senior Maintenance Surveyor	2	96,150
Maintenance Surveyor	2	67,370
Senior Architect	1	96,150
Architect	1	70,490
Building Services Engineer	2	70,490
Senior Quantity Surveyor	1	96,150
Quantity Surveyor	2	70,490
Structural Engineer	1	70,490
Senior Technical Officer	1	41,195
Building Services Inspector	2	47,290
Assistant Building Services Inspector	1	29,720
Senior Survey Officer	1	41,195
Clerk of Works	2	47,290
Assistant Clerk of Works	1	29,720
Works Supervisor II	1	19,675
Treasury Accountant	1	67,370
Executive Officer I	1	51,825
Executive Officer II	4	34,315
Analyst/Programmer II	1	34,315
Accounting Officer II	1	32,760
Supplies Supervisor II	1	18,535
Clerical Officer	2	29,720
Assistant Clerical Officer	5	18,535
Clerical Assistant	17	14,460



<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary (\$)</u>
Workman II	26	11,495
<b>Sub-total (A):</b>	<b>147</b>	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary (\$)</u>
Senior Education Officer	-1	73,525
Education Officer	-7	64,410
Assistant Education Officer	-11	41,195
Certificated Master/Mistress	-17	29,720
Headmaster/Headmistress II	-2	64,410
Senior Maintenance Surveyor	-1	96,150
Maintenance Surveyor	-1	67,370
Senior Architect	-1	96,150
Architect	-1	70,490
Building Services Engineer	-1	70,490
Quantity Surveyor	-1	70,490
Structural Engineer	-1	70,490
Senior Technical Officer	-1	41,195
Building Services Inspector	-1	47,290
Senior Survey Officer	-1	41,195
Clerk of Works	-1	47,290
Senior Executive Officer	-1	70,490
Executive Officer II	-3	34,315
Clerical Assistant	-1	14,460
Workshop Attendant	-3	12,445
<b>Sub-total (B):</b>	<b>-57</b>	
<b>Net Total [(A)+(B)]:</b>	<b>90</b>	

The 90 net additional posts are mainly for enhancing the provision of services in various areas, including strengthening career guidance services for secondary students; enhancing support for improvement works projects and maintenance projects of schools; strengthening services provided to students with special educational needs and non-Chinese speaking students; planning for the provision of free kindergarten education, as well as for replacing long-term non-civil service contract positions and for meeting the net adjustment of teaching staff requirements in government schools.

**CONTROLLING OFFICER'S REPLY**

**EDB508**

**(Question Serial No. 5508)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (-) Not Specified  
Programme: (4) Special Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 66):

The Administration will launch a number of measures to improve special education services in special schools with effect from the 2014/15 school year, including the provision of an additional grant for the boarding section of special schools and providing additional teacher assistants for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital school. In this regard, will the Administration advise :

- (a) details of the provision of an additional grant for the boarding section of special schools; the occupancy rate of the boarding section of special schools as well as the number of students on the waiting list of boarding services in the 2012/13, 2013/14 and 2014/15 school years broken down by different type of special schools;
- (b) given that additional teacher assistants will be provided for schools for children with intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of hospital school, of the number of teacher assistants will be employed and the resource involved as well as the student-to-teacher-assistant ratio of these schools between 2011/12 and 2014/15 school year; whether these new teacher assistants will be employed under permanent establishment to ensure the stability and quality of teaching force in special schools; if no, of the reasons?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) The Education Bureau (EDB) will, starting from the 2014/15 school year, provide an additional grant for the boarding section of special schools to enhance the support for boarders with medical complexity (MC) at an annual rate of \$15,000 or \$25,000 per 5-day boarder with MC and \$30,000 or \$50,000 per 7-day boarder with MC, depending on the level of support required. Each school with such boarders will receive a minimum provision of \$160,000. The additional grant will be supplementary in nature and the schools will be required to utilize this grant in conjunction with the existing manpower and resources to meet the personal and health care needs of the boarders. For budgetary purpose, the estimated expenditure for the 2014/15 school year is \$15.6 million.

At present, schools for children with visual impairment and some schools for children with hearing impairment, physical disability, moderate intellectual disability and severe intellectual disability provide boarding services. The fill-up rates of the boarding section of special schools and the number of students on the waiting list for the boarding services in the 2012/13 and 2013/14 school years are at the

Appendix. The relevant figures for the boarding services for the 2014/15 school year are not available at this stage.

- (b) Currently, under the Code of Aid for Special Schools / Code of Aid for Aided Schools, 0.5 teacher assistant (TA) per class is provided for schools for children with severe intellectual disability, physical disability, and visual impairment cum intellectual disability as well as the psychiatric classes of the hospital school. Starting from the 2014/15 school year, we will improve the TA provision in these schools from 0.5 TA per class to 1 TA per class. We will also provide TA for schools for children with mild intellectual disability and schools for children with moderate intellectual disability at the ratio of 1 TA per 2 resource teachers for autistic children, which is a new provision. It is estimated that about 225 additional TA posts will be provided and the additional expenditure is around \$32.4 million in the 2014/15 school year. These TA posts are included in the staff establishments of the schools. Since schools may also deploy other resources to employ additional TAs, we are unable to provide the student to TA ratio in special schools.

**Fill-up rate of the boarding section of special schools and  
the number of students on the waiting list of boarding services  
in the 2012/13 and 2013/14 school years<sup>#</sup>**

School Type	2012/13			2013/14		
	No. of boarding places	No of boarders (Fill-up rate)	No. of students on waiting list	No. of boarding places	No of boarders (Fill-up rate)	No. of students on waiting list
Visual Impairment	122	86 (70%)	1	122	87 (71%)	2
Hearing Impairment	12	10 (83%)	0	9	7 (78%)	0
Physical Disability	234	219 (94%)	21	240	228 (95%)	15
Moderate Intellectual Disability*	307	304 (99%)	37	307	304 (99%)	46
Severe Intellectual Disability	425	383 (90%)	6	421	372 (88%)	6

# Position as at September of the respective school year

\* Including 1 school for children with mild intellectual disability and children with moderate intellectual disability

**CONTROLLING OFFICER'S REPLY**

**EDB509**

**(Question Serial No. 5510)**

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 (Member Question No. 68):

The voucher value of the Pre-primary Education Voucher Scheme ("PEVS") will be increased by \$2 500 each year in the 2014/15 and 2015/16 school years. In addition, the Administration had proposed to use the Certificate of Eligibility for the PEVS as a document confirming the acceptance of kindergarten offers. In this connection, will the Administration advise:

- (a) of the number of kindergarten teachers and teacher assistants leaving their jobs as well as the average salary of kindergarten teachers and teacher assistants between 2011/12 and 2014/15 school years with a breakdown by different types and subsidized modes of kindergarten;
- (b) of the amount of operating expenditure of kindergartens between 2011/12 and 2014/15 school years with a breakdown by different types and subsidized modes of kindergarten; to what extent the increase of voucher value is able to address the growing operating expenditure of the kindergartens and sustain the kindergarten education;
- (c) given that some kindergartens participating in the PEVS were found to charge significant miscellaneous fees as stated in the Director of Audit's report No. 60, of the monitoring measures taken to address this issue as well as manpower and resources involved; and
- (d) it is noted that the Certificate for the PEVS will be used as a document confirming the acceptance of kindergarten offers, of the manpower and resources that will be allocated for this measure.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) The number of wastage of teachers in local half-day (HD) kindergartens (KGs), whole-day (WD) KGs and KGs operating both HD and WD classes joining and not joining the Pre-primary Education Voucher Scheme (PEVS) and the average salary of teachers in these KGs from the 2011/12 to 2013/14 school years are tabulated at Appendix 1 and Appendix 2 respectively. The information for the 2014/15 school year is not available at this stage. As a general practice, KGs will employ supporting staff, including teacher assistants, to help in various teaching and learning activities and other operational matters. The EDB does not collect information on the number of supporting staff employed by KGs and is therefore not able to provide the number of wastage of these staff.

- (b) For KGs joining the PEVS, the average amount of annual operating expenditure of HD KGs, WD KGs and KGs operating both HD and WD classes joining the PEVS in the 2011/12 school year are \$6.6 million, \$4.2 million and \$5.2 million respectively. The information for the 2012/13, 2013/14 and 2014/15 school years are not available at this stage. As for the other KGs, they are not required to submit audited accounts to EDB on a regular basis, hence we do not have complete information on their annual operating expenditure.

With the one-off increase of the voucher subsidy by \$2,500 per year in the 2014/15 and 2015/16 school years, KGs would have more room to increase their school fees to meet the teachers' salary, rental and other operating expenses without passing the costs to parents.

- (c) To ensure PEVS KGs' compliance with the requirements in conducting trading operation, the EDB has instituted a number of measures. They include (i) issuing circular and guidelines to define clearly what constitute trading operations so that KGs would be able to classify their incomes from trading operations and report them properly in their audited accounts; (ii) reminding KGs to observe the list of items covered by school fees, and not to charge parents separately for such items on top of the school fees; (iii) requesting KGs to report in a separate "statement of profit/loss from trading activities", showing the income, expenses and profit margins of individual trading activities so that excessive profits (i.e. any profit for textbooks and/or profit exceeding 15% for school items other than textbooks) can readily be identified for follow up; (iv) arranging briefings for KGs to enhance their understanding and knowledge about financial management; and (v) requiring KGs to rectify irregularities, if any, identified in their audited accounts regarding trading operation to the satisfaction of the EDB before their applications for joining the PEVS are processed. The above regulatory measures are implemented by the existing staff of the EDB and no extra resources are required.
- (d) Following the recommendation of the Committee on Free Kindergarten Education, the EDB will improve the admission arrangements for nursery (K1) classes in the 2015/16 school year, including using the Certificate for the PEVS as a document confirming acceptance of a KG offer. The manpower and resources required for implementation of the improvement measures will be absorbed within the overall provision of EDB.

**Number of wastage of teachers in local half-day (HD) kindergartens (KGs),  
whole-day (WD) KGs and KGs operating both HD and WD classes  
joining and not joining the Pre-primary Education Voucher Scheme (PEVS)  
from the 2011/12 to 2013/14 school years**

School year	KGs operating HD classes only	KGs operating WD classes only	KGs operating both HD and WD classes
PEVS KGs			
2011/12	126	130	295
2012/13	159	133	383
2013/14 (Provisional)	148	130	386
Non-PEVS KGs			
2011/12	84	3	59
2012/13	104	6	78
2013/14 (Provisional)	114	5	99

Note: The number of wastage refers to the number of regular teachers of the previous school year who did not serve in KGs in the 12-month period prior to mid-September of the respective school years.



**Average salary of teachers in local half-day (HD) kindergartens (KGs),  
whole-day (WD) KGs and KGs operating both HD and WD classes  
joining and not joining the Pre-primary Education Voucher Scheme (PEVS)  
from the 2011/12 to 2013/14 school years**

School year	KGs operating HD classes only (\$)	KGs operating WD classes only (\$)	KGs operating both HD and WD classes (\$)
PEVS KGs			
2011/12	18,200	18,300	16,500
2012/13	18,700	19,900	17,100
2013/14 (Provisional)	19,800	20,800	18,100
Non-PEVS KGs			
2011/12	19,500	22,900	17,500
2012/13	20,900	23,900	18,600
2013/14 (Provisional)	21,200	24,000	19,600

**CONTROLLING OFFICER'S REPLY**

**EDB510**

**(Question Serial No. 5511)**

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 (Member Question No. 69):

Regarding the feasibility study on the scheme to subsidize up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs, please provide the detail, scale, schedule, target, required resources and expected completion date of the study.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, including the provision for one additional time-limited civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB511**

**(Question Serial No. 5512)**

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 (Member Question No. 70):

The Fourth Strategy on Information Technology in Education is planned to launch from the 2014/15 school year. In this regard, will the Administration advise :

- (a) of the detail and schedule of consultation of The Fourth Strategy on Information Technology in Education;
- (b) of the detail, expected progress, required resources and manpower of The Fourth Strategy on Information Technology in Education, in particular the installation of wireless network services and other supporting facilities for all public sector schools; and
- (c) of the estimated expenditure on the wireless network maintenance and upgrade between 2014/15 and 2016/17 school years; whether the maintenance and upgrade services will be outsourced; if yes, of the details and resources involved.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY**

**EDB512**

**(Question Serial No. 5513)**

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 (Member Question No. 71):

The Pilot Training and Support Scheme (“the scheme”) is planned to launch for integrating structured apprenticeship training programmes and clear career progression for industries with keen demand for labour. In this regard, will the Administration advise :

- (a) of the details, required resources and manpower relating to the Scheme;
- (b) of the estimated number of students benefiting from the scheme; whether it had drawn up a schedule for reviewing the scheme as well as the measurements to evaluate the cost-effectiveness of the scheme; and
- (c) whether it had consulted the employers in the relevant industries; of the number of employers who agreed to work with Vocational Training Council on the scheme, with a breakdown by industries.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

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. The scheme will benefit 2 000 students in total for two cohorts of intake to the Vocational Training Council (VTC)’s apprenticeship training programmes for specific industries, targeting Secondary 3 to Secondary 6 school leavers and eligible adult learners.

Under the scheme, the specific industries will offer a total allowance of \$30,800 to each student in the course of the apprenticeship training, which normally lasts for four years. The Government will offer each student an average monthly allowance of \$2,000 during the second to fourth years of the studies. In addition, employers should commit to pay a minimum monthly salary of \$8,000 to students under apprenticeship training, and a minimum of \$10,500 upon their graduation.

The scheme targets industries meeting the following criteria –

- (a) The industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;

- (b) The relevant trades covered under the industry are very specialised and consist of high level of technology contents; and
- (c) The industry is 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.

Initially the scheme will cover the electrical and mechanical services industry, which includes building services engineering, air-conditioning and refrigeration, fire services, electrical engineering, lift and escalator, mechanical engineering, and welding. VTC will explore extending the scheme to other industries, such as print media. The number of employers concerned is not available at this stage.

Subject to the approval by the Finance Committee of the Legislative Council, the scheme will incur an estimated non-recurrent expenditure of \$144 million from the Government. The expenditure only covers the allowance to be provided by the Government to students, and VTC will provide administrative support for the scheme using existing manpower resources. VTC plans to conduct a review to assess the effectiveness of the pilot scheme in the 2015/16 academic year.

**CONTROLLING OFFICER'S REPLY**

**EDB513**

**(Question Serial No. 5514)**

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 (Member Question No. 72):

The Bureau will launch the Professional Enhancement Grant Scheme (“the Grant Scheme”) with the Language Fund to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language. In this regard, please advise :

- (a) the details, required resources and manpower relating to the Grant Scheme; and
- (b) given huge workloads of serving teachers, whether it had assessed the feasibility and effectiveness to enhance teachers’ professional capability in teaching Chinese as a second language through the Grant Scheme; to what extent the Grant Scheme can facilitate the development of the new “Chinese Language Curriculum Second Language Learning Framework”.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a)

The Government is committed to supporting the integration of non-Chinese speaking (NCS) students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese Language.

We will launch a Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language) in the 2014/15 school year as part of our continuous endeavor to enrich the continued 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 practical pedagogical knowledge and skills in teaching Chinese to NCS students. An allocation of \$29 million has been earmarked from the Language Fund (LF) for its implementation. Two staff, funded under LF, will be involved in the implementation of this Scheme, which will be run on a pilot basis for three years.

(b)

The Chinese Language Curriculum Second Language Learning Framework (the Learning Framework) provides a systematic set of learning objectives and expected learning outcomes for NCS students on the reading, writing, listening and speaking strands. The Learning Framework can be further fine-tuned over time based on extensive use and feedback by the frontline teachers. In formulating details of the Scheme, views of key stakeholders, particularly the serving Chinese Language teachers, were gauged. The stakeholders saw the need to enhance teachers’ pedagogical knowledge and skills in teaching Chinese to

NCS students with close reference to the Learning Framework and welcomed the Scheme, which would facilitate their attendance of the relevant post-graduate courses. We will, in the course of implementation, conduct appropriate on-going evaluation to collect feedback from stakeholders and identify room for refinement of the Scheme where necessary.

**CONTROLLING OFFICER'S REPLY**

**EDB514**

**(Question Serial No. 5515)**

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 (Member Question No. 74):

Under Matters Requiring Special Attention in 2014-15, the Bureau says it plans to introduce a new scholarship scheme to support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong to help nurture a diversified pool of top talents to propel Hong Kong's development. The scheme, if implemented, will benefit three cohorts of students, and will then be reviewed for its effectiveness. In this connection, will the Administration inform this Committee:

- a) the estimated expenditure for 2014-15, 2015-16, and 2016-17 school years on this scholarship scheme;
- b) the details of this scholarship scheme, including the eligibility for applying for this scheme, the coverage of subjects and universities under this scheme, the maximum amount of subsidy each schemed student to receive;
- c) whether priorities will be given to students who are poverty-stricken, and whether the subsidy level will be varied from university to university and subject to subject; if there will be, of the details; and
- d) the mechanism to ensure the allegiance of the schemed students to contributing to Hong Kong after they have graduated.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a), (b), (c) & (d)

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. It will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness.

We propose that the scholarship scheme will consist of two components, whereby all awardees will receive a non-means-tested scholarship to cover their tuition fees, subject to a ceiling of \$250,000 per annum. In addition, considering that some financially needy students may need additional financial support to study abroad, those awardees passing the means test will receive an additional bursary, subject to a ceiling of \$200,000 per annum, to cover tuition fee in excess of \$250,000 (if any) and provide for other study-related costs and living expenses. The actual amount of financial support for each awardee will vary depending on



factors such as the tuition fee level of the programme and the financial means of the student. We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants.

We estimate that the total expenditure will be \$358 million for three cohorts of students. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB515**

**(Question Serial No. 5526)**

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 (Member Question No. 85):

The places in the international schools in the territory are insufficient to cope with the expanding demand. In accordance with the findings of the Consultancy Study ("the Study") on the provision of international school places at primary and secondary levels in Hong Kong as reported by the Administration, it was projected that there will be a shortfall of 4 203 primary places in the 2016-2017 school year. Besides, the recurrent subsidies for English Schools Foundation (ESF) will be phased out in 13 years starting from the 2016/17 school year. It is worried that the said subvention arrangement would adversely affect the education quality of schools and the level of tuition fees. In this connection, will the Administration advise :

- (a) given that about 60% of international schools considered simplifying of procedures in processing international schools' application for school expansion is very helpful or helpful as stated in the Study, of the average time taken to complete each application between 2010/11 and 2013/14 school years; of the detail of each application as well as the amount of subventions or loans given between 2010/11 and 2013/14 school years; whether it has plans to simplify the application procedures for school expansion;
- (b) given that vacant school premises and greenfield sites in the New Territories and Kowloon will first be proceeded as stated by the Administration; of the plans, details as well as resources involved;
- (c) it is learnt that the unspent subsidies of ESF will be used as Hardship Scheme when the recurrent subsidies for ESF has phased out, whether it has the monitoring mechanism to ensure the proper use of unspent subsidies by ESF; and
- (d) given the Administration sets aside a recurrent subsidies of about 28 million dollars to ESF for operating special education, of the details and ways of spending the subsidies; whether it had reviewed the subsidies in the last 5 years; whether it will increase the amount of subsidies after review; whether it had measurements to evaluate the cost-effectiveness; if yes, of the details.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) Among the 14 applications we processed in relation to in-situ expansion or short-term use of vacant school premises between the 2010/11 and 2013/14 school years, eight applications involve schools currently located on the Hong Kong Island, four in Kowloon and two in the New Territories. The time required for processing these applications depends on a number of factors, including whether the school premises applied for are suitable and available for international school use, whether the plans for expansion or redevelopment require approval from other departments or authorities (such as the Town Planning Board), whether the

applications involve amending the use of land or buildings and the views of the community. We do not have statistics on the average time required in processing these applications. To facilitate international schools to take forward their plans to redevelop or expand existing international schools, we are going to, in consultation with the key stakeholders, enhance online resources by setting out the works and procedures involved in these expansion and/or redevelopment projects in a designated page for international schools on the Bureau's website.

International school operators allocated with greenfield sites may apply for capital assistance in the form of a 10-year interest-free loan for the construction of school premises subject to approval from the Finance Committee of the Legislative Council. Between the 2010/11 and 2013/14 school years, the Finance Committee approved three such applications. The total amount of loan approved is \$634.29 million.

(b) To address the projected shortfall of around 4 200 primary places in the 2016/17 school year according to the findings of a consultancy study completed in late 2012, we have already completed the allocation of three vacant school premises in Eastern District, Kwun Tong and Southern District for international school development in April 2013, which is expected to provide 1 150 additional primary places and 210 secondary places by the 2016/17 school year. In light of the remaining projected shortfall in primary places, we are prepared to further increase the supply through allocating additional vacant premises and sites for international school development. Three sites and two premises in the Southern District, Sai Kung and Tai Po are identified for this purpose. We target to launch an Expression of Interest exercise in the first [quarter] of 2014 to ascertain the development needs of the international school sector and their interests in the premises and sites identified.

Recurrent administrative expenditure and manpower involved in the monitoring of supply and demand of international school places and the management of school allocation exercises will be absorbed by this Bureau. At present, the work relating to facilitating and supporting international school development in light of the demand is overseen by a Deputy Secretary, a Principal Assistant Secretary, an Assistant Secretary and a Senior Executive Officer in the Bureau, amongst their other duties.

(c) and (d) In accordance with the outcome of the review of the subvention arrangement for the ESF, which was completed in mid-2013, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million will be maintained for three years from the 2013/14 to the 2015/16 school years. Starting from the 2016/17 school year, the annual recurrent subvention will be phased out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. Under the same review, it is concluded that the existing recurrent subvention of \$28.3 million a year for students with special education needs (SEN) in ESF's mainstream schools as well as its special school will be excluded from the phasing out arrangement and frozen at the current level pending further review. The subvention covers part of the administrative expenditure and manpower in the Learning Support Centres set up in all ESF mainstream schools, its special school, and other SEN support services.

While the hardship grant of \$6.28 million (excluding the hardship grant relating to SEN students that will be carved out) will be phased out with the rest of the recurrent subvention, ESF has committed to utilizing the unspent hardship grant accumulated over the years to maintain the same level of grant (i.e. \$6.85 million) available for financial assistance each year until the end of the phasing out period (i.e. the 2028/29 school year) to provide financial support to needy students. We have requested the ESF to regularly review the financial assistance scheme having regard to its latest position and the needs of the students and to work out the long-term arrangement at the earliest opportunity. We have been monitoring the deployment of the hardship grant through ESF's annual submission of their audited accounts which are also published on their website.

**CONTROLLING OFFICER'S REPLY**

**EDB516**

**(Question Serial No. 5170)**

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 (Member Question No. 54):

The government expects to inject \$900 million into subsidising three cohorts of students, 1 000 students per cohort, to pursue self-financing undergraduate programmes in selected disciplines in support of industries in keen demand of labour. Regarding 2012/13 to 2014/15 school years, please provide the following information:

- a. Please list out, in tabular form, the details of the self-financing undergraduate programmes offered by education institutions, including number of places, annual tuition fees and number of graduates every year;
- b. How to draw up criteria for choosing the programmes of selected disciplines in support of industries in keen demand of labour;
- c. How to select appropriate self-financing undergraduate programmes and what are the selection criteria;
- d. How to assess and assure the effectiveness of the scheme.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

- (a) According to the information provided by institutions, the number of intake places and the average annual tuition fees of full-time locally-accredited self-financing undergraduate programmes from the 2012/13 to 2014/15 academic years are at Annex. We do not have information on the number of graduates from 2013 to 2015, as the institutions are in the process of compiling the relevant statistics of their graduates in 2013 and the 2013/14 and 2014/15 academic years have not been completed.
- (b) to (d) The Chief Executive has announced in his 2014 Policy Address that the Government will study the feasibility of a new scheme to subsidise up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines. This scheme, namely the Theme-based Subsidy Scheme, aims to subsidise senior secondary graduates in pursuing selected self-financing undergraduate programmes, to nurture the talents for industries in keen demand of labour, as well as to encourage the self-financing sector to take into account Hong Kong's economic and social development needs in their programme development. If implemented, the scheme will benefit three cohorts of students to be admitted in the 2015/16 to 2017/18 academic years, and will then be subject to a review on its effectiveness. The total expenditure for running the scheme for three cohorts of students is estimated to be \$965 million, including the provision for one additional time-limited civil service post (viz. one Executive Officer I) is planned to be created to cope with the implementation workload. The

Education Bureau is working with relevant bureaux on the implementation details of the scheme, including the eligibility and requirements, disciplines to be selected, amount of subsidy, etc. The Government will also liaise with institutions concerned to take forward the implementation of the scheme. We shall seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**Intake Places and Average Annual Tuition Fee of Full-time Locally-accredited Self-financing Undergraduate Programmes  
by Institution from the 2012/13 to 2014/15 Academic Years**

Institution	2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year	
	Intake places	Average Annual Tuition Fee (\$)	Intake places	Average Annual Tuition Fee (\$)	Estimated Intake places (provisional)	Average Annual Tuition Fee (\$) <sup>[1]</sup>
Caritas Institute of Higher Education	480	57,230	360	60,095 - 61,903	660	60,095 - 61,903
Centennial College	400	87,000	240	87,000	320	87,000
Chu Hai College of Higher Education	1 450	55,000	725	53,429 - 61,500	795	65,000 - 65,833
City University of Hong Kong	-	-	-	-	-	-
Hang Seng Management College	1 295	63,500	801	66,500	801	66,500
Hong Kong Art School <sup>[2]</sup>	65	77,522	65	81,400	65	81,400
Hong Kong Baptist University	-	-	-	-	120	-
Hong Kong Institute of Technology <sup>[2]</sup>	140	42,120 - 45,000	210	45,000	250	45,000
Hong Kong Shue Yan University	1 314	55,000	1 500	55,000	1 323	60,000
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. <sup>[2]</sup>	228	266,939	175	279,755	225	287,415
The Hong Kong Institute of Education	271	72,000 - 77,500	355	72,000 - 80,000	380	72,000 - 84,000
The Open University of Hong Kong <sup>[2]</sup>	1 353	49,600 - 62,000	371	52,000 - 65,000	221	52,000 - 66,000
The University of Hong Kong <sup>[2]</sup>	20	57,200	35	59,200	130	59,200
Tung Wah College	660	66,000 - 99,200	710	66,000 - 108,800	710	66,000 - 108,800
Vocational Training Council	210	66,150 - 75,900	495	66,150 - 75,900	660	66,150 - 75,900

**Note:**

[1] Indicative figures provided by institutions only, subject to review by institutions.

[2] Institutions providing locally-accredited non-local undergraduate programmes.

**CONTROLLING OFFICER'S REPLY****EDB517****(Question Serial No. 5171)**

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 (Member Question No. 55):

It is stated in paragraph 152 of the Budget Speech that the Government will regularise 3 Community Care Fund programmes for under-privileged students, costing \$529 million a year. For the 2011/12 to 2014/15 school years, please provide the following information in table form:

- (a) the numbers of students benefited from the 3 programmes respectively;
- (b) the expenditures involved in the 3 programmes respectively; and
- (c) the numbers of students eligible to apply to join the 3 programmes.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

The Government will regularise the following three Community Care Fund programmes for under-privileged students in the 2014/15 school year: (1) Lunch Subsidy Programme which provides free lunch to students receiving full grants under the Student Financial Assistance Programmes; (2) enhancement of the flat rate grant for students under the School Textbook Assistance Scheme; and (3) enhancement of the support for needy students pursuing eligible programmes below sub-degree level.

The Lunch Subsidy Programme was launched in the 2011/12 school year and was funded by the Community Care Fund for three school years from 2011/12 to 2013/14. The expenditure in the three school years is set out below -

	School Year	No. of Student Beneficiaries	Expenditure (\$ million)
Lunch Subsidy Programme	2011/12	56 387	132
	2012/13	60 386	145
	2013/14	64 000	186 (estimate)

The number of primary students receiving full grants under the Student Financial Assistance Programmes

ranges from some 62 000 to 64 000 in the three school years. We note a small percentage of eligible students had not participated in the programme because their families preferred to arrange their own lunch, their schools did not participate in the programme or had made separate arrangement to assist these students, etc. After regularisation, the annual government expenditure on the Lunch Subsidy Programme is estimated to be \$248 million<sup>Note 1</sup>. We estimate some 66 000 primary students will benefit in 2014/15 school year.

The two programmes on enhancement of the flat rate grant for students under the School Textbook Assistance Scheme and enhancement of the support for needy students pursuing eligible programmes below sub-degree level were both launched in the 2013/14 school year by the Community Care Fund. The expenditure in 2013/14 is estimated to be -

	School Year	No. of Student Beneficiaries	Estimated Expenditure (\$ million)
Enhancement of the Flat Rate Grant under the School Textbook Assistance Scheme <sup>Note 2</sup>	2013/14	268 000	212
Enhancing Support for Needy Students Pursuing Eligible Programmes Below Sub-degree Level	2013/14	8 000	65

After regularisation, the annual government expenditures on the two programmes would be about \$213 million and \$68 million respectively. The number of student beneficiaries for the two programmes is 260 000 and 8 000 respectively in the 2014/15 school year.

Note 1: The expenditure of the programme for 2014-15 financial year is estimated to be \$202 million.

Note 2: Figures include disbursement by the Student Financial Assistance Agency only. Social Welfare Department will separately disburse assistance to Comprehensive Social Security Assistance students.



**CONTROLLING OFFICER'S REPLY**

**EDB518**

**(Question Serial No. 5172)**

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 (Member Question No. 56):

The Government will provide public sector primary schools with a recurrent grant equivalent to the salary of a clerical assistant with effect from the 2014/15 school year to cope with the additional administration and clerical work in implementing initiatives relating to poverty alleviation. In this connection, would the Administration advise this Committee of:

- a. the specific details of the “initiatives relating to poverty alleviation”;
- b. what areas these schools can allocate the grant to if they do not use it for employing an assistant;
- c. whether the Administration will require these schools to use the grant only for initiatives relating to poverty alleviation. If no, what are the reasons?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

(a) Poverty alleviation is a policy of high priority for this term of government. A number of initiatives have been implemented to support the needy students of primary schools. The initiatives include “School Lunch Subsidy”, “School-based After-school Learning and Support Programmes”, “After-school Care Pilot Scheme”, etc.

(b) and (c)

With effect from the 2014/15 school year, a recurrent grant equivalent to the salary of a Clerical Assistant will be provided for all public sector primary schools, regardless the number of operating classes of the schools. Schools can flexibly use the grant for employment of staff or hiring of related services to cope with the additional administration and clerical work in implementing various initiatives, in particular those relating to poverty alleviation as stated above.

**CONTROLLING OFFICER'S REPLY**

**EDB519**

**(Question Serial No. 5173)**

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 (Member Question No. 57):

The Government will perform the phased provision of wireless network services and other supporting facilities for all public sector schools from the 2014/15 school year. In this connection, would the Administration advise this Committee of:

- a. the specifics and timetable of the “phased provision”;
- b. the expenditure on providing wireless network services and other supporting facilities to a public sector school;
- c. the means of assessing the effectiveness of the initiative and ensuring the wireless network services will not be abusively used for non-learning purpose.

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the “Fourth Strategy on Information Technology in Education”. One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. In particular, to ensure proper and responsible use of WiFi environment, we will encourage schools to engage students, parents, and teachers to formulate, implement and monitor school-based users policy. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB520****(Question Serial No. 5186)**

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 (Member Question No. 70):

In 2014-15, the Education Bureau will “continue to improve the learning and teaching of the English Language in primary schools”. What resources are expected to be involved? What are the specific measures? How will the effectiveness be assessed?

Asked by: Hon. TIEN Puk-sun, Michael

Reply:

In 2014-15, we will continue to improve the teaching and learning of the English Language in primary schools. The estimated expenditure for the initiatives in 2014-15 is \$404.54 million, of which \$35.64 million is from the Language Fund. Details of the support measures are tabulated as below:

No.	Name of Project	Details
A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua).

No.	Name of Project	Details
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
**2.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one year or three years upon graduation, depending on the type of programmes pursued.
3.	Professional development programmes	To conduct a range of professional development programmes, including self-run and commissioned ones, to help schools implement the English Language curriculum more effectively.
4	Resource packages for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning/teaching (e.g. the teaching of reading skills to upper primary students).
D. Creating a facilitating environment for English learning		
1.	Primary Native-speaking English Teacher (NET) Scheme	NETs collaborate with local English teachers to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. In general, an eligible public sector primary school operating six or more classes is provided with a NET.
*2.	English Alliance 2014/15	To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.

\* Initiatives funded by Language Fund

\*\* Initiative is funded out of Head 173 Student Financial Assistance Agency

On-going evaluation of the support measures are conducted through various means, including curriculum development visits and lesson observations of participating schools, questionnaire surveys and/or focus group interviews with participants, quality assurance meetings with service providers, as well as self-evaluations and submission of progress and final reports by grantees.

**CONTROLLING OFFICER'S REPLY**

**EDB521**

**(Question Serial No. 3307)**

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 (Member Question No. 59):

The Administration plans to launch the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools from the 2014/15 school year. What are the details of the phased provision of facilities? When does the Administration expect to complete the provision of the above facilities in all public sector schools in the territory? What are the expenditure and manpower involved? What are the respective expenditures on installing wireless networks, procuring hardware and software ancillary facilities, repair and maintenance, training and manpower arrangement?

Asked by: Hon. TSE Wai-chuen, Tony

Reply:

We have obtained funding support from the Finance Committee of the Legislative Council in January 2014 to launch a scheme under which a one-off grant of \$35 million will be provided to about 100 public sector schools and local schools under the Direct Subsidy Scheme to enhance or top up their IT infrastructure so as to set up the necessary WiFi environment in their school premises for use of e-textbooks or more e-learning resources in class in the 2014/15 school year for the promotion of e-learning. We would soon launch a public consultation on the "Fourth Strategy on Information Technology in Education". One of the key measures is the phased provision of WiFi facilities for the remaining 900 public sector schools and local schools under the Direct Subsidy Scheme to facilitate more diversified teaching and learning in school. Other measures would include enhancing the supply of quality e-learning resources to cater for curriculum development, making good use of e-learning and teaching strategies, enhancing professional leadership and training of school principals, middle managers and teachers as well as communication with parents. We will formulate the final proposals including the implementation schedule and the resources requirements taking into account the outcome of the consultation exercise in the latter half of this year. We aim to implement the measures by phases starting from the 2014/15 school year.

**CONTROLLING OFFICER'S REPLY****EDB522****(Question Serial No. 3308)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Primary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion (Member Question No. 60):

The financial provision for primary education for 2014–15 is nearly \$1,000 million higher than the revised estimate for 2013–14, including an increase of 45 posts due to increased staffing requirement in government primary schools. Among these posts, what are the respective numbers of permanent and contract posts? Are they teaching staff, administrators or other types of posts? Please provide the details.

Asked by: Hon. TSE Wai-chuen, TonyReply:

The increase of 45 civil service posts in 2014-15 is the net result of the planned creation of 62 civil service posts and planned deletion of 17 civil service posts in government primary schools. Details of the posts involved are as follows –

<u>Rank</u>	<u>Posts to be created</u>
<b><u>Teaching Posts</u></b>	
Headmaster/Headmistress I	2
Senior Primary School Master/Mistress	2
Primary School Master/Mistress	2
Assistant Primary School Master/Mistress	9
Assistant Master/Mistress	16
Certificated Master/Mistress	10
<b>Sub-total of teaching posts:</b>	<b>41</b>

<u>Rank</u>	<u>Posts to be created</u>
<b><u>Non-teaching Posts</u></b>	
Clerical Assistant	10
Workman II	11
<b>Sub-total of non-teaching posts</b>	<b>21</b>
<b>Sub-total of teaching and non-teaching posts:</b>	<b>62</b>

<u>Rank</u>	<u>Posts to be deleted</u>
<b><u>Teaching Posts</u></b>	
Headmaster/Headmistress II	-2
Certificated Master/Mistress	-14
<b>Sub-total of teaching posts:</b>	<b>-16</b>

<b><u>Non-teaching Posts</u></b>	
Workshop Attendant	-1
<b>Sub-total of non-teaching posts:</b>	<b>-1</b>
<b>Sub-total of teaching and non-teaching posts:</b>	<b>-17</b>
<b>Net Total:</b>	<b>+45</b>

**CONTROLLING OFFICER'S REPLY**

**EDB523**

**(Question Serial No. 4749)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational Expenses

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

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

Director of Bureau: Secretary for Education

Question (Member Question No. 154):

Regarding the engagement of agency workers, please provide the following information:

	2013-14 (the latest position)
Number of contracts with employment agencies (EAs)	( )
Amount of each EA contract	( )
Duration of each contract	( )
Number of agency workers	( )
Nature of posts taken up by agency workers	
Monthly salaries of agency workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• Below \$6,240	( )
Years of service of agency workers	
• Over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• Less than 1 year	( )
Percentage of agency workers to the total number of staff in the Bureau	( )
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )



Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal breaks	( )
Number of workers without paid meal breaks	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2012-13

Asked by: Hon. WONG Kwok-hing

Reply:

The information requested is appended below -

<b>Information on the Engagement of Agency Workers in the Education Bureau (EDB)<sup>Note 1</sup></b>	<b>2013-14 (As at 30 September 2013)</b>
Number of contracts with employment agencies (EAs)	41 (-8.89%)
Amount of each EA contract	
• \$0.5 million or less	37 (-7.50%)
• More than \$0.5 million to \$1.43 million	4 (-20.00%)
Duration of each contract	
• 12 months or less	38 (-7.32%)
• More than 12 months to 24 months	3 (-25.00%)
Number of agency workers	68 (-24.44%)
Nature of posts taken up by agency workers	
• General office support and customer service	65 (-23.53%)
• Publicity, promotion and event management	1 (-75.00%)
• Research-related work and technical support	2 (+100.00%)
Monthly salaries of agency workers	
• \$30,001 or above	0 (-)
• \$16,001 to \$30,000	5 (-28.57%)
• \$8,001 to \$16,000	63 (-24.10%)
• \$6,501 to \$8,000	0 (-)
• \$6,240 to \$6,500	0 (-)
• Below \$6,240	0 (-)
Years of service of agency workers	See Note 2
• Over 15 years	
• 10 to 15 years	
• 5 to 10 years	
• 3 to 5 years	
• 1 to 3 years	
• Less than 1 year	
Percentage of agency workers to the total number of staff in the Bureau	1.04% (-22.96%)
Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	0.25% (-16.67%)
Number of workers who received severance payment/long service payment/contract gratuity	See Note 3
Amount of severance payment/long service payment/contract gratuity paid	See Note 3

Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 3
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	See Note 3
Number of workers with paid meal breaks Number of workers without paid meal breaks	See Note 3
Number of workers working 5 days per week Number of workers working 6 days per week	68 (-24.44%) -

( ) Change in percentage as compared with 2012-13

Note

- 1 The above table includes agency workers which are financed by the Quality Education Fund, and excludes information technology staff employed by the Bureau under the term contract centrally administered by the Office of the Government Chief Information Officer.
- 2 We do not keep information on the years of service of agency workers since they are employees of EAs and EAs may arrange any of their employees to work in EDB or arrange replacement agency workers during the contract period for different reasons.
- 3 We do not have the information. Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity and paid meal breaks, are governed by the employment contracts signed between the employers (i.e. the EAs) and the agency workers under mutual agreement.

**CONTROLLING OFFICER'S REPLY****EDB524****(Question Serial No. 4750)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational ExpensesProgramme: Not SpecifiedControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 155):

Regarding the engagement of outsourced workers, please provide the following information:

	2013-14 (the latest position)
Number of outsourced service contracts	
Total payments to outsourced service providers	
Duration of service of each outsourced service provider	( )
Number of outsourced workers engaged through outsourced service providers	( )
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• under \$6,240	( )
Length of service of outsourced workers over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Percentage of outsourced workers against the total number of staff in the Department	( )
Percentage of payments to outsourced service providers against the total staff costs of the Department	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )

Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with 2012-13

Asked by: Hon. WONG Kwok-hing

Reply:

Details of employment of staff under outsourced service contracts in 2013-14 are as follows –

	2013-14 (projection up to 31.3.2014)	
Number of outsourced service contracts	437 (-10%) (estimated total)	
Total amount paid to service contractors	\$397,582,265 (+31%) (estimated total)	
Contract service period of each contractor	less than 12 months	327 (+2%)
	12 months to less than 24 months	81 (-34%)
	24 months and more	29 (-34%)
Number of staff employed under outsourced service contracts	Number of staff employed in 197 contracts (Information on number of staff employed is not specified in the remaining 240 contracts.)	full-time: 867 (-4%)  part-time: 232 (+55%)
Posts taken up by staff employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post titles of the staff are not specified in the contracts.	

	2013-14 (projection up to 31.3.2014)
<p>Monthly salaries of staff employed under outsourced service contracts</p> <ul style="list-style-type: none"> <li>• \$30,001 or above</li> <li>• \$16,001 to \$30,000</li> <li>• \$8,001 to \$16,000</li> <li>• \$6,501 to \$8,000</li> <li>• \$6,240 to \$6,500</li> <li>• \$6,240 or below</li> </ul>	<p>The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the staff are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers.</p> <p>Out of the 437 outsourced service contracts, 10 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows –</p> <ul style="list-style-type: none"> <li>• \$8,001 to \$16,000 <span style="float: right;">3 (+200%)</span></li> <li>• \$6,501 to \$8,000 <span style="float: right;">6 (±0%)</span></li> <li>• \$6,240 to \$6,500 <span style="float: right;">0 (±0%)</span></li> <li>• \$6,240 or below <span style="float: right;">1* (±0%)</span></li> </ul> <p style="text-align: right;">* The concerned workers under this contract are working on a part-time basis. Their salary level is no less than the Statutory Minimum Wage.</p>
<p>Length of employment of staff under outsourced service contracts in years</p> <ul style="list-style-type: none"> <li>• 15 years or above</li> <li>• 10 to 15 years</li> <li>• 5 to 10 years</li> <li>• 3 to 5 years</li> <li>• 1 to 3 years</li> <li>• less than 1 year</li> </ul>	<p>We do not keep information on the years of service of staff under outsourced service contracts since they are employees of contractors and contractors may arrange any of their employees to work in EDB or arrange replacement staff during the contract period for different reasons.</p>
<p>Percentage of staff under outsourced service contracts in the total number of staff in the Bureau</p>	<p>13% (-1%)</p> <p>(Based on 169 contracts with the number of full-time staff employed specified)</p>
<p>Percentage of payment to service contractors in the total staff costs of the Bureau</p>	<p>13% (+3%)</p>
<p>Number of workers who received severance payment/long service payment/contract gratuity</p>	<p>Information not available. (See Note)</p>
<p>Amount of severance payment/long service payment/contract gratuity paid</p>	<p>Information not available. (See Note)</p>

	2013-14 (projection up to 31.3.2014)
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	Information not available. (See Note)
Number of staff with paid meal time Number of staff without paid meal time	Information not available. (See Note)
Number of staff working 5 days a week Number of staff working 6 days a week	Information not available. (See Note)

*Figures in ( ) denote changes in percentage as compared with the same period of time in 2012-13*

Note: Severance payment and long service payment are governed by the Employment Ordinance. The terms of employment, including entitlement to contract gratuity, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.

**CONTROLLING OFFICER'S REPLY****EDB525****(Question Serial No. 4751)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational ExpensesProgramme: (1) Director of Bureau's Office, (2) Primary Education, (3) Secondary Education, (5) Other Educational Services and Subsidies, (7) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)Director of Bureau: Secretary for EducationQuestion (Member Question No. 156):

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information:

	2013-14 (as at the latest position)
Number of NCSC staff	( )
Distribution of posts taken up by NCSC staff	
Salary expenditure for NCSC staff	( )
Monthly salaries of NCSC staff	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• Less than \$6,240	( )
Length of employment of NCSC staff in years	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Number of NCSC staff converted to civil servants	( )
Percentage of NCSC staff in the total number of staff in the Bureau	( )
Percentage of payment for NCSC staff in the total staff costs of the Bureau	( )
Number of NCSC staff who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of NCSC staff with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )

Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of NCSC staff with paid meal time	( )
Number of NCSC staff without paid meal time	( )
Number of NCSC staff working 5 days a week	( )
Number of NCSC staff working 6 days a week	( )

( ) *Change in percentage as compared with 2012-13*

Asked by: Hon. WONG Kwok-hing

Reply:

The majority of NCSC staff in this Bureau are employed by government schools under the school-based management initiative and by the Education Bureau Headquarters offices to provide support to various education initiatives on short-term or time-limited project basis. The details are at the **Annex** attached.



**Employment of NCSC Staff in Education Bureau**

		2013-14 <sup>Note 1</sup>	
Number of NCSC staff		Government Schools	Headquarters
		917 (-)	258 (-21.82%)
	<b>Total</b>	<b>1,175 (-5.77%)</b>	
Nature of work performed by NCSC staff		Government Schools	Headquarters
	Administrative support	9 (-)	48 (-)
	Clerical support	170 (-3.95%)	28 (-34.88%)
	Education / Training	278 (-2.46%)	99 (-22.66%)
	IT support	58 (-6.45%)	6 (-25.00%)
	Project Co-ordinator	1 (-50.00%)	46 (+6.98%)
	Research	1 (-)	23 (-30.30%)
	Non-skilled	392 (+5.38%)	1 (-)
	Others	8 (-11.11%)	7 (-73.08%)
Salary expenditure for NCSC staff		Government Schools (\$'000)	Headquarters (\$'000)
		115,086 (+8.94%)	113,183 (-17.76%)
	<b>Total</b>	<b>228,269 <sup>Note 2</sup> (-6.16%)</b>	
Monthly salaries of NCSC staff		Government Schools	Headquarters
	\$30,001 or above	0 (-)	124 (-21.52%)
	\$16,001 to \$30,000	8 (-11.11%)	92 (-16.36%)
	\$8,001 to \$16,000	909 (+0.11%)	42 (-32.26%)
	\$6,501 to \$8,000	0	0

		2013-14 <sup>Note 1</sup>	
		(-)	(-)
	\$6,240 to \$6,500	0	0
		(-)	(-)
	Less than \$6,240	0	0
		(-)	(-)
Length of employment of NCSC staff in years		Government Schools	Headquarters
	15 years or above	0	0
		(-)	(-)
	10 years to less than 15 years	45	6
		(+66.67%)	(+20.00%)
	5 years to less than 10 years	162	49
		(-)	(-9.26%)
3 years to less than 5 years	102	39	
	(-11.30%)	(-39.06%)	
1 year to less than 3 years	312	95	
	(-1.58%)	(-22.13%)	
Under 1 year	296	69	
	(-)	(-18.82%)	
Number of staff converted to civil servants	There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who meet the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who meet the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.		
Percentage of NCSC staff in the total number of staff in the Bureau	17.91% (-4.12%)		
Percentage of payment for NCSC staff in the total staff costs of the Bureau	7.89% <sup>Note 2</sup> (-8.68%)		
Number of NCSC staff who received severance payment (SP)/long service payment (LSP)/contract gratuity (CG)	223 (-)		
Amount (\$'000) of SP/LSP/CG paid	7,413 (-)		
Number of NCSC staff with SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	22 (-)		

	<b>2013-14</b> <sup>Note 1</sup>	
Amount (\$'000) of SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	884 (-)	
	Government Schools	Headquarters
Number of staff with paid meal time	525 (-3.14%)	257 (-21.88%)
Number of staff without paid meal time	392 (+4.53%)	1 (-)
	Government Schools	Headquarters
Number of staff working 5 days a week	231 (-2.94%)	258 (-21.82%)
Number of staff with other work patterns (e.g, 5 ½ days a week, alternate Saturday off)	684 (+2.09%)	0 (-)
Number of staff working 6 days a week	2 (-77.78%)	0 (-)

( ) Change in percentage as compared with 2012-13

Note 1: Except for the two items on “salary expenditure for NCSC staff” and “percentage of payment for NCSC staff in the total staff costs of the Bureau” which are financial year figures, all other items are indicative of the position as at 31 December 2013.

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

**CONTROLLING OFFICER'S REPLY****EDB526****(Question Serial No. 4764)**

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 (Member Question No. 161):

Regarding the industrial attachment programme, will the Government provide the following information:

(a) Since the launch of the industrial attachment programme, how many students joined the programme and what was their duration of attachment (by types of courses) in each school year? How many commercial and non-government organisations were covered (please give a breakdown by industry)?

(b) Did the Administration assess the effectiveness of the programme? What is the estimated amount of provision for the programme in 2014-15?

Asked by: Hon. WONG Kwok-hing

Reply:

With the Government's funding support, the Vocational Training Council (VTC) has launched a two-year pilot programme to support industrial attachments for student intakes to Government-subsidised higher diploma programmes in the 2012/13 and 2013/14 academic years. The programme aims at enhancing the employability of students and preparing students for a smooth transition from study to work.

In the 2012/13 academic year, a total of 6 399 students participated in the industrial attachment programme, including 6 262 students of Higher Diploma (HD) programmes and 137 students of Diploma of Vocational Education (DVE) programmes. The duration of the industrial attachment is given in the table below –

Type of Programme	Number of students participating in industrial attachment			
	Below 90 Hours	91 to 180 Hours	181 to 360 Hours	Over 360 Hours
HD	789	3 025	1 463	985
DVE	0	137	0	0

The number of employers, including private companies, non-Governmental organisations (NGOs), educational institutions and Government departments providing industrial attachment for VTC students in the 2012/13 academic year are as follows –

Relevant Industry	Number of employers providing industrial attachment to VTC Students
Applied Science	140
Business Administration	590
Child Education and Community Services	160

<b>Relevant Industry</b>	<b>Number of employers providing industrial attachment to VTC Students</b>
Design	230
Engineering	190
Hotel, Service and Tourism	100
Information Technology	160
<b>Total</b>	<b>1 570</b>

Note: Breakdown of the number of companies/organisations by industry is not available.

For the 2013/14 academic year, about 700 students of HD programmes have participated in industrial attachment up to December 2013. Details are not yet available.

The pilot programme indicates that industrial attachments help bridge classroom/workshop instruction and actual workplace requirements and thus greatly enhance students' employment-readiness. Given the encouraging results, the Chief Executive announced in the 2014 Policy Address that starting from the 2014/15 academic year, recurrent funding will be allocated to VTC to provide industrial attachment opportunities for all students of HD programmes and students of some DVE programmes. It is estimated that the programme will benefit over 9 000 students in VTC every year.

The estimated expenditure is about \$18 million per annum, covering the staff cost for –

- (i) Pre-attachment preparation, including soliciting attachment places, organising orientation/seminars for students, and coaching of students to develop personalised learning plan;
- (ii) Support during the attachment, including visits to workplace and assessment on students with the employers; and
- (iii) Post-attachment follow-up, including reviews and experience sharing amongst students.

**CONTROLLING OFFICER'S REPLY**

**EDB527**

**(Question Serial No. 4780)**

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 (Member Question No. 179):

The Committee on Free Kindergarten Education was set up last year to study and make specific proposals on how to practicably implement free kindergarten education. In this connection, please provide the following information:

1. What are the progress and status of the study; when is free kindergarten education expected to be implemented?
2. What is the expected enrolment of local kindergartens in the next three school years (i.e. 2014/15, 2015/16 and 2016/17)?
3. Whether the Bureau has assessed the outlook of non-local students attending local kindergartens in the next three school years (i.e. 2014/15, 2015/16 and 2016/17); does it involve any additional expenditures? If yes, what are the details?
4. Are there any specific measures to balance the interests of local and non-local students in respect of school places; if yes, what are the details; if no, why?

Asked by: Hon. WONG Kwok-hing

Reply:

(1)

The Committee on Free Kindergarten Education (the Committee), together with its five sub-committees, was set up in April 2013 to recommend to the Government on how to practicably implement 3-year free kindergarten (KG) education. Since their establishment, the Committee and its sub-committees have held more than 30 meetings to study the various issues relating to free KG education including the objectives of KG education, professional development and training of KG principals and teachers, needs of KGs of different operation modes, funding modes, teacher qualification and salary framework, monitoring and governance framework, catering for student diversity, home-school cooperation, etc. In view of the intricacies of the issues involved and the far-reaching implications of the new policy on free KG education, it is expected that the Committee's deliberation will take around two years. The Committee submitted a progress report in December 2013 and proposed some short-term measures to provide immediate assistance to the KG sector and the parents. The short-term measures include providing additional subsidy for KGs and parents, enhancing the training for KG principals and teachers, improving the KG admission arrangements and enhancing parent education, etc. After careful consideration, the Education Bureau (EDB)

accepted the Committee's recommendations on the short-term measures so as to provide immediate assistance to the KG sector and the parents.

Looking ahead, the Committee and its Sub-committees will continue to deliberate how to practicably implement free KG education in Hong Kong despite the intricacies of the new policy on free KG education. As part of its deliberation process, the Committee and its Sub-committees will continue to listen to different opinions on ways to enhance KG education, including views from the KG sector and other stakeholders. The Committee will keep the public informed of its work progress from time to time and submit its final report to the Government in 2015.

(2) and (3)

Figures on projected school-age population aged 3-5 who are residing in Hong Kong in the next three school years (i.e. 2014/15 to 2016/17) are detailed at Appendix. The school-age population aged 3-5 is generally considered appropriate for KG education (i.e. K1 to K3). Since the population projections refer to the projected number of children aged 3-5, irrespective of whether they are enrolled in schools or not, the figures should not be taken as the projected number of students at KGs. Besides, given that KG education is not compulsory and that students under the age of 3 or over the age of 5 can also enroll in KGs, the actual number of students could be different from the projected school-age population.

In estimating the future demand for KG places, we will take into account the following:

- (a) the number of students (including cross-boundary students (CBS)) studying in KGs;
- (b) school age population projections (based on the population projections compiled by the Census and Statistics Department with the latest demographic changes updated from time to time);
- (c) the age-specific enrolment ratio and its latest trend for the entry grade of KG (i.e. K1); and
- (d) the estimated number of CBS who are not part of Hong Kong resident population.

The population projections have taken into account various factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual ones. Amongst those assumptions, of particular relevance are those related to babies born in Hong Kong to Mainland women. It is difficult to accurately project the actual numbers of such babies who would settle in Hong Kong and if so, when. An assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year.

As regards CBS, their number and choice of boundary control point through which they would have access to Hong Kong are subject to significant year-on-year changes depending on family factors, distribution of their places of residence and adjustment of related policies, etc. In addition, KG education is not compulsory and has all along been provided by the private sector. Parents may choose a KG suitable for their children with regard to their needs, and admission is at the full discretion of individual KGs. It is therefore not plausible to accurately project the overall number of CBS. As such, we are unable to provide the estimated additional expenditures.

(4)

KG education in Hong Kong is characterised by great flexibility, diversity, adaptability, vibrancy and responsiveness to parents' needs. The EDB will closely monitor the supply and demand of KG places in various districts. When needs for additional school places are identified, the EDB will request KGs to optimise their campus capacities for providing more classrooms and encourage them to admit more students by making full use of their registered classrooms such as re-commissioning vacant classrooms. The EDB will also approach school sponsoring bodies and encourage them to expand or open KGs in districts with a high demand for school places.

**Projected School-age Population Aged 3-5 who are Residing in Hong Kong,  
2014/15 – 2016/17 School Years**

	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
<b>All districts</b>	<b>171 400</b>	<b>179 000</b>	<b>179 300</b>

- Notes :
- (1) Figures in the above table were updated in February 2014 with reference to the latest statistics on birth and demographic movements.
  - (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. K1 to K3).
  - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in Hong Kong. The projected figures should not be taken as the projected number of students attending schools, as students under the age of 3 or over the age of 5 can also enroll at kindergarten education. The above figures do not include cross-boundary students.
  - (4) The projections of school-age population **residing in Hong Kong** are compiled based on the 2011-based population projections released by the Census and Statistics Department in July 2012. The projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the eventual situation may render the projected figures different from the actual turnout figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. It should be noted that the actual numbers of such babies who would settle in Hong Kong and if so, when, are difficult to be predicted accurately.
  - (5) Figures refer to the position as at September of the respective school years.



**CONTROLLING OFFICER'S REPLY****EDB528****(Question Serial No. 4781)**

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 (Member Question No. 180):

Will the Administration provide the below information regarding the following institutions: the Technological and Higher Education Institute of Hong Kong, Institute of Professional Education and Knowledge, School for Higher and Professional Education, Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute, Pro-Act by VTC, Youth College and Integrated Vocational Development Centre :

- a. the estimated amount of subvention allocated to each institution in 2014-15; and
- b. the estimated number of full-time/part-time publicly-funded places in each institution in 2014-15.

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) The Vocational Training Council (VTC) offers subvented vocational education programmes through the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute and Youth College. As the facilities in different campuses are often shared by students of different levels of programmes, and staff may be deployed to different campuses as and when required, the amount of subvention by individual institution is not available.
- (b) The number of student places of the subvented vocational education programmes offered by the above member institutions of VTC for the 2014/15 academic year is as follows –

<b>Member Institutions</b>	<b>Full-time Subvented Student Places</b>	<b>Part-time Subvented Student Places</b>
Hong Kong Institute of Vocational Education/ Hong Kong Design Institute (including some Pro-Act Centres)	20 000	2 200
Hospitality Industry Training and Development Centre/ Chinese Cuisine Training Institute	2 300	0
Maritime Services Training Institute	80	0
Youth College (including some Pro-Act Centres)	6 400	3 100
	<b>28 780</b>	<b>5 300</b>

Note: Programmes of the Technological and Higher Education Institute of Hong Kong, Institute of Professional Education and Knowledge and School for Higher and Professional Education are offered on a self-financing basis, while those of the Integrated Vocational Development Centre are grouped under Head 141 Government Secretariat: Labour and Welfare Bureau

**CONTROLLING OFFICER'S REPLY**

**EDB529**

**(Question Serial No. 5215)**

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 (Member Question No. 145):

Since the cancellation of the **Curriculum Guide of Moral and National Education**, apart from the **Mainland exchange programmes for students and professional exchange programmes for teachers**, what is the work plan in relation to the implementation of Moral and National Education in all secondary and primary schools? What is the estimated financial provision for Moral and National Education in 2014-15?

Asked by: Hon. WONG Yuk-man

Reply:

In consideration of public's views, the Moral and National Education (MNE) Curriculum Guide was shelved alongside the abolition of the initiation period in early October 2012. Schools are given the latitude to decide whether to implement the MNE curriculum and if so, how. There is no provision in the budget estimates for the MNE curriculum for 2014-15. As always, curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated in a number of Key Learning Areas/subjects as well as relevant learning activities at primary and secondary school levels. Expenditures for the related curriculum development work and support measures, which include research and development, provision of learning activities for students and professional development programmes for school heads and teachers as well as production of relevant learning and teaching resources, etc., are absorbed by the recurrent provision of the Education Bureau. Therefore, we are unable to provide the estimated financial provision for 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB530**

**(Question Serial No. 5216)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (2) Primary Education, (3) Secondary Education  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 146):

Is the Education Bureau promoting teaching the Chinese Language with Putonghua in all the primary and secondary schools in the territory? In this connection, what are the academic research results used for reference and the policy basis? What is the estimated expenditure in the 2014-15?

Asked by: Hon. WONG Yuk-man

Reply:

The Government is committed to promoting trilingualism, i.e. nurturing students' ability to communicate effectively in English, Cantonese and Putonghua. The Chinese Language Education Key Learning Area provides a Primary Chinese Language Curriculum and a Secondary Chinese Language Curriculum under one central curriculum framework. The central curriculum framework gives schools and teachers the flexibility to plan and develop a range of diverse strategies to meet their students' varied needs.

Scholars hold different views on whether Putonghua should be used as the Medium of Instruction (MOI) for teaching the Chinese Language subject. There is no consensus probably because there are many variables affecting the efficacy of Putonghua as the MOI for teaching the Chinese Language subject. Such variables include, for example, teachers' ability to use Putonghua fluently and the language environment of the schools and the social circles of the students concerned. With a view to promoting biliteracy and trilingualism, the Education Bureau (EDB) encourages primary and secondary schools to nurture students' Putonghua proficiency, but schools are given the flexibility to use Cantonese and/or Putonghua as the MOI for teaching the Chinese Language subject having regard to their own circumstances.

The EDB gives schools professional support on teaching the Chinese Language subject irrespective of whether the schools' MOI is Putonghua or Cantonese. In 2008/09 school year, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme to Support Schools in using Putonghua to teach Chinese Language Subject" (the Support Scheme) to assist schools which would like to try out using Putonghua to teach the Chinese Language subject. The support measures given to participating schools include, for example, seminars/workshops for teachers on theories of and pedagogy in using Putonghua to teach the Chinese Language subject, provision of professional advice by language consultants, classroom observation and sharing among teachers. The Support Scheme, funded under the Language Fund, is carried out in four phases, providing support to 40 schools, including both primary and secondary schools, in each phase. Each school will receive support for three consecutive school years.

The Support Scheme is still in progress. The estimated expenditure in 2014/15 school year is \$0.9 million

**CONTROLLING OFFICER'S REPLY**

**EDB531**

**(Question Serial No. 5217)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (5) Other Educational Services and Subsidies  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 147):

What is the estimated expenditure for the administrative and secretarial support to be provided to the Committee on Free Kindergarten Education by the Education Bureau in 2014-2015?

Asked by: Hon. WONG Yuk-man

Reply:

For supporting the work of the Committee on Free Kindergarten Education (the Committee) as well as to implement the short-term measures as recommended by the Committee and announced in the 2014 Policy Address, we have created six additional non-directorate posts on a time-limited basis and redeployed resources from within the Education Bureau's existing provision. The estimated staffing provision for the six non-directorate posts in 2014-15 is around \$5.18 million.

**CONTROLLING OFFICER'S REPLY**

**EDB532**

**(Question Serial No. 5218)**

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 (Member Question No. 148):

What will be the budget for Basic Law education at senior primary and junior secondary levels in 2014-15?

Asked by: Hon. WONG Yuk-man

Reply:

Basic Law education has been incorporated in different curricula at primary and secondary levels. It has been supported by the learning and teaching resource packages and assessment bank developed and distributed in stages for school use at senior primary and junior secondary levels from January 2012 to January 2013. Expenditures for the related curriculum work and support measures, which include research and development, provision of learning activities for students and professional programmes for school heads and teachers, etc., are absorbed from within the recurrent expenditures of the Education Bureau as an integral part of day-to-day curriculum development work. There is no separate breakdown. Additional learning and teaching resources to enhance school's implementation of Basic Law education will be developed in 2014-15 and the estimated expenditure is \$0.4 million.

**CONTROLLING OFFICER'S REPLY**

**EDB533**

**(Question Serial No. 5219)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational expenses  
Programme: (7) Policy and Support  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 149):

What is the estimated expenditure for the scholarship scheme to support outstanding students to study in renowned universities outside Hong Kong in 2014-2015? How does the bureau choose suitable "renowned universities outside Hong Kong"? Will the bureau consider the departments which the students wish to study in during the selection process?

Asked by: Hon. WONG Yuk-man

Reply:

The proposed new scholarship scheme will support up to 100 outstanding students per cohort to study in renowned universities outside Hong Kong. The proposed scheme will run for three cohorts of students starting from the 2015/16 academic year, and will then be subject to review on its effectiveness. We estimate that the total expenditure will be \$358 million for three cohorts of students.

We propose to establish a selection panel comprising community leaders for determining the selection criteria and selecting qualified applicants. We are working out the details of the scholarship scheme and plan to seek funding approval from the Finance Committee of the Legislative Council in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB534**

**(Question Serial No. 5254)**

Head: (156) Government Secretariat: Education Bureau  
Subhead (No. & title): (000) Operational Expenses  
Programme: Not Specified  
Controlling Officer: Permanent Secretary for Education (Mrs. Cherry TSE)  
Director of Bureau: Secretary for Education

Question (Member Question No. 30):

What is the 2014-15 estimate for the Education Bureau's duty visits or exchanges to the Mainland? Please provide the themes of the duty visits or exchanges to the Mainland planned for 2014-15. How will the Administration prevent activities irrelevant to official duties from taking place during duty visits outside Hong Kong? And how will the Administration prevent applications for revising visit destinations from becoming a mere formality?

Asked by: Hon. WONG Yuk-man

Reply:

In 2014-15, officials of Education Bureau will conduct duty visits or exchanges to the Mainland based on operational needs which include promoting the education initiatives of Hong Kong, sharing experiences on education reforms, exploring co-operation on other educational fronts and attending conferences or forums on education issues. Details of the duty visits are not available at the moment.

Expenditure on duty visits will be charged to the relevant votes and governed by relevant regulations and guidelines to ensure effective control and use of public money. Prior approval is needed for duty visits. In making an application, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the duty visits are fully justified and the itinerary is appropriate for the official purpose in question. For subsequent changes to the visits, they should as soon as possible inform the approving officer who should, inter alia, assess whether the application should be re-considered.



**CONTROLLING OFFICER'S REPLY****EDB535****(Question Serial No. 5134)**

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 (Member Question No. 207):

Regarding the utilisation of various types of school premises, will the Government inform this Committee:

1) using the table below, of the information on the school premises which ceased operation due to the decision of the school sponsoring bodies to cease operating schools or other reasons in each of the past five years, including i) their names, ii) addresses, iii) areas, iv) date of cessation of operation, v) whether they have been returned to other government departments (e.g. the Development Bureau, Planning Department, Government Property Agency, etc.) for other uses and the relevant details;

Year	i)	ii)	iii)	iv)	v)

2) using the table below, of the information on the school premises which have been left idle for more than five years, including i) their names, ii) addresses, iii) areas, iv) date of cessation of operation, v) whether they have been returned to other government departments (e.g. the Development Bureau, Planning Department, Government Property Agency, etc.) for other uses and the relevant details;

i)	ii)	iii)	iv)	v)	i)

3) the annual management expenses incurred for the above-mentioned idle school premises in 2011-14?

Asked by: Hon. WU Chi-wai

Reply:

(1) A total of 18 public sector primary schools ceased operation in the school years from 2009/10 to 2013/14 for not meeting the minimum threshold number of Primary One students under the policy on "Consolidation of Under-utilized Primary Schools". During the same period, 5 secondary schools ceased operation due to various reasons and two secondary schools merged with other schools. As at March 2014, among these 25 school premises that have become vacant, 12 of them have already been deployed or re-allocated for further educational uses (please refer to Table (1) for details). As for the other 13 premises, 8 of them have been earmarked for further educational uses (please refer to Table (2) for details) and action is underway to put these premises into operation in accordance with the earmarked uses. The remaining 5 premises have been found not suitable for educational purpose (please refer to Table (3) for details) mainly due to their limited size and remote locations. The Education Bureau ("EDB") has informed the Planning Department ("PlanD") and returned these 5 premises to the relevant departments for consideration of alternative uses in

accordance with the prevailing established arrangement.

**Table (1) – Information on 12 Vacant School Premises Ceased Operation in the School Years from 2009/10 to 2013/14 that Have Been Re-deployed or Re-allocated for Further Educational Uses (Position as at March 2014)**

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

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

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
1	Kowloon City	2009/10	Hung Hom Government Primary School	68 Gillies Avenue, Hung Hom, Kowloon	2 600	CR : 24 SR : 8	2010
2	Kwai Tsing	2009/10	Sheung Kwai Chung Government Secondary School *	11 Shek Pai Street, Shek Lei Estate, Sheung Kwai Chung, New Territories	8 333	CR : 23 SR : 14	2010
3	Kwai Tsing	2009/10	Ha Kwai Chung Government Secondary School *	85 Hing Shing Road, Ha Kwai Chung, New Territories	4 715	CR : 22 SR : 16	2008 (Note 2)
4	Sha Tin	2009/10	Buddhist Bright Pearl Primary School	Estate Primary School, Chun Shek Estate Area 29A, Shatin, New Territories	5 217#	CR : 23 SR : 12	2011
5	Sha Tin	2009/10	The Church of Christ in China Kei Kok Primary School	Sha Kok Estate, Shatin, New Territories	4 006#	CR : 23 SR : 13	2011
6	Sha Tin	2009/10	Lok Sin Tong Chan Cho Chak Primary School	Jat Min Chuen, Shatin, New Territories	3 000#	CR : 24 SR : 12	2009
7	Sha Tin	2009/10	Five Districts Business Welfare Association Mrs Fung Ping Shan Primary School	2 On Shing Street, Ma On Shan, Shatin, New Territories	5 484	CR : 30 SR : 10	2013
8	Yau Tsim Mong	2010/11	Sheng Kung Hui All Saints' Primary School	11 Pak Po Street, Mongkok, Kowloon	1 100	CR : 9 SR : 1	2010

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note 1)	School Facilities (No. of classroom (CR) and special room (SR))	Year in which the school premises was re-deployed / re-allocated for further educational uses
9	Tuen Mun	2010/11	Buddhist Lau Tin Sang Primary School	Estate School No.3, Tai Hing Estate Phase 1, Tuen Mun, New Territories	3 433#	CR : 23 SR : 9	2012
10	Eastern	2011/12	Tung Wah Group of Hospitals Lee Chi Hung Memorial Primary School (Chai Wan)	Estate Primary School, Siu Sai Wan Estate Phase II, Chai Wan	4 231#	CR : 24 SR : 7	2011
11	Kowloon City	2012/13	New Method College *	25 Man Fuk Road, Kowloon	2 270	CR : 30 SR : 15	2012
12	Sha Tin	2012/13	Sung Lan Middle School *	Mei Lam Estate, Shatin, New Territories	2 450#	CR : 28 SR : 13	2014

**Table (2) – Information on 8 Vacant School Premises Ceased Operation in the School Years from 2009/10 to 2013/14 that Have Been Earmarked for Further Educational Uses (Position as at March 2014)**

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

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
1	Eastern	2010/11	Chai Wan Star of The Sea Catholic Primary School	Estate School No. 2, Hing Wah Estate (Stage II), Chai Wan, Hong Kong	4 317#	CR : 24 SR : 8	Decanting Use
2	Tsuen Wan	2010/11	Tsuen Wan Lutheran School	Cheung Shan Estate, Tsuen Wan, New Territories	3 584#	CR : 24 SR : 8	School Use
3	Tuen Mun	2010/11	The Salvation Army Sam Shing Chuen Lau Ng Ying School	Estate Primary School, Sam Shing Estate, Tuen Mun, New Territories	5 255#	CR : 23 SR : 10	School Use

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
4	Southern	2011/12	St. Teresa's School	G/F and New Annex, 1 Tung Tau Wan Road, Stanley, Hong Kong	1 951	CR : 6 SR : 2	Other education Use
5	Tai Po	2011/12	Buddhist Tai Kwong Middle School *	178 Kam Shan, Tai Po, New Territories	3 117	CR : 29 SR : 11	Other education Use
6	Yuen Long	2012/13	The Church of Christ in China Fong Yun Wah Primary School	Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, New Territories	3 050 #	CR : 30 SR : 14	School Use
7	Tai Po	2012/13	Buddhist Hui Yuan College (Sponsored by Hong Kong Buddhist Sangha Association) *	6 Ma Chung Road, Tai Po, New Territories	5 770	CR : 29 SR : 22	School Use
8	Southern	2013/14	Apleichau St.Peter's Catholic Primary School	Estate Primary School Ap Lei Chau (Site A) Phase I, Hong Kong	3 348#	CR : 25 SR : 8	School Use

Table (3) – Information on 5 Vacant School Premises Ceased Operation in the School Years from 2009/10 to 2013/14 that Have Been Returned <sup>Note 1</sup> to the Government for Disposal (Position as at March 2014)

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

Note 2: Information on the site area is provided by the Planning Department after reviewing information on related sites. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

Note 3: Relevant information is updated to the position as in March 2014.

& - School premises let out to non-profit making organisations or allocated to other bureau/department for other uses as at the above temporal position.

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
1	Eastern	2009/10	TWGHs & LKWFS Mrs Fung Yiu Hing Memorial Primary School	Estate School No. 1, Yue Wan Estate, Chai Wan, Hong Kong	3 540#	CR : 20 SR : 7	Housing Department
2	Islands	2009/10	Cheung Chau Fisheries Joint Association Public School	Tung Wan Road, Cheung Chau, New Territories	947	CR : 7 SR : 2	Private land owner
3	Sha Tin	2009/10	Sir Ellis Kadoorie Secondary School (Shatin) *	Area 92 Yiu On Estate, Ma On Shan, Shatin, New Territories	7 356#	CR : 23 SR : 11	Housing Department & (The premises has already been leased to Vocational Training Council)
4	Tai Po	2010/11	The Church of Christ in China Kei Ching Primary School	Fu Shin Estate, Tai Po, New Territories	4 850#	CR : 29 SR : 7	Housing Department
5	Wong Tai Sin	2010/11	S.K.H. Kei Sum Primary School	Fu Shan Estate, Po Kong Village Road, Kowloon	3 530#	CR : 24 SR : 4	Housing Department

(2) A total of 70 public sector primary schools ceased operation in the school years from 2003/04 to 2008/09 for not meeting the minimum threshold number of Primary One students under the policy on “Consolidation of Under-utilized Primary Schools”. During the same period, 12 secondary schools ceased operation due to various reasons. As at March 2014, among these 82 school premises that have become vacant, 33 of them have already been deployed or re-allocated for further educational uses. As for the other 49 premises, 3 of them have already been earmarked for further educational uses (please refer to Table (4) for details) and action is underway to put these premises into operation in accordance with the earmarked uses. The remaining 46 premises have been found not suitable for educational purpose mainly due to their limited size and remote locations. EDB has informed PlanD and returned these 46 premises to the relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement (please refer to Table (5) for details).

Table (4) – Information on 3 Vacant School Premises Ceased Operation in the School Years from 2003/04 to 2008/09 that have been Earmarked for Further Educational Uses (Position as at March 2014)

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

No.	District	Year in which the school ceased operation	School name	Detailed school address	Site area of school premises (m <sup>2</sup> ) (Note)	School Facilities (No. of classroom (CR) and special room (SR))	Earmarked Use
1	Sham Shui Po	2007/08	Sam Shui Natives Association Tong Yun Kai School	19 Wai Chi Street, Kowloon	1 150	CR : 12 SR : 5	Other education Use
2	Kwun Tong	2007/08	Five Districts Business Welfare Association Yan Kow School	Estate School No. 2, Ping Shek Estate, Kwun Tong, Kowloon	3 122#	CR : 24 SR : 5	School Use
3	Kwun Tong	2008/09	Grantham College of Education Past Students' Association Kwun Tong Primary School	Estate Primary School No. 1, Shun On Estate, Kwun Tong, Kowloon	3 232#	CR : 23 SR : 7	School Use

Table (5) – Information on 46 Vacant School Premises Ceased Operation in the School Years from 2003/04 to 2008/09 that have been Returned <sup>Note 1</sup> to the Government for Disposal (Position as at March 2014)

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

Note 2: Information on the site area is provided by the Planning Department after reviewing information on related sites. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the tables below.

Note 3: Relevant information is updated to the position as in March 2014.

@ - School premises under consideration/application or available for other uses as at the above temporal position.

& - School premises let out to non-profit making organisations or allocated to other bureau/department for other uses as at the above temporal position.

(Secondary schools are denoted with \*)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
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No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
1	North	2004/05	Lung Kai Public School	Ma Cho Lung Village, Sheung Shui, New Territories	2 647	CR : 3	Lands Department @
2	Sai Kung	2004/05	Leung Shuen Bay School	Leung Shuen Bay, Sai Kung, New Territories	1 913	CR : 2	Lands Department @
3	Tai Po	2004/05	Lam Tsuen Public School	Lam Tsuen, Tai Po, New Territories	1 315	CR : 6	Partly private land owner, partly Lands Department & (let out for use as a public open square)
4	Tai Po	2004/05	Tai Hang Public School	Chung Sum Wai, Char Hang, Tai Po, New Territories	1 663	CR : 4	Private land owner
5	Tai Po	2004/05	Yuk Yin School (Tai Po)	Kau Lung Hang Village, Tai Po, New Territories	1 411	CR : 5	Partly private land owner, partly Lands Department @
6	Islands	2005/06	Lo So Shing School	Lo So Shing Village, Lamma Island, New Territories	706	CR : 2	Lands Department @
7	North	2005/06	Lo Wu Public School	Lo Wu Village, Ta Ku Ling, New Territories	2 200	CR : 4	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
8	North	2005/06	Sheung Shui Shek Wu Hui Fertilizers & Rice Dealers Association Public School	Ng Uk Village, Sheung Shui, New Territories	5 932	CR : 7 SR : 1	Lands Department & (allocated to the Food & Health Bureau for health centre and/or outpatient clinic use)
9	Tuen Mun	2005/06	Tai Lam Chung Public School	16 Miles Castle Peak Road, New Territories	1 854	CR : 6	Lands Department @

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
10	Yuen Long	2005/06	Ng Wo Public Primary School	Tai Wai Village, Shap Pat Heung, Yuen Long, New Territories	1 102	CR : 6	Partly private land owner, partly Lands Department & (let out for community and recreation centre use)
11	Yuen Long	2005/06	Ha Tsuen Heung Pak Nai Public School	Ha Tsuen Heung, Pak Nai, New Territories	1 600	CR : 3	Lands Department @
12	Yuen Long	2005/06	Chi Ching School	Fraser Village, Tai Tong Road, New Territories	370	CR : 3	Lands Department & (let out for temporary club and office use)
13	Islands	2006/07	Peng Chau Chi Yan Public School	9 Chi Yan Lane, Peng Chau, New Territories	1 752 (Northern Part) 1 681 (Southern Part)	CR : 5 SR : 1	Southern Part private land owner, Northern Part Lands Department @
14	Kwai Tsing	2006/07	The Hong Kong Sze Yap Commercial & Industrial Association Chan Lai So Chun Memorial School	Estate School No.1, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 24 SR : 7	Housing Department (Demolished)
15	Kwai Tsing	2006/07	Hong Kong Cheung Shi Clansmen's Association Cheung Chi Cheong Memorial Primary School	Estate School No.3, Cheung Ching Estate, Tsing Yi, New Territories	2 460#	CR : 22 SR : 3	Housing Department & (let to the Association of Hong Kong Flag-guards Limited)
16	North	2006/07	Ku Tung Public Oi Wah School	Ku Tung, Ho Sheung Heung Road, Sheung Shui, New Territories	4 146	CR : 8 SR : 2	Private land owner (land surrender being processed for redeployment for educational use)



No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
17	North	2006/07	Kwan Ah School	Tam Shui Hang Village, Sha Tau Kok, New Territories	878	CR : 5	Lands Department @
18	North	2006/07	Ping Yeung Public School	Ping Yeung Village, Ta Ku Ling, New Territories	16 138	CR : 8 SR : 2	Lands Department @
19	North	2006/07	Sam Wo Public School	Tsung Chai Ling, Muk Wu Tsuen, Ta Ku Ling, New Territories	2 471	CR : 6	Lands Department @
20	North	2006/07	Wah Shan Public School	Wah Shan Village, Sheung Shui, New Territories	13 585	CR : 6	Lands Department @
21	Tai Po	2006/07	Confucian Sam Lok Chow Mud Wai School	Tai Yuen Estate, Tai Po, New Territories	5 158#	CR : 24 SR : 6	Housing Department
22	Tuen Mun	2006/07	Kiu Saw Public School	Chung Uk Tsuen, Tuen Mun, New Territories	2 427	CR : 9 SR : 2	Partly private land owner, partly Lands Department @
23	Tuen Mun	2006/07	Lam Tei Gospel School	21.5 Milestone, Lam Tei, Tuen Mun, New Territories	3 173	CR : 5 SR : 4	Partly private land owner, partly Lands Department @
24	Tuen Mun	2006/07	Tuen Mun School	254 Tuen Tse Wai, Tuen Mun, New Territories	4 458	CR : 8 SR : 1	Lands Department @
25	Yuen Long	2006/07	Koon Ying School	Mai Po Village, San Tin, Yuen Long, New Territories	969	CR : 5	Lands Department @
26	Yuen Long	2006/07	Wang Chau Public Primary School	Wang Chau Village, Yuen Long, New Territories	1 536	CR : 6	Private land owner
27	Yuen Long	2006/07	Wing On School	Tai Shu Ha West Road, Yuen Long, New Territories	3 566	CR : 10 SR : 1	Lands Department @
28	Yuen Long	2006/07	Shung Ching School	Shung Ching San Tsuen, Yuen Long, New Territories	6 297	CR : 7 SR : 4	Partly private land owner, partly Lands Department @

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
29	Yuen Long	2006/07	Shung Tak Catholic Primary School	Nam Pin Wai, Yuen Long, New Territories	410	CR : 5 SR : 1	Private land owner
30	Yuen Long	2006/07	Wa Fung School	Lam Hau Ling, Yuen Long, New Territories	3 067	CR : 5 SR : 3	Lands Department @
31	Yuen Long	2006/07	Yau Tam Mei Primary School	Yau Tam Mei Village, Yuen Long, New Territories	2 720	CR : 6 SR : 2	Lands Department @
32	Yuen Long	2006/07	Yuen Long Small Traders New Village Public School	Small Traders New Village, DD 115, Yuen Long, New Territories	419	CR : 6 SR : 1	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
33	Islands	2007/08	NTHYK Southern District Secondary School *	18 Mui Wo Ferry Pier Road, Lantau Island, New Territories	6 950	CR : 23 SR : 11	Possession with the Education Bureau pending handover of the premises to the new user once identified by Lands Department @
34	North	2007/08	Tsung Him School	Shung Him Tong Village, Fanling, New Territories	7 768	CR : 12 SR : 2	Private land owner
35	Sai Kung	2007/08	Sai Kung Central Primary School	Ho Chung, Sai Kung, New Territories	3 897	CR : 12 SR : 6	Government Property Agency & (The building is fully occupied by various departments for temporary uses, and a government department is applying to take over the site for its long term proposal.)

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
36	Tai Po	2007/08	Sung Tak School	9-11, Shung Tak Street Tai Po, Tai Po Market, New Territories	386	CR : 9 SR : 6	Lands Department & (allocated to Housing Department for temporary reprovisioning of a Rural Committee Office)
37	Tsuen Wan	2007/08	Kwai Chung Public School	570 Castle Peak Road, Kwai Chung, New Territories	7 970	CR : 8 SR : 4	Lands Department @
38	Yuen Long	2007/08	Hoi Ming School	Fung Hing Li (San Wai), Yuen Long, New Territories	1 959	CR : 4 SR : 3	Private land owner
39	Yuen Long	2007/08	Wai Kwan Primary School	Tong Yan San Tsuen, Ping Shan, Yuen Long, New Territories	3 766	CR : 7 SR : 5	Partly private land owner, partly Lands Department @
40	Yuen Long	2007/08	Ying Yin Catholic Primary School	Tan Kwai Tsuen, Hung Shui Kiu, Yuen Long, New Territories	3 091	CR : 7 SR : 2	Lands Department @
41	Kwai Tsing	2008/09	Tsing Yi Public School (Cheung Hong)	Estate Primary School No. 3, Cheung Hong Estate Area 4, Tsing Yi, New Territories	5 010#	CR : 23 SR : 6	Housing Department & (The premises has already been leased to Occupational Safety and Health Council)
42	Kwun Tong	2008/09	Hoi Bun School	45 Hoi Pong Road Central, Lei Yue Mun, Kowloon	390	CR : 6	Lands Department & (allocated to the Home Affairs Department for community uses)
43	North	2008/09	King Sau School	Lin Ma Hang, Ta Ku Ling, New Territories	878	CR : 6 SR : 1	Lands Department @
44	Wong Tai Sin	2008/09	Chi Tak Public School	9 Tung Lung Road, Kowloon City, Kowloon	2 007	CR : 11 SR : 3	Private land owner

No.	District	Year in which the school ceased operation	School Name	Detailed School Address	Site Area of School Premises (m <sup>2</sup> ) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))	Government departments / Parties managing the premises (Note 3)
45	Yuen Long	2008/09	Luen Kwong Public School	Tai Tong Road, Yuen Long, New Territories	3 343	CR : 8 SR : 5	Lands Department & (let out for use as an activity centre)
46	Yuen Long	2008/09	Yuen Kong Public School	Yuen Kong Tsuen, Pat Heung, Yuen Long, New Territories	1 499	CR : 6 SR : 1	Lands Department & (let out for use as temporary training centre for construction industry and ancillary offices)

(3) In the period of the 2011-12 to 2013-14 financial years, the expenses incurred for management of the relevant vacant school premises under this Bureau's management purview mentioned in Table (4) and Table (5) are about \$646,000.

**CONTROLLING OFFICER'S REPLY****EDB536****(Question Serial No. 4366)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 65):

The Administration has indicated that one of the major tasks next year is to continue to step up efforts to recover students loans in arrears and tackle the default problem. What are the details of the plan? Please also provide the number of default cases, the default rate in relation to the number of loan repayment accounts and the average amount in default for the past three years. Whether an analysis on the reasons for default payment is available?

Asked by: Hon. CHAN Chi-chuen

Reply:

In recent years, the Student Financial Assistance Agency (SFAA) has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans will be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

To tackle the default problem, the Administration has also implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.

Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers.

In the 2014-15 financial year, the SFAA will continue to make every effort to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. We will also continue to promote prudent financial management to students through close collaboration with tertiary education institutions and related organisations in preparing and delivering the message of prudent financial and credit management to youngsters through various education and promotion activities

The number of default cases, the default rate in relation to the number of loan repayment accounts and the average amount in default in respect of student loans disbursed by the SFAA, namely under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), in the 2011/12 to 2013/14 academic years are as follows –

	Academic Year		
	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>			
No. of default cases	2 034	1 653	1 764
No. of loan repayment accounts	30 356	27 377	23 557
Default rate in terms of accounts	6.70%	6.04%	7.49%
Average amount in default (\$)	25,860	23,914	21,010
<b>(B) FASP</b>			
No. of default cases	1 418	1 379	1 829
No. of loan repayment accounts	16 845	21 926	21 561
Default rate in terms of accounts	8.42%	6.29%	8.48%
Average amount in default (\$)	14,796	12,963	11,208
<b>(C) NLSFT</b>			
No. of default cases	1 603	1 557	1 678
No. of loan repayment accounts	21 766	22 148	22 627
Default rate in terms of accounts	7.36%	7.03%	7.42%
Average amount in default (\$)	18,285	16,041	14,243

	Academic Year		
	2011/12	2012/13	2013/14*
<b>(D) NLSPS</b>			
No. of default cases	2 439	2 637	2 871
No. of loan repayment accounts	20 699	25 159	28 284
Default rate in terms of accounts	11.78%	10.48%	10.15%
Average amount in default (\$)	26,131	23,824	21,620
<b>(E) ENLS</b>			
No. of default cases	9 147	8 435	8 015
No. of loan repayment accounts	66 771	67 396	68 133
Default rate in terms of accounts	13.70%	12.52%	11.76%
Average amount in default (\$)	12,847	12,814	12,625
<b>Total</b>			
No. of default cases	16 641	15 661	16 157
No. of loan repayment accounts	156 437	164 006	164 162
Default rate in terms of accounts	10.64%	9.55%	9.84%
Average amount in default (\$)	17,074	16,173	15,146

\* As at 31 January 2014

Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. We have appealed to defaulters to approach the SFAA if they have genuine financial difficulties in repaying their loans and have established mechanism to handle their applications for deferment of repayment. Except for those defaulters who have approached the SFAA to restructure their loans or to defer repayment, other defaulters ignore notices of loan repayment and reminders issued by the SFAA, and do not approach the SFAA to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFAA to repay by instalments. The SFAA is therefore often unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach the SFAA to seek deferment of repayment, their main reasons are financial hardship, further full-time study and serious illness.

**CONTROLLING OFFICER'S REPLY**

**EDB537**

**(Question Serial No. 6277)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 74):

- (a) What are the details of the stepped-up efforts taken by the Student Financial Assistance Agency (SFAA) to recover student loans in arrears and tackle the default problem, and the estimated expenditure involved in the 2013/14 academic year?
- (b) What is the work plan of the SFAA on stepping up efforts to recover student loans in arrears and tackle the default problem, and the estimated expenditure involved in the 2014/15 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) In recent years, the SFAA has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans could be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team in 2013 to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

To tackle the default problem, the Administration has also implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing



arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.

Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers.

Through all the above concerted efforts, the overall default rate in relation to the number of loan repayment accounts has dropped from 12.45% in the 2009/10 academic year to 9.84% in the 2013/14 academic year (as at 31 January 2014). The number of default cases has also reduced by 7% from 17 374 in the 2009/10 academic year to 16 157 in the 2013/14 academic year (as at 31 January 2014), notwithstanding an increase in the number of loan repayment accounts by 17.7% (from about 139 500 to 164 200) over the same period.

The estimated expenditure involved in recovering defaulted student loans in the 2013/14 academic year is \$24.3 million, mainly salaries provision for staff involved in the work.

- (b) In the 2014-15 financial year, the SFAA will continue to make every effort to tackle the default problem and to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. We will also continue to promote prudent financial management to students through close collaboration with tertiary education institutions and related organisations in preparing and delivering the message of prudent financial and credit management to youngsters through various education and promotion activities.

The estimated expenditure involved in recovering defaulted student loans in the 2014/15 academic year is \$26.1 million, mainly salaries provision for staff involved in the work.

**CONTROLLING OFFICER'S REPLY**

**EDB538**

**(Question Serial No. 6278)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 75):

In connection with the various student financial assistance schemes, will the Student Financial Assistance Agency (SFAA) provide the following information:

- (a) the number of default cases, the amount in default and the default rate in relation to the number of loan repayment accounts in the past five years;
- (b) the reasons for defaulting on loan repayments and the number of applications for deferment of loan repayment received in the past five years; and
- (c) the total amount of defaulted student loans recovered.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), the number of default cases, the amount in default and the default rate in relation to the number of loan repayment accounts in the 2009/10 to 2013/14 academic years are as follows –

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>					
No. of default cases	2 796	2 297	2 034	1 653	1 764
Amount in default (\$ million)	69.79	60.49	52.60	39.53	37.06
No. of repayment accounts	37 577	34 231	30 356	27 377	23 557
Default rate in terms of accounts	7.44%	6.71%	6.70%	6.04%	7.49%
<b>(B) FASP</b>					
No. of default cases	972	1 146	1 418	1 379	1 829
Amount in default (\$ million)	7.26	13.93	20.98	17.87	20.50
No. of repayment accounts	10 470	13 352	16 845	21 926	21 561
Default rate in terms of accounts	9.28%	8.58%	8.42%	6.29%	8.48%
<b>(C) NLSFT</b>					
No. of default cases	1 946	1 641	1 603	1 557	1 678
Amount in default (\$ million)	39.93	34.54	29.31	24.98	23.90
No. of repayment accounts	22 035	21 410	21 766	22 148	22 627
Default rate in terms of accounts	8.83%	7.66%	7.36%	7.03%	7.42%
<b>(D) NLSPS</b>					
No. of default cases	1 909	2 000	2 439	2 637	2 871
Amount in default (\$ million)	50.32	57.70	63.73	62.83	62.07
No. of repayment accounts	13 797	16 331	20 699	25 159	28 284
Default rate in terms of accounts	13.84%	12.25%	11.78%	10.48%	10.15%
<b>(E) ENLS</b>					
No. of default cases	9 751	9 440	9 147	8 435	8 015
Amount in default (\$ million)	117.39	121.19	117.51	108.08	101.19
No. of repayment accounts	55 627	61 148	66 771	67 396	68 133
Default rate in terms of accounts	17.53%	15.44%	13.70%	12.52%	11.76%
<b>Total</b>					
No. of default cases	17 374	16 524	16 641	15 661	16 157
Amount in default (\$ million)	284.69	287.85	284.13	253.29	244.72
No. of repayment accounts	139 506	146 472	156 437	164 006	164 162
Default rate in terms of accounts	12.45%	11.28%	10.64%	9.55%	9.84%

\* As at 31 January 2014

- (b) Cases with two or more consecutive overdue quarterly instalments/ six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. We have appealed to defaulters to approach the SFAA if they have genuine financial difficulties in repaying their loans and have established mechanism to handle their applications for deferment of repayment. Except for those defaulters who have approached the SFAA to restructure their loans or to defer repayment, most defaulters ignore notices of loan repayment and reminders issued by the SFAA, and do not approach the SFAA to seek assistance. When faced with legal recovery action, some defaulters may repay all the loans in full or agree with the SFAA to repay by instalments. The SFAA is therefore often unable to ascertain the reasons of default for individual defaulters. As for loan borrowers who approach SFAA to seek deferment of repayment, their main reasons are financial hardship, full-time further study and serious illness.

The number of applications for deferment of loan repayment received from loan borrowers<sup>@</sup> in the 2009/10 to 2013/14 academic years is as follows –

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
(A) TSFS	2 698	1 767	1 744	1 127 <sup>#</sup>	385 <sup>#</sup>
(B) FASP	1 498	2 046	2 320	2 204 <sup>#</sup>	739 <sup>#</sup>
(C) NLSFT	1 047	676	712	608 <sup>#</sup>	319 <sup>#</sup>
(D) NLSPS	2 796	2 245	2 768	2 701 <sup>#</sup>	1 147 <sup>#</sup>
(E) ENLS	2 409	2 112	2 490	1 706 <sup>#</sup>	1 058 <sup>#</sup>
<b>Total</b>	10 448	8 846	10 034	8 346 <sup>#</sup>	3 648 <sup>#</sup>

<sup>@</sup> Excluding defaulters.

\* As at 31 January 2014

<sup>#</sup> Excluding applications from loan borrowers who have opted for one-year deferred activation of loan repayment after completion of their study. This measure of deferred activation of loan repayment was introduced in the 2012-13 and 2013-14 Budgets to alleviate the financial burden of fresh graduates.

- (c) The total amount of defaulted student loans recovered in the 2009/10 to 2013/14 academic years are as follows –

	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
Amount recovered (\$ million)	108.84	149.62	171.06	168.07	79.79

\* As at 31 January 2014

**CONTROLLING OFFICER'S REPLY****EDB539****(Question Serial No. 6279)**

**Head:** (173) Student Financial Assistance Agency

**Subhead (No. & title):** (228) Student financial assistance

**Programme:** Student Assistance Scheme

**Controlling Officer:** Controller, Student Financial Assistance Agency (Ms. Nancy SO)

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 76):**

Please list out in the past three academic years (i.e. 2011/12 to 2013/14), the number of students receiving grants (e.g. full grant and partial grant) under the Tertiary Student Finance Scheme—Publicly-funded Programmes in different institutions.

**Asked by:** Hon. CHAN Ka-lok, Kenneth

**Reply:**

In the past three academic years, the number of students receiving grant, the number of students receiving full grant and the number of students receiving partial grant under TSFS in different institutions are as follows –

Institution	Academic Year		
	2011/12	2012/13	2013/14*
<b>(A) City University of Hong Kong</b>			
Number of students receiving grant	3 361	3 890	3 354
Number of students receiving full grant	2 026	2 290	1 985
Number of students receiving partial grant	1 335	1 600	1 369
<b>(B) Hong Kong Baptist University</b>			
Number of students receiving grant	1 597	1 991	1 849
Number of students receiving full grant	990	1 205	1 123
Number of students receiving partial grant	607	786	726

Institution	Academic Year		
	2011/12	2012/13	2013/14*
<b>(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council</b>			
Number of students receiving grant	7 529	7 402	6 890
Number of students receiving full grant	4 834	4 553	4 395
Number of students receiving partial grant	2 695	2 849	2 495
<b>(D) Hong Kong University of Science and Technology</b>			
Number of students receiving grant	1 581	2 030	1 769
Number of students receiving full grant	942	1 141	1 000
Number of students receiving partial grant	639	889	769
<b>(E) Lingnan University</b>			
Number of students receiving grant	895	1 035	926
Number of students receiving full grant	552	660	587
Number of students receiving partial grant	343	375	339
<b>(F) The Chinese University of Hong Kong</b>			
Number of students receiving grant	3 022	3 948	3 696
Number of students receiving full grant	1 816	2 270	2 155
Number of students receiving partial grant	1 206	1 678	1 541
<b>(G) The Hong Kong Academy for Performing Arts</b>			
Number of students receiving grant	143	125	140
Number of students receiving full grant	84	65	83
Number of students receiving partial grant	59	60	57

Institution	Academic Year		
	2011/12	2012/13	2013/14*
<b>(H) The Hong Kong Institute of Education</b>			
Number of students receiving grant	1 433	1 808	1 588
Number of students receiving full grant	908	1 073	952
Number of students receiving partial grant	525	735	636
<b>(I) The Hong Kong Polytechnic University</b>			
Number of students receiving grant	4 567	5 354	4 822
Number of students receiving full grant	2 717	3 201	2 884
Number of students receiving partial grant	1 850	2 153	1 938
<b>(J) The Prince Philip Dental Hospital</b>			
Number of students receiving grant	14	9	7
Number of students receiving full grant	5	5	5
Number of students receiving partial grant	9	4	2
<b>(K) The University of Hong Kong</b>			
Number of students receiving grant	2 099	2 499	2 259
Number of students receiving full grant	1 275	1 479	1 331
Number of students receiving partial grant	824	1 020	928
<b>Total</b>			
<b>Number of students receiving grant</b>	<b>26 241</b>	<b>30 091</b>	<b>27 300</b>
<b>Number of students receiving full grant</b>	<b>16 149</b>	<b>17 942</b>	<b>16 500</b>
<b>Number of students receiving partial grant</b>	<b>10 092</b>	<b>12 149</b>	<b>10 800</b>

\* As at 31 January 2014. Figures represent the number of students offered with full grant/partial grant.

**CONTROLLING OFFICER'S REPLY****EDB540****(Question Serial No. 6280)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 77):

How many parents with children attending kindergarten-cum-child care centres could receive full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) in each of the past five years?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

In the past five school years, the number of parents with children attending kindergarten-cum-child care centres who receive full fee remission under the KCFRS are appended below –

	<b>2009/10 school year</b>	<b>2010/11 school year</b>	<b>2011/12 school year</b>	<b>2012/13 school year</b>	<b>2013/14 school year (up to 31.1.2014)</b>
Children aged 3 or above attending kindergarten classes	4 031	3 995	8 628	9 100	8 528
Children aged between 0 and 3 receiving whole-day child care services	689	607	1 242	1 144	737
<b>Total</b>	<b>4 720</b>	<b>4 602</b>	<b>9 870</b>	<b>10 244</b>	<b>9 265</b>

In the 2011/12, 2012/13 and 2013/14 school years, there is a considerable increase in the number of parents receiving full fee remission. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency starting from the 2011/12 school year.



**CONTROLLING OFFICER'S REPLY**

**EDB541**

**(Question Serial No. 6281)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (000) Operational expenses  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 78):

- (a) What were the staff turnover number and rate of the Student Financial Assistance Agency (SFAA) in 2013-14? How many additional posts were created in the same year? How much expenditure was involved?
- (b) How many additional posts will the SFAA create in 2014-15? What are their ranks? How much is the estimated expenditure involved for each rank?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) In 2013-14, a total of 137 staff, including civil servants and non-civil service contract staff, left the Agency of their own accord (i.e. resignation or non-renewal of contract as initiated by the staff). The turnover rate is 14%.

In 2013-14, we created 68 civil service posts to cope with our operational needs. The staff cost involved, in terms of their annual mid-point salaries, is \$20.4 million.

- (b) We do not have plan to create civil service posts in 2014-15.

**CONTROLLING OFFICER'S REPLY**

**EDB542**

**(Question Serial No. 6282)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 79):

- (a) Are there any operation guidelines on recovering student loans in arrears and tackling the default problem?
- (b) What is the amount of loans in arrears that have turned into bad debts? What is the number of such cases?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) Student loan borrowers who have two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as defaulters. These do not include those whose deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. The Default Division of the Student Financial Assistance Agency (SFAA) is responsible for recovering outstanding student loans from the defaulters and their indemnifiers. The major duties of the Default Division include (i) sending reminder letters and making phone calls to defaulted loan borrowers and their indemnifiers to urge them settle the arrears and provide appropriate assistance to those who have genuine difficulties in repaying their loans; (ii) processing the applications for loan restructuring and deferment of loan repayment from defaulters; (iii) initiating legal recovery action against defaulted loan borrowers and their indemnifiers, including referral of the default cases to the Department of Justice and filing of claims directly to the Small Claims Tribunal; and (iv) recovering outstanding loans from loan borrowers who have declared bankrupt or applied for Individual Voluntary Arrangement. The Default Division has drawn up operation manuals for each major duty which set out the principles and work procedures for staff to follow and has provided appropriate training to staff to facilitate more effective debt recovery.

- (b) As student loans are funded by public money, the SFAA endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. The number of write-off cases in respect of student loans disbursed by the SFAA, namely under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), and the amount involved in the 2011/12 to 2013/14 academic years are as follows –

	Academic Year		
	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>			
No. of write-off cases (Note)	13	19	9
Amount involved (\$ million)	0.35	0.74	0.53
<b>(B) FASP</b>			
No. of write-off cases (Note)	4	7	6
Amount involved (\$ million)	0.25	0.33	0.10
<b>(C) NLSFT</b>			
No. of write-off cases (Note)	9	8	4
Amount involved (\$ million)	0.38	0.41	0.28
<b>(D) NLSPS</b>			
No. of write-off cases (Note)	3	9	11
Amount involved (\$ million)	0.09	0.60	0.83
<b>(E) ENLS</b>			
No. of write-off cases (Note)	27	46	40
Amount involved (\$ million)	0.76	2.00	1.39
<b>Total</b>			
No. of write-off cases (Note)	56	89	70
Amount involved (\$ million)	1.83	4.08	3.13

\* As at 31 January 2014

Note: Under the SFAA's prevailing write-off policy, the SFAA will only consider writing off the outstanding loan if the borrower is deceased/permanently unfit for work on account of severe disability, both the loan borrower and the indemnifier(s) are bankrupt or upon the advice of the Department of Justice. A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the SFAA.

**CONTROLLING OFFICER'S REPLY**

**EDB543**

**(Question Serial No. 6283)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(228) Student financial assistance  
(700) General non-recurrent  
Item 508 Continuing Education Fund  
(101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 80):

- (a) Please provide a breakdown, by assistance scheme, of the respective target and actual processing time for applications of the various assistance schemes.
- (b) In 2014-15, will the Agency implement any measures to enhance the efficiency and quality of its services in respect of the various student assistance schemes? If so, what are the details and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- (a) The Student Financial Assistance Agency (the Agency) administers a total of nine means-tested and five non-means-tested financial assistance schemes. The Agency pledges to process every application for financial assistance in a fair, just and efficient manner in order to ensure that timely and appropriate financial assistance are provided to successful applicants. Subject to the submission of complete supporting documents by the applicants, the target processing time for individual financial assistance schemes and the respective actual processing time, in terms of percentage of applications meeting the target, in the 2012/13 academic year are set out in the table below.

<b>Financial Assistance Scheme</b>	<b>Target Processing Time</b>	<b>Actual Processing Time (% in meeting the target )</b>
Kindergarten and Child Care Centre Fee Remission Scheme	2 months	99.9%
Assessment of eligibility under the Pre-primary Education Voucher Scheme	6 – 8 weeks	99.9%
Assessment of eligibility for financial assistance under the following schemes *- <ul style="list-style-type: none"> <li>· School Textbook Assistance Scheme</li> <li>· Student Travel Subsidy Scheme</li> <li>· Subsidy Scheme for Internet Access Charges</li> <li>· Examination Fee Remission Scheme</li> <li>· Financial Assistance Scheme for Designated Evening Adult Education Courses</li> <li>· Tuition fee reimbursement under the Yi Jin Diploma</li> </ul>	3 months	100%
Tertiary Student Finance Scheme — Publicly-funded Programmes	60 days	98.8%
Financial Assistance Scheme for Post-secondary Students		96%
Non-means-tested Loan Schemes	21 days	100%
Continuing Education Fund^	2 weeks	100%

\* Application for assessment of eligibility for financial assistance under various schemes is made in one single application form on a household basis.

^ The scheme is under the purview of the Labour and Welfare Bureau.

- (b) During 2014-15, the Agency will continue to provide efficient and quality services to students under various student financial assistance schemes. In addition, the Agency will continue to develop the Integrated Student Financial Assistance System to support the administration of all student financial assistance schemes with a view to improving the operational efficiency and effectiveness of the Agency in the administration and delivery of these schemes. The estimated expenditure for 2014-15 is \$25.06 million and funding has been earmarked under Head 710 Computerisation Subhead A008ZO for the purpose.

**CONTROLLING OFFICER'S REPLY****EDB544****(Question Serial No. 3499)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 254):

Please list out the number of applicants who have applied to the Student Financial Assistance Agency for fee remission because the tuition fees of the kindergartens are higher than the fee subsidy from the Pre-primary Education Voucher Scheme, the number of successful applicants with different levels of assistance by district, family income and type of housing (public housing / private housing) over the past five years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The Student Financial Assistance Agency currently provides fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) to needy students attending kindergartens (KG) on top of the fee subsidy from the Pre-primary Education Voucher Scheme if the fee subsidy cannot fully cover the tuition fee of KG.

In the past five school years, the number of applications for fee remission under KCFRS for children attending KG classes and the number of successful applications are set out in the table below –

School Year	2009/10	2010/11	2011/12	2012/13	2013/14 (up to 31.1.2014)
No. of applications for KCFRS for KG children	41 273	38 959	35 193	38 526	38 923
No. of successful applications for KCFRS for KG children	28 161	25 057	33 054 <sup>^</sup>	35 918 <sup>^</sup>	34 955 <sup>^</sup>

<sup>^</sup> In the 2011/12 school year, there was a considerable increase in the number of students receiving fee remission under KCFRS. This was as a result of the implementation of various improvement measures for KCFRS in the year. The situation continues in the 2012/13 and 2013/14 school years.

Detailed breakdown of the number of successful applications of different family size by monthly family income and the levels of fee remission for the past five years are set out in the Appendix.

We do not have information on the distribution of the successful applicants by district and type of housing.

## 2009/10 School Year

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,960*	864	6,961-10,118*	378	10,119-18,589*	134
3	0-6,960^	3 071	6,961-10,118^	2 200	10,119-18,589^	1 350
4	0-8,701	4 695	8,702-12,647	3 548	12,648-23,236	2 158
5	0-10,441	2 923	10,442-15,177	1 846	15,178-27,883	1 254
6	0-12,181	1 461	12,182-17,707	922	17,708-32,531	598
7	0-13,921	303	13,922-20,236	185	20,237-37,178	111
8	0-15,662	70	15,663-22,766	43	22,767-41,825	30
9	0-17,402	9	17,403-25,295	8	25,296-46,473	Nil
10	0-19,142	Nil	19,143-27,825	Nil	27,826-51,120	Nil
<b>Total</b>		<b>13 396</b>		<b>9 130</b>		<b>5 635</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**2010/11 School Year**

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,988*	868	6,989-10,158*	301	10,159-18,663*	121
3	0-6,988^	2 942	6,989-10,158^	1 465	10,159-18,663^	1 258
4	0-8,736	4 648	8,737-12,698	2 413	12,699-23,329	2 140
5	0-10,483	2 741	10,484-15,238	1 447	15,239-27,995	1 207
6	0-12,230	1 447	12,231-17,778	743	17,779-32,661	615
7	0-13,977	304	13,978-20,317	160	20,318-37,327	98
8	0-15,725	57	15,726-22,857	39	22,858-41,993	28
9	0-17,472	6	17,473-25,397	7	25,398-46,659	1
10	0-19,219	1	19,220-27,937	Nil	27,938-51,325	Nil
<b>Total</b>		<b>13 014</b>		<b>6 575</b>		<b>5 468</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.



**2011/12 School Year**

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,000*	1 222	12,001-12,142*	6	12,143-19,167*	102
3	0-12,000^	5 876	12,001-12,142^	114	12,143-19,167^	2 063
4	0-13,800	8 917	13,801-15,178	921	15,179-23,959	3 012
5	0-14,869	4 272	14,870-18,213	910	18,214-28,751	1 449
6	0-17,347	2 296	17,348-21,249	351	21,250-33,543	762
7	0-19,825	459	19,826-24,285	46	24,286-38,335	107
8	0-22,304	100	22,305-27,320	20	27,321-43,127	26
9	0-24,782	17	24,783-30,356	2	30,357-47,919	1
10	0-27,260	2	27,261-33,392	1	33,393-52,711	Nil
<b>Total</b>		<b>23 161</b>		<b>2 371</b>		<b>7 522</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**2012/13 School Year**

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-12,672*	1 231	12,673-12,822*	11	12,823-20,240*	136
3	0-12,672^	6 511	12,673-12,822^	94	12,823-20,240^	2 587
4	0-14,573	9 804	14,574-16,028	1 095	16,029-25,301	3 751
5	0-15,701	4 234	15,702-19,233	897	19,234-30,361	1 669
6	0-18,318	2 066	18,319-22,439	370	22,440-35,421	790
7	0-20,935	384	20,936-25,645	45	25,646-40,481	116
8	0-23,552	64	23,553-28,850	11	28,851-45,542	24
9	0-26,169	14	26,170-32,056	7	32,057-50,602	7
10	0-28,786	Nil	28,787-35,262	Nil	35,263-55,662	Nil
<b>Total</b>		<b>24 308</b>		<b>2 530</b>		<b>9 080</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**2013/14 School Year (as at 31.1.2014)**

Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-13,128*	1 067	13,129-13,284*	4	13,285-20,969*	134
3	0-13,128^	5 798	13,129-13,284^	134	13,285-20,969^	2 578
4	0-15,097	9 534	15,098-16,605	1 051	16,606-26,212	4 330
5	0-16,267	3 950	16,268-19,926	947	19,927-31,454	1 781
6	0-18,978	1 742	18,979-23,247	410	23,248-36,696	828
7	0-21,689	343	21,690-26,568	59	26,569-41,939	137
8	0-24,401	53	24,402-29,889	18	29,890-47,181	36
9	0-27,112	7	27,113-33,210	7	33,211-52,424	4
10	0-29,823	2	29,824-36,531	Nil	36,532-57,666	1
<b>Total</b>		<b>22 496</b>		<b>2 630</b>		<b>9 829</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**CONTROLLING OFFICER'S REPLY****EDB545****(Question Serial No. 6379)**

**Head:** (173) Student Financial Assistance Agency

**Subhead (No. & title):** (228) Student financial assistance

**Programme:** Student Assistance Scheme

**Controlling Officer:** Controller, Student Financial Assistance Agency (Ms. Nancy SO)

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 251):**

Please list out the number of primary and secondary students who had applied for student financial assistance over the past five years, and provide the breakdown of the figures by family income, family size, number of children, type of housing (public/Home Ownership Scheme/private), gender, district of residence, age group.

**Asked by:** Hon. CHEUNG Chiu-hung, Fernando

**Reply:**

In the school years from 2009/10 to 2013/14, the number of primary and secondary students receiving financial assistance under the School Textbook Assistance Scheme (STAS) <sup>1</sup> at the full rate and half rate are set out below –

<b>School Year</b>		<b>2009/10</b>	<b>2010/11</b>	<b>2011/12 (Note)</b>	<b>2012/13</b>	<b>2013/14 (up to 31.1.2014)</b>
No. of students receiving textbook assistance	Primary	111 024	105 406	105 734	104 214	101 587
	Full rate	32 631	31 310	62 986	64 404	63 387
	Half rate	78 393	74 096	42 748	39 810	38 200
	Secondary	170 875	160 666	170 269	148 002	132 150
	Full rate	49 188	45 118	94 710	82 109	72 224
	Half rate	121 687	115 548	75 559	65 893	59 926
	Total	281 899	266 072	276 003	252 216	233 737

<sup>1</sup> Financial assistance schemes available for needy primary and secondary students include STAS, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access Charges and Examination Fee Remission Scheme. STAS covers the largest number of recipients among these schemes.

Note: In the 2011/12 school year, there was a considerable increase in the number of students receiving textbook assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year. The situation continues in the 2012/13 and 2013/14 school years, though because of a drop in the student population at the secondary level, the overall number of full-grant students has correspondingly reduced.

The number of students receiving financial assistance under STAS at the full rate and half rate according to the districts in which their schools are located for the period from the 2011/12 to the 2013/14 school years are set out below –

Area	School Year	2011/12			2012/13			2013/14 (up to 31.1.2014)		
	No. of students receiving textbook assistance District that the students' schools are located	Full rate	Half rate	Total	Full rate	Half rate	Total	Full rate	Half rate	Total
Hong Kong Island	Central and Western	2 140	1 880	4 020	1 922	1 624	3 546	1 739	1 512	3 251
	Eastern	8 024	6 927	14 951	7 439	6 167	13 606	6 888	5 704	12 592
	Southern	3 857	3 640	7 497	3 402	3 180	6 582	3 070	2 890	5 960
	Wan Chai	1 955	1 812	3 767	1 735	1 522	3 257	1 563	1 416	2 979
<b>Hong Kong Island subtotal:</b>		<b>15 976</b>	<b>14 259</b>	<b>30 235</b>	<b>14 498</b>	<b>12 493</b>	<b>26 991</b>	<b>13 260</b>	<b>11 522</b>	<b>24 782</b>
Kowloon	Kowloon City	7 730	6 493	14 223	7 032	5 693	12 725	6 423	5 117	11 540
	Kwun Tong	16 016	11 437	27 453	15 384	10 458	25 842	14 374	10 080	24 454
	Sham Shui Po	10 440	6 374	16 814	9 729	5 982	15 711	8 899	5 690	14 589
	Wong Tai Sin	9 975	7 727	17 702	9 397	6 919	16 316	8 694	6 518	15 212
	Yau Tsim Mong	5 876	3 786	9 662	5 287	3 412	8 699	4 937	3 139	8 076
<b>Kowloon subtotal:</b>		<b>50 037</b>	<b>35 817</b>	<b>85 854</b>	<b>46 829</b>	<b>32 464</b>	<b>79 293</b>	<b>43 327</b>	<b>30 544</b>	<b>73 871</b>
New Territories	Islands	3 358	3 100	6 458	2 962	2 771	5 733	2 625	2 474	5 099
	Kwai Tsing	14 317	10 292	24 609	13 259	9 390	22 649	12 335	8 776	21 111
	North	10 845	5 916	16 761	10 960	5 340	16 300	10 741	5 046	15 787
	Sai Kung	7 954	7 087	15 041	7 003	6 182	13 185	6 086	5 522	11 608
	Sha Tin	11 957	9 460	21 417	11 015	8 408	19 423	10 296	7 858	18 154
	Tai Po	6 508	4 847	11 355	6 073	4 160	10 233	5 768	3 769	9 537
	Tsuen Wan	5 391	3 993	9 384	5 057	3 752	8 809	4 574	3 502	8 076
	Tuen Mun	13 447	11 089	24 536	12 346	9 484	21 830	11 353	8 671	20 024
Yuen Long	17 906	12 447	30 353	16 511	11 259	27 770	15 246	10 442	25 688	
<b>New Territories subtotal:</b>		<b>91 683</b>	<b>68 231</b>	<b>159 914</b>	<b>85 186</b>	<b>60 746</b>	<b>145 932</b>	<b>79 024</b>	<b>56 060</b>	<b>135 084</b>
<b>Total</b>		<b>157 696</b>	<b>118 307</b>	<b>276 003</b>	<b>146 513</b>	<b>105 703</b>	<b>252 216</b>	<b>135 611</b>	<b>98 126</b>	<b>233 737</b>

We have only maintained the breakdown of students receiving financial assistance under STAS by school districts since the 2011/12 school year. Relevant breakdown in the 2009/10 and the 2010/11 school years is not available.

The number of primary and secondary students receiving financial assistance under STAS by family size, range of equivalent monthly family income and level of assistance for the period from the 2009/10 to the 2013/14 school years are set out in the Appendix.

We do not have information on the distribution of primary and secondary students receiving financial assistance by type of housing, gender, age and the number of children in the family.

2009/10 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance  (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance  (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 3,480	0	3	3,481 - 9,294	0	0
2 <sup>Note</sup>	0 - 5,220	1 924	2 928	5,221 - 13,941	2 406	3 797
3 <sup>Note</sup>	0 - 6,960	5 897	8 013	6,961 - 18,589	17 676	19 845
4	0 - 8,701	13 366	18 549	8,702 - 23,236	37 665	63 921
5	0 - 10,441	7 389	12 737	10,422 - 27,883	14 387	25 262
6	0 - 12,181	3 152	5 057	12,182 - 32,531	5 199	7 225
7	0 - 13,921	719	1 462	13,922 - 37,178	911	1 405
8	0 - 15,662	148	354	15,663 - 41,825	132	186
9	0 - 17,402	28	70	17,403 - 46,473	13	31
10	0 - 19,142	7	8	19,143 - 51,120	2	12
11	0 - 20,882	1	3	20,883 - 55,767	2	3
12	0 - 22,623	0	1	22,624 - 60,415	0	0
13	0 - 24,363	0	0	24,364 - 65,062	0	0
14	0 - 26,103	0	3	26,104 - 69,709	0	0
<b>Total</b>		<b>32 631</b>	<b>49 188</b>		<b>78 393</b>	<b>121 687</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

<b>2010/11 School Year</b>						
Family Size	Range of equivalent monthly family income eligible for full level of assistance  (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance  (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 3,494	0	4	3,495 - 9,331	0	1
2 <sup>Note</sup>	0 - 5,241	2 058	3 074	5,242 - 13,997	2 333	3 973
3 <sup>Note</sup>	0 - 6,988	5 992	8 137	6,989 - 18,663	17 050	20 044
4	0 - 8,736	12 569	17 071	8,737 - 23,329	35 013	59 686
5	0 - 10,483	6 793	10 883	10,484 - 27,995	13 475	23 325
6	0 - 12,230	3 042	4 301	12,231 - 32,661	5 176	7 034
7	0 - 13,977	676	1 265	13,978 - 37,327	906	1 276
8	0 - 15,725	152	289	15,726 - 41,993	122	188
9	0 - 17,472	21	74	17,473 - 46,659	21	18
10	0 - 19,219	5	14	19,220 - 51,325	0	0
11	0 - 20,966	2	6	20,967 - 55,990	0	0
12	0 - 22,714	0	0	22,715 - 60,656	0	0
13	0 - 24,461	0	0	24,462 - 65,322	0	0
14	0 - 26,208	0	0	26,209 - 69,988	0	3
<b>Total</b>		<b>31 310</b>	<b>45 118</b>		<b>74 096</b>	<b>115 548</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

2011/12 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance  (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance  (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 4,956	0	3	4,957 - 9,583	0	0
2 <sup>Note</sup>	0 - 7,434	4 136	7 032	7,435 - 14,375	780	1 315
3 <sup>Note</sup>	0 - 12,000	15 408	20 023	12,001 - 19,167	8 473	11 906
4	0 - 13,800	26 652	40 598	13,801 - 23,959	19 900	39 414
5	0 - 14,869	10 781	17 937	14,870 - 28,751	9 117	16 937
6	0 - 17,347	4 724	6 793	17,348 - 33,543	3 731	5 075
7	0 - 19,825	1 035	1 804	19,826 - 38,335	625	792
8	0 - 22,304	209	396	22,305 - 43,127	113	112
9	0 - 24,782	36	103	24,783 - 47,919	9	8
10	0 - 27,260	4	11	27,261 - 52,711	0	0
11	0 - 29,738	1	7	29,739 - 57,502	0	0
12	0 - 32,217	0	0	32,218 - 62,294	0	0
13	0 - 34,695	0	0	34,696 - 67,086	0	0
14	0 - 37,173	0	3	37,174 - 71,878	0	0
<b>Total</b>		<b>62 986</b>	<b>94 710</b>		<b>42 748</b>	<b>75 559</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.



2012/13 School Year						
Family Size	Range of equivalent monthly family income eligible for full level of assistance  (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance  (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 5,233	0	6	5,234 - 10,120	0	0
2 <sup>Note</sup>	0 - 7,850	4 607	7 118	7,851 - 15,180	749	1 336
3 <sup>Note</sup>	0 - 12,672	16 329	18 789	12,673 - 20,240	7 917	11 389
4	0 - 14,573	27 190	34 700	14,574 - 25,301	18 651	33 942
5	0 - 15,701	10 514	14 518	15,702 - 30,361	8 432	14 153
6	0 - 18,318	4 535	5 180	18,319 - 35,421	3 442	4 252
7	0 - 20,935	1 014	1 428	20,936 - 40,481	521	730
8	0 - 23,552	180	287	23,553 - 45,542	88	74
9	0 - 26,169	30	61	26,170 - 50,602	10	17
10	0 - 28,786	4	19	28,787 - 55,662	0	0
11	0 - 31,403	1	3	31,404 - 60,722	0	0
<b>Total</b>		<b>64 404</b>	<b>82 109</b>		<b>39 810</b>	<b>65 893</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

<b>2013/14 School Year (up to 31.1.2014)</b>						
Family Size	Range of equivalent monthly family income eligible for full level of assistance  (\$)	No. of students receiving <u>full</u> grant textbook assistance		Range of equivalent monthly family income eligible for half level of assistance  (\$)	No. of students receiving <u>half</u> grant textbook assistance	
		Primary	Secondary		Primary	Secondary
1	0 - 5,422	0	6	5,423 - 10,484	0	0
2 <sup>Note</sup>	0 - 8,133	5 001	7 346	8,134 - 15,727	793	1 455
3 <sup>Note</sup>	0 - 13,128	16 439	17 714	13,129 - 20,969	7 810	11 061
4	0 - 15,097	27 636	30 086	15,098 - 26,212	18 622	30 877
5	0 - 16,267	9 435	11 600	16,268 - 31,454	7 421	12 220
6	0 - 18,978	3 832	4 070	18,979 - 36,696	2 971	3 598
7	0 - 21,689	852	1 119	21,690 - 41,939	480	613
8	0 - 24,401	169	233	24,402 - 47,181	90	85
9	0 - 27,112	20	31	27,113 - 52,424	13	17
10	0 - 29,823	2	14	29,824 - 57,666	0	0
11	0 - 32,534	1	5	32,535 - 62,908	0	0
<b>Total</b>		<b>63 387</b>	<b>72 224</b>		<b>38 200</b>	<b>59 926</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY****EDB546****(Question Serial No. 6380)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (102) Non-means-tested loan scheme  
(202) Non-means-tested loan scheme

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 252):

Please list out the number of student loan borrowers by programme (publicly-funded degree, sub-degree and self-financing degree), loan amounts disbursed (highest, average, lowest and median), length of repayment period, as well as the district of residence (public/Home Ownership Scheme/private housing), sex and age profile of the loan borrowers under the Non-means-tested Loan Schemes in the past five years.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The number of student loan borrowers and the amounts of loan disbursed (total, lowest, average, median and highest) in the 2009/10 to 2013/14 academic years under the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the Tertiary Student Finance Scheme - Publicly-funded Programmes)(NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the Financial Assistance Scheme for Post-secondary Students) (NLSPS) and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) are as follows –

**NLSFT**

Loan amount disbursed <sup>+</sup>	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(i) Degree or above</b>					
No. of students receiving loan	4 977	4 735	4 274	7 007	6 977
Total (\$ million)	192.00	183.64	169.69	278.79	281.23
Lowest (\$)	3,450	3,000	5,000	4,200	3,900
Average (\$)	38,577	38,784	39,703	39,787	40,308
Median (\$)	42,100	42,100	42,100	42,100	42,100
Highest (\$)	42,100	42,100	42,100	42,100	42,100

Loan amount disbursed <sup>+</sup>	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(ii) Sub-degree</b>					
No. of students receiving loan	1 371	1 279	1 083	1 501	1 540
Total (\$ million)	32.43	30.90	27.96	45.36	43.22
Lowest (\$)	3,320	2,610	4,000	3,630	2,110
Average (\$)	23,654	24,159	25,817	30,220	28,065
Median (\$)	26,700	26,700	27,600	31,575	30,250
Highest (\$)	37,960	37,960	40,350	41,750	43,940
<b>Total: (i) + (ii)</b>					
No. of students receiving loan	6 348	6 014	5 357	8 508	8 517
Total (\$ million)	224.43	214.54	197.65	324.15	324.45
Lowest (\$)	3,320	2,610	4,000	3,630	2,110
Average (\$)	35,354	35,673	36,896	38,099	38,094
Median (\$)	42,100	42,100	42,100	42,100	42,100
Highest (\$)	42,100	42,100	42,100	42,100	43,940

#### NLSPS<sup>#</sup>

Loan amount disbursed <sup>+</sup>	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>(i) Degree / Top-up degree</b>					
No. of students receiving loan	2 266	2 397	2 434	4 152	4 874
Total (\$ million)	143.47	153.85	174.08	245.98	249.04
Lowest (\$)	1,080	1,120	5,000	1,460	1,190
Average (\$)	63,314	64,184	71,520	59,245	51,096
Median (\$)	60,000	63,000	70,000	55,000	54,000
Highest (\$)	130,000	143,710	278,960	247,731	255,798
<b>(ii) Sub-degree</b>					
No. of students receiving loan	5 800	6 628	5 959	7 420	6 410
Total (\$ million)	336.94	389.71	380.45	343.88	276.77
Lowest (\$)	1,730	1,525	1,370	4,223	1,620
Average (\$)	58,093	58,798	63,845	46,344	43,177
Median (\$)	59,176	60,000	65,000	48,750	48,000
Highest (\$)	108,280	102,560	137,960	94,600	72,000

Loan amount disbursed <sup>+</sup>	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>Total: (i) + (ii)</b>					
No. of students receiving loan	8 066	9 025	8 393	11 572	11 284
Total (\$ million)	480.41	543.56	554.53	589.86	525.81
Lowest (\$)	1,080	1,120	1,370	1,460	1,190
Average (\$)	59,560	60,228	66,071	50,973	46,598
Median (\$)	60,000	60,000	67,935	49,500	48,750
Highest (\$)	130,000	143,710	278,960	247,731	255,798

#### ENLS@

Loan amount disbursed <sup>+</sup>	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
No. of students receiving loan	12 256	11 403	7 529	7 687	5 799
Total (\$ million)	517.42	473.62	341.21	361.99	234.60
Lowest (\$)	1,740	2,700	2,320	2,100	3,000
Average (\$)	42,218	41,535	45,319	47,091	40,455
Median (\$)	31,650	29,500	29,500	36,250	38,400
Highest (\$)	585,000	790,000	520,000	300,000	312,300

\* As at 31 January 2014

+ The figures in the table denote the loan amount disbursed in the respective academic years.

# In the 2009/10 to 2011/12 academic years, the NLSFT loans were to cover tuition fees, academic expenses and living expenses. Starting from the 2012/13 academic year, the NLSFT loans are to cover tuition fees only.

@ The ENLS covers a wide range of part-time and full-time post-secondary and continuing and professional education courses. We do not maintain statistical breakdown by study level. The information on the number of student loan borrowers and the amounts of loan disbursed (total, lowest, average, median and highest) under ENLS is provided.

Prior to the implementation of the measure to extend the standard repayment period to 15 years commencing from the 2012/13 academic year, student loan borrowers under NLSFT, NLSFT and ENLS were required to repay their loans by 40 quarterly instalments in ten years upon completion or cessation of their studies. Most of the student loan borrowers repaid their loans according to the standard repayment period, though some might settle their loans earlier on their own accord.

We do not have information on the distribution of loan borrowers by districts of residence, types of housing, sex and age profile.

**CONTROLLING OFFICER'S REPLY****EDB547****(Question Serial No. 6382)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 316):

According to the “Non-governmental Survey Report on Poverty of South Asian Ethnic Families in Hong Kong 2013” (“香港南亞少數族裔家庭貧窮情況民間調查報告 2013”) by the Hong Kong Catholic Commission for Labour Affairs, of all the ethnic minority respondents, 60% are living below the poverty line and half of the responding families have to support 3 to 5 children. However, more than 80% of the respondents have not applied for any financial assistance provided for students by the Government. The findings reveal that most members of the ethnic minority communities know little about the scope or form of financial assistance offered by the Student Financial Assistance Agency (SFAA) and that efforts made by the Government and schools to promote the scheme to ethnic minority parents or students are obviously inadequate. What specific measures will the SFAA adopt to remove this information barrier so that low-income ethnic minority residents who speak neither Chinese nor English can have the same access to information on policy areas related to students’ welfare? If yes, what are the details and expenditure to be incurred? If no, what are the reasons?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

It is the Government’s student finance policy to ensure that no student is denied access to education due to the lack of means. To achieve this objective, the SFAA has put in place various avenues for needy families, including families of ethnic minorities, to apply for financial assistance.

At the pre-primary level, the SFAA conducts briefings for kindergartens each year to explain to the sector details about the application for the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). Kindergartens are appealed to include the KCFRS as a topic to be covered in their Parents’ Day, and to give necessary assistance to families to apply for the KCFRS. In addition, every year, the SFAA will deliver the KCFRS application forms, guidance notes and leaflets to kindergartens and the district offices of the Home Affairs Department so that parents, including those of the ethnic minorities, can readily obtain the KCFRS application forms and apply for assistance under the scheme. Noting that some ethnic minorities have difficulty in understanding the scheme unless it is written in their own language, the SFAA has, since the 2013/14 school year, arranged for translation of the leaflet introducing the KCFRS into six different languages including Hindi, Indonesian, Nepali, Tagalog, Thai and Urdu for kindergartens to distribute to parents of the ethnic minorities. These, together with the dedicated assistance of the kindergartens, have offered enhanced support to the ethnic minorities.

For KCFRS recipients who are studying at the upper kindergarten classes, including children of the ethnic minorities, the SFAA will send out application forms for financial assistance for primary and secondary students to their parents towards the end of the school year so that they can apply for assistance for their children from the SFAA in a continuous manner when their children progress to Primary 1. The SFAA has also informed kindergartens of this arrangement so that they can help explain to parents of the ethnic minorities where necessary.

At the primary and secondary levels, the SFAA collaborates closely with the schools, which have good understanding of their students, to offer necessary assistance to needy students, including students of ethnic minorities, and their parents to apply for financial assistance from the SFAA. For continuing students who have successfully received assistance from the SFAA in the previous year, the SFAA will send out pre-print application forms to the families each year to remind them to apply for assistance for the coming year. Special assistance will be offered to families which have particular difficulty in comprehending our application procedures.

For post-secondary students, the SFAA works closely with institutions to disseminate information pertaining to various means-tested and non-means-tested financial assistance available to them. Special assistance will also be provided to students with particular difficulty.

Apart from the above, the SFAA makes announcement on the webpage from time to time to update parents and students about information on application for various financial assistance schemes from pre-primary to post-secondary levels.

The SFAA will upkeep its efforts in this regard so that those with financial difficulty will not be deprived of the opportunity to obtain assistance due to the language barrier. As this is in fact an integral part of the duties of each processing staff handling applications for financial assistance, the cost involved cannot be readily separated.

**CONTROLLING OFFICER'S REPLY****EDB548****(Question Serial No. 3819)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(102) Non-means-tested loan scheme

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 53):

Regarding the Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC), would the Administration advise of:

- (a) the respective numbers of applications received, with loan approved, rejected, granted with partial and full tuition fee reimbursement in each school year from 2011/12 to 2013/14;
- (b) reasons for rejecting the applications?

Asked by: Hon. CHEUNG Kwok-che

Reply:

Students under the FAEAEC are eligible for 30%, 50% or 100% reimbursement of the tuition fee paid. They are also eligible to apply for loan under the Extended Non-means-tested Loan Scheme (ENLS) to meet the upfront tuition fee payment. In the 2011/12 to 2012/13 school years, all reimbursement applications under FAEAEC and all ENLS applications for meeting tuition fee payment of FAEAEC courses were approved. The number of students receiving full tuition fee reimbursement, partial tuition fee reimbursement and ENLS loan for meeting tuition fee payment of FAEAEC courses in each school year from 2011/12 to 2012/13 are as follows –

	School Year	
	<u>2011/12</u>	<u>2012/13</u> (Figures as at 31.1.2014)
<b>Tuition fee reimbursement under FAEAEC</b>		
Number of students receiving full tuition fee reimbursement	234	222
Number of students receiving partial tuition fee reimbursement	603	536
- 30% reimbursement	505	470
- 50% reimbursement	98	66
<b>ENLS loan for meeting tuition fee payment of FAEAEC courses</b>		
Number of students receiving loan	7	1



Since applications for reimbursement are usually processed towards the end of the relevant school year, information on the 2013/14 school year is not yet available. As for ENLS, there were 4 applications as at 31 January 2014.

**CONTROLLING OFFICER'S REPLY****EDB549****(Question Serial No. 4045)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 554):

Please list out the amounts of the full rate textbook assistance provided to primary students from 2003 to 2014 as well as the information on the number of primary students receiving textbook assistance at the full rate by family size, age, monthly family income, number of family members in employment, type of housing (public housing/Home Ownership Scheme housing/private housing) the families are residing and the asset of the applicants' families.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The amounts of full rate assistance under the School Textbook Assistance Scheme (including textbook grant and flat rate grant) that primary students could receive for the period from the 2003/04 to the 2013/14 school years and the respective number of primary students receiving assistance at the full rate are set out below –

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13	2013/14
Primary 1 – 6	\$1,832	\$1,818	\$2,124	\$2,266	\$2,322	\$2,548	\$2,434	\$2,500	\$3,110	\$3,274	\$3,494
No. of primary students receiving assistance at the full rate	48 031	44 677	35 728	32 440	31 097	31 636	32 631	31 310	62 986	64 404	63 387 (up to 31.1.2014)

Note: In the 2011/12 school year, there was a considerable increase in the number of students receiving assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year, which resulted in more students eligible for full level of assistance and less students for half level of assistance.

The number of primary students receiving assistance at the full rate by family size and range of equivalent monthly family income for the period from the 2008/09 to the 2013/14 school years is set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of primary students receiving assistance at the full rate by type of housing, age and number of family members in employment. In addition, as applications for financial assistance for primary and secondary students are not subject to the asset test, we do not have any information on the asset of the applicants' families.

Appendix

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of primary students receiving full grant assistance
1	0 - 3,359	0	0 - 3,480	0	0 - 3,494	0	0 - 4,956	0	0 - 5,233	0	0 - 5,422	0
2 <sup>Note</sup>	0 - 5,039	1 743	0 - 5,220	1 924	0 - 5,241	2 058	0 - 7,434	4 136	0 - 7,850	4 607	0 - 8,133	5 001
3 <sup>Note</sup>	0 - 6,718	5 398	0 - 6,960	5 897	0 - 6,988	5 992	0 - 12,000	15 408	0 - 12,672	16 329	0 - 13,128	16 439
4	0 - 8,398	12 777	0 - 8,701	13 366	0 - 8,736	12 569	0 - 13,800	26 652	0 - 14,573	27 190	0 - 15,097	27 636
5	0 - 10,078	7 657	0 - 10,441	7 389	0 - 10,483	6 793	0 - 14,869	10 781	0 - 15,701	10 514	0 - 16,267	9 435
6	0 - 11,758	3 058	0 - 12,181	3 152	0 - 12,230	3 042	0 - 17,347	4 724	0 - 18,318	4 535	0 - 18,978	3 832
7	0 - 13,437	778	0 - 13,921	719	0 - 13,977	676	0 - 19,825	1 035	0 - 20,935	1 014	0 - 21,689	852
8	0 - 15,117	180	0 - 15,662	148	0 - 15,725	152	0 - 22,304	209	0 - 23,552	180	0 - 24,401	169
9	0 - 16,797	32	0 - 17,402	28	0 - 17,472	21	0 - 24,782	36	0 - 26,169	30	0 - 27,112	20
10	0 - 18,477	11	0 - 19,142	7	0 - 19,219	5	0 - 27,260	4	0 - 28,786	4	0 - 29,823	2
11	0 - 20,156	1	0 - 20,882	1	0 - 20,966	2	0 - 29,738	1	0 - 31,403	1	0 - 32,534	1
12	0 - 21,836	0	0 - 22,623	0	0 - 22,714	0	0 - 32,217	0	0 - 34,020	0	0 - 35,246	0
13	0 - 23,516	0	0 - 24,363	0	0 - 24,461	0	0 - 34,695	0	0 - 36,637	0	0 - 37,957	0
14	0 - 25,196	1	0 - 26,103	0	0 - 26,208	0	0 - 37,173	0	0 - 39,254	0	0 - 40,668	0
<b>Total</b>		<b>31 636</b>		<b>32 631</b>		<b>31 310</b>		<b>62 986</b>		<b>64 404</b>		<b>63 387</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY****EDB550****(Question Serial No. 4046)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 555):

Please list out the amounts of the half rate textbook assistance provided to primary students from 2003 to 2014 as well as the information on the number of primary students receiving textbook assistance at the half rate by family size, age, monthly family income, number of family members in employment, type of housing (public housing/Home Ownership Scheme housing/private housing) and the asset of the applicants' families.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The amounts of half rate assistance under the School Textbook Assistance Scheme (including textbook grant and flat rate grant) that primary students could receive for the period from the 2003/04 to the 2013/14 school years and the respective number of primary students receiving assistance at the half rate are set out below –

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13	2013/14
Primary 1 – 6	\$916	\$909	\$1,062	\$1,133	\$1,161	\$1,274	\$1,217	\$1,250	\$1,555	\$1,637	\$1,747
No. of primary students receiving assistance at the half rate	118 171	109 422	104 365	101 012	90 118	84 596	78 393	74 096	42 748	39 810	38 200 (up to 31.1.2014)

Note: In the 2011/12 school year, there was a considerable decrease in the number of students receiving assistance at the half rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year, which resulted in more students eligible for full level of assistance and less students for half level of assistance.

The number of primary students receiving assistance at the half rate by family size and range of equivalent monthly family income for the period from the 2008/09 to the 2013/14 school years is set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of primary students receiving assistance at the half rate by type of housing, age and number of family members in employment. In addition, as applications for financial assistance for primary and secondary students are not subject to the asset test, we do not have any information on the asset of the applicants' families.

Appendix

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of primary students receiving <u>half</u> grant assistance
1	3,360 - 8,971	0	3,481 - 9,294	0	3,495 - 9,331	0	4,957 - 9,583	0	5,234 - 10,120	0	5,423 - 10,484	0
2 <sup>Note</sup>	5,040 - 13,457	2 327	5,221 - 13,941	2 406	5,242 - 13,997	2 333	7,435 - 14,375	780	7,851 - 15,180	749	8,134 - 15,727	793
3 <sup>Note</sup>	6,719 - 17,943	18 198	6,961 - 18,589	17 676	6,989 - 18,663	17 050	12,001 - 19,167	8 473	12,673 - 20,240	7 917	13,129 - 20,969	7 810
4	8,399 - 22,429	42 376	8,702 - 23,236	37 665	8,737 - 23,329	35 013	13,801 - 23,959	19 900	14,574 - 25,301	18 651	15,098 - 26,212	18 622
5	10,079 - 26,914	15 473	10,422 - 27,883	14 387	10,484 - 27,995	13 475	14,870 - 28,751	9 117	15,702 - 30,361	8 432	16,268 - 31,454	7 421
6	11,759 - 31,400	5 149	12,182 - 32,531	5 199	12,231 - 32,661	5 176	17,348 - 33,543	3 731	18,319 - 35,421	3 442	18,979 - 36,696	2 971
7	13,438 - 35,886	912	13,922 - 37,178	911	13,978 - 37,327	906	19,826 - 38,335	625	20,936 - 40,481	521	21,690 - 41,939	480
8	15,118 - 40,372	144	15,663 - 41,825	132	15,726 - 41,993	122	22,305 - 43,127	113	23,553 - 45,542	88	24,402 - 47,181	90
9	16,798 - 44,858	11	17,403 - 46,473	13	17,473 - 46,659	21	24,783 - 47,919	9	26,170 - 50,602	10	27,113 - 52,424	13
10	18,478 - 49,344	6	19,143 - 51,120	2	19,220 - 51,325	0	27,261 - 52,711	0	28,787 - 55,662	0	29,824 - 57,666	0
11	20,157 - 53,829	0	20,883 - 55,767	2	20,967 - 55,990	0	29,739 - 57,502	0	31,404 - 60,722	0	32,535 - 62,908	0
12	21,837 - 58,315	0	22,624 - 60,415	0	22,715 - 60,656	0	32,218 - 62,294	0	34,021 - 65,783	0	35,247 - 68,151	0
13	23,517 - 62,801	0	24,364 - 65,062	0	24,462 - 65,322	0	34,696 - 67,086	0	36,638 - 70,843	0	37,958 - 73,393	0
14	25,197 - 67,287	0	26,104 - 69,709	0	26,209 - 69,988	0	37,174 - 71,878	0	39,255 - 75,903	0	40,669 - 78,636	0
<b>Total</b>		<b>84 596</b>		<b>78 393</b>		<b>74 096</b>		<b>42 748</b>		<b>39 810</b>		<b>38 200</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY****EDB551****(Question Serial No. 4047)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 556):

Please list out the amounts of full rate textbook assistance provided to secondary students from 2003 to 2014 as well as the information on the number of secondary students receiving textbook assistance at the full rate by family size, age, monthly family income, number of family members in employment, type of housing (public housing/Home Ownership Scheme housing/private housing) and the asset of the applicants' families.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The amounts of full rate assistance under the School Textbook Assistance Scheme (including textbook grant and flat rate grant) that secondary students could receive for the period from the 2003/04 to the 2013/14 school years and the respective number of secondary students receiving assistance at the full rate are set out below –

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13	2013/14
S1-3	\$2,482	\$2,552	\$2,416	\$2,520	\$2,482	\$2,780	\$2,678	\$2,834	\$3,360	\$3,444	\$3,872
S4 / SS1	\$2,530	\$2,622	\$2,468	\$2,618	\$2,840	\$3,062	\$2,856	\$3,012	\$3,472	\$3,740	\$4,194
S5 / SS2	\$1,432	\$1,416	\$1,512	\$1,680	\$1,676	\$1,786	\$1,678	\$2,544	\$3,126	\$3,396	\$3,642
S6 / SS3	\$2,154	\$2,152	\$2,118	\$2,090	\$2,074	\$2,226	\$1,994	\$2,098	\$1,964	\$1,980	\$2,050
S7	\$944	\$1,014	\$942	\$1,000	\$976	\$1,020	\$866	\$842	\$1,418	N.A.	N.A.
No. of secondary students receiving assistance at the full rate	63 929	65 469	56 468	52 292	51 405	48 823	49 188	45 118	94 710	82 109	72 224 (up to 31.1.2014)

Note: In the 2011/12 school year, there was a considerable increase in the number of students receiving assistance at the full rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year, which resulted in more students eligible for full level of assistance and less students for half level of assistance. The gradual drop in the number of full-grant secondary students after 2011/12 is due to a drop in the student population at the secondary level.

The number of secondary students receiving assistance at the full rate by family size and range of equivalent monthly family income for the period from the 2008/09 to the 2013/14 school years is set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of secondary students receiving assistance at the full rate by type of housing, age and number of family members in employment. In addition, as applications for financial assistance for primary and secondary students are not subject to the asset test, we do not have any information on the asset of the applicants' families.

Appendix

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of secondary students receiving <u>full</u> grant assistance
1	0 - 3,359	3	0 - 3,480	3	0 - 3,494	4	0 - 4,956	3	0 - 5,233	6	0 - 5,422	6
2 <sup>Note</sup>	0 - 5,039	2 729	0 - 5,220	2 928	0 - 5,241	3 074	0 - 7,434	7 032	0 - 7,850	7 118	0 - 8,133	7 346
3 <sup>Note</sup>	0 - 6,718	7 509	0 - 6,960	8 013	0 - 6,988	8 137	0 - 12,000	20 023	0 - 12,672	18 789	0 - 13,128	17 714
4	0 - 8,398	17 591	0 - 8,701	18 549	0 - 8,736	17 071	0 - 13,800	40 598	0 - 14,573	34 700	0 - 15,097	30 086
5	0 - 10,078	13 364	0 - 10,441	12 737	0 - 10,483	10 883	0 - 14,869	17 937	0 - 15,701	14 518	0 - 16,267	11 600
6	0 - 11,758	5 396	0 - 12,181	5 057	0 - 12,230	4 301	0 - 17,347	6 793	0 - 18,318	5 180	0 - 18,978	4 070
7	0 - 13,437	1 662	0 - 13,921	1 462	0 - 13,977	1 265	0 - 19,825	1 804	0 - 20,935	1 428	0 - 21,689	1 119
8	0 - 15,117	444	0 - 15,662	354	0 - 15,725	289	0 - 22,304	396	0 - 23,552	287	0 - 24,401	233
9	0 - 16,797	91	0 - 17,402	70	0 - 17,472	74	0 - 24,782	103	0 - 26,169	61	0 - 27,112	31
10	0 - 18,477	28	0 - 19,142	8	0 - 19,219	14	0 - 27,260	11	0 - 28,786	19	0 - 29,823	14
11	0 - 20,156	2	0 - 20,882	3	0 - 20,966	6	0 - 29,738	7	0 - 31,403	3	0 - 32,534	5
12	0 - 21,836	1	0 - 22,623	1	0 - 22,714	0	0 - 32,217	0	0 - 34,020	0	0 - 35,246	0
13	0 - 23,516	0	0 - 24,363	0	0 - 24,461	0	0 - 34,695	0	0 - 36,637	0	0 - 37,957	0
14	0 - 25,196	3	0 - 26,103	3	0 - 26,208	0	0 - 37,173	3	0 - 39,254	0	0 - 40,668	0
<b>Total</b>		<b>48 823</b>		<b>49 188</b>		<b>45 118</b>		<b>94 710</b>		<b>82 109</b>		<b>72 224</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.



**CONTROLLING OFFICER'S REPLY****EDB552****(Question Serial No. 4048)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 557):

Please list out the amounts of half rate textbook assistance provided to secondary students from 2003 to 2014 as well as the information on the number of secondary students receiving textbook assistance at the half rate broken down by family size, age, monthly family income, number of family members in employment, type of housing (public housing/Home Ownership Scheme housing/private housing) and asset of the applicants' families.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The amounts of half rate textbook assistance under the School Textbook Assistance Scheme (including textbook grant and flat rate grant) that secondary students could receive for the period from the 2003/04 to the 2013/14 school years and the respective number of secondary students receiving textbook assistance at the half rate are set out below –

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12 (Note)	2012/13	2013/14
S1-3	\$1,241	\$1,276	\$1,208	\$1,260	\$1,241	\$1,390	\$1,339	\$1,417	\$1,680	\$1,722	\$1,936
S4 / SS1	\$1,265	\$1,311	\$1,234	\$1,309	\$1,420	\$1,531	\$1,428	\$1,506	\$1,736	\$1,870	\$2,097
S5 / SS2	\$716	\$708	\$756	\$840	\$838	\$893	\$839	\$1,272	\$1,563	\$1,698	\$1,821
S6 / SS3	\$1,077	\$1,076	\$1,059	\$1,045	\$1,037	\$1,113	\$997	\$1,049	\$982	\$990	\$1,025
S7	\$472	\$507	\$471	\$500	\$488	\$510	\$433	\$421	\$709	N.A.	N.A.
No. of secondary students receiving assistance at the half rate	146 931	142 993	143 147	141 685	135 395	128 982	121 687	115 548	75 559	65 893	59 926 (up to 31.1.2014)

Note: In the 2011/12 school year, there was a considerable decrease in the number of students receiving textbook assistance at the half rate. This was mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency in the year, which resulted in more students eligible for full level of assistance and less students for half level of assistance. The gradual drop in the number of half-grant secondary students after 2011/12 is due to a drop in the student population at the secondary level.

The number of secondary students receiving assistance at the half rate by family size and range of equivalent monthly family income for the period from the 2008/09 to the 2013/14 school years is set out in the Appendix. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we have only maintained such statistics since the 2008/09 school year.

We do not have information on the distribution of secondary students receiving assistance at the half rate by type of housing, age and number of family members in employment. In addition, as applications for financial assistance for primary and secondary students are not subject to the asset test, we do not have any information on the asset of the applicants' families.

Appendix

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of secondary students receiving <u>half</u> grant assistance
1	3,360 - 8,971	0	3,481 - 9,294	0	3,495 - 9,331	1	4,957 - 9,583	0	5,234 - 10,120	0	5,423 - 10,484	0
2 <sup>Note</sup>	5,040 - 13,457	3 612	5,221 - 13,941	3 797	5,242 - 13,997	3 973	7,435 - 14,375	1 315	7,851 - 15,180	1 336	8,134 - 15,727	1 455
3 <sup>Note</sup>	6,719 - 17,943	19 127	6,961 - 18,589	19 845	6,989 - 18,663	20 044	12,001 - 19,167	11 906	12,673 - 20,240	11 389	13,129 - 20,969	11 061
4	8,399 - 22,429	69 268	8,702 - 23,236	63 921	8,737 - 23,329	59 686	13,801 - 23,959	39 414	14,574 - 25,301	33 942	15,098 - 26,212	30 877
5	10,079 - 26,914	27 686	10,422 - 27,883	25 262	10,484 - 27,995	23 325	14,870 - 28,751	16 937	15,702 - 30,361	14 153	16,268 - 31,454	12 220
6	11,759 - 31,400	7 651	12,182 - 32,531	7 225	12,231 - 32,661	7 034	17,348 - 33,543	5 075	18,319 - 35,421	4 252	18,979 - 36,696	3 598
7	13,438 - 35,886	1 391	13,922 - 37,178	1 405	13,978 - 37,327	1 276	19,826 - 38,335	792	20,936 - 40,481	730	21,690 - 41,939	613
8	15,118 - 40,372	213	15,663 - 41,825	186	15,726 - 41,993	188	22,305 - 43,127	112	23,553 - 45,542	74	24,402 - 47,181	85
9	16,798 - 44,858	23	17,403 - 46,473	31	17,473 - 46,659	18	24,783 - 47,919	8	26,170 - 50,602	17	27,113 - 52,424	17
10	18,478 - 49,344	11	19,143 - 51,120	12	19,220 - 51,325	0	27,261 - 52,711	0	28,787 - 55,662	0	29,824 - 57,666	0
11	20,157 - 53,829	0	20,883 - 55,767	3	20,967 - 55,990	0	29,739 - 57,502	0	31,404 - 60,722	0	32,535 - 62,908	0
12	21,837 - 58,315	0	22,624 - 60,415	0	22,715 - 60,656	0	32,218 - 62,294	0	34,021 - 65,783	0	35,247 - 68,151	0
13	23,517 - 62,801	0	24,364 - 65,062	0	24,462 - 65,322	0	34,696 - 67,086	0	36,638 - 70,843	0	37,958 - 73,393	0
14	25,197 - 67,287	0	26,104 - 69,709	0	26,209 - 69,988	3	37,174 - 71,878	0	39,255 - 75,903	0	40,669 - 78,636	0
<b>Total</b>		<b>128 982</b>		<b>121 687</b>		<b>115 548</b>		<b>75 559</b>		<b>65 893</b>		<b>59 926</b>

Note: 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same. Likewise, 3-member single-parent families are treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are the same.

**CONTROLLING OFFICER'S REPLY****EDB553****(Question Serial No. 5741)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 621):

Please inform this Committee of the total amounts of repayment received from loan borrowers by the Student Financial Assistance Agency in each of the past five academic years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the past five academic years, the total amounts of repayment received from student loan borrowers under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) are as follows –

Repayment amount (\$ million)	Academic Year				
	2009/10	2010/11	2011/12	2012/13	2013/14*
<b>TSFS</b>	471.58	437.77	390.15	297.34	135.12
<b>FASP</b>	45.63	69.06	98.99	112.05	65.16
<b>NLSFT</b>	256.01	274.60	258.51	236.91	112.30
<b>NLSPS</b>	201.65	252.65	296.40	328.50	178.17
<b>ENLS</b>	363.54	431.46	455.07	443.27	223.05
<b>Total</b>	1,338.41	1,465.54	1,499.12	1,418.07	713.80

\* As at 31 January 2014

**CONTROLLING OFFICER'S REPLY**

**EDB554**

**(Question Serial No. 6586)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (228) Student financial assistance  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 567):

Please list out the number of children receiving half fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), broken down by household size, age, monthly household income, number of household members in employment and type of housing (public housing/Home Ownership Scheme housing/private housing) of the applicants from 2003 to 2013.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of kindergarten children and children below three in whole-day child care centres receiving financial assistance under KCFRS at half level of assistance by family size, range of equivalent monthly family income eligible for the period from the 2008/09 to the 2013/14 school years are set out in Appendices 1 and 2 respectively. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we do not maintain comprehensive information for those cases before the 2008/09 school year.

We do not have information on the distribution of the successful applicants by age, number of family members in employment and type of housing.

**Statistics of kindergarten children receiving financial assistance under KCFRS at half level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)		
	Family Size	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of kindergarten children eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	9,767-17,943*	154	10,119-18,589*	134	10,159-18,663*	121	12,143-19,167*	102	12,823-20,240*	136	13,285-20,969*	134	
3	9,767-17,943^	1 518	10,119-18,589^	1 350	10,159-18,663^	1 258	12,143-19,167^	2 063	12,823-20,240^	2 587	13,285-20,969^	2 578	
4	12,209-22,429	2 456	12,648-23,236	2 158	12,699-23,329	2 140	15,179-23,959	3 012	16,029-25,301	3 751	16,606-26,212	4 330	
5	14,651-26,914	1 324	15,178-27,883	1 254	15,239-27,995	1 207	18,214-28,751	1 449	19,234-30,361	1 669	19,927-31,454	1 781	
6	17,093-31,400	587	17,708-32,531	598	17,779-32,661	615	21,250-33,543	762	22,440-35,421	790	23,248-36,696	828	
7	19,534-35,886	120	20,237-37,178	111	20,318-37,327	98	24,286-38,335	107	25,646-40,481	116	26,569-41,939	137	
8	21,976-40,372	31	22,767-41,825	30	22,858-41,993	28	27,321-43,127	26	28,851-45,542	24	29,890-47,181	36	
9	24,418-44,858	Nil	25,296-46,473	Nil	25,398-46,659	1	30,357-47,919	1	32,057-50,602	7	33,211-52,424	4	
10	26,860-49,344	Nil	27,826-51,120	Nil	27,938-51,325	Nil	33,393-52,711	Nil	35,263-55,662	Nil	36,532-57,666	1	
<b>Total</b>		<b>6 190</b>		<b>5 635</b>		<b>5 468</b>		<b>7 522</b>		<b>9 080</b>		<b>9 829</b>	

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**Statistics of children below three in whole-day child care centres (CCCs) receiving financial assistance under KCFRS at half level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance	Range of equivalent monthly family income eligible for half level of assistance (\$)	No. of children in CCCs eligible for half level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	9,767-17,943*	42	10,119-18,589*	44	10,159-18,663*	47	12,143-19,167*	16	12,823-20,240*	21	13,285-20,969*	18
3	9,767-17,943^	459	10,119-18,589^	452	10,159-18,663^	423	12,143-19,167^	305	12,823-20,240^	307	13,285-20,969^	224
4	12,209-22,429	619	12,648-23,236	590	12,699-23,329	557	15,179-23,959	453	16,029-25,301	425	16,606-26,212	318
5	14,651-26,914	460	15,178-27,883	433	15,239-27,995	398	18,214-28,751	357	19,234-30,361	293	19,927-31,454	197
6	17,093-31,400	189	17,708-32,531	226	17,779-32,661	218	21,250-33,543	180	22,440-35,421	139	23,248-36,696	119
7	19,534-35,886	62	20,237-37,178	62	20,318-37,327	54	24,286-38,335	30	25,646-40,481	37	26,569-41,939	25
8	21,976-40,372	18	22,767-41,825	18	22,858-41,993	9	27,321-43,127	6	28,851-45,542	13	29,890-47,181	11
9	24,418-44,858	3	25,296-46,473	Nil	25,398-46,659	1	30,357-47,919	2	32,057-50,602	3	33,211-52,424	2
10	26,860-49,344	Nil	27,826-51,120	Nil	27,938-51,325	Nil	33,393-52,711	Nil	35,263-55,662	Nil	36,532-57,666	Nil
<b>Total</b>		<b>1 852</b>		<b>1 825</b>		<b>1 707</b>		<b>1 349</b>		<b>1 238</b>		<b>914</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**CONTROLLING OFFICER'S REPLY**

**EDB555**

**(Question Serial No. 6587)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (228) Student financial assistance  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 568):

Please list out the number of cases receiving 3/4 fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), broken down by household size, age, monthly household income, number of household members in employment and type of housing (public housing/Home Ownership Scheme housing/private housing) of the recipients from 2003 to 2013.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of kindergarten children and children below three in child care centres receiving financial assistance under KCFRS at the 3/4 level of assistance by family size, range of equivalent monthly family income eligible for 3/4 level of assistance for the period from the 2008/09 to the 2013/14 school years are set out in Appendices 1 and 2 respectively. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we do not maintain comprehensive information for those cases before the 2008/09 school year.

We do not have information on the distribution of the successful applicants by age, number of family members in employment and type of housing.



**Statistics of kindergarten children receiving financial assistance under KCFRS at 3/4 level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of kindergarten children eligible for 3/4 level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	6,719-9,766*	398	6,961-10,118*	378	6,989-10,158*	301	12,001-12,142*	6	12,673-12,822*	11	13,129-13,284*	4
3	6,719-9,766^	2 469	6,961-10,118^	2 200	6,989-10,158^	1 465	12,001-12,142^	114	12,673-12,822^	94	13,129-13,284^	134
4	8,399-12,208	4 253	8,702-12,647	3 548	8,737-12,698	2 413	13,801-15,178	921	14,574-16,028	1 095	15,098-16,605	1 051
5	10,079-14,650	2 015	10,442-15,177	1 846	10,484-15,238	1 447	14,870-18,213	910	15,702-19,233	897	16,268-19,926	947
6	11,759-17,092	1 025	12,182-17,707	922	12,231-17,778	743	17,348-21,249	351	18,319-22,439	370	18,979-23,247	410
7	13,438-19,533	181	13,922-20,236	185	13,978-20,317	160	19,826-24,285	46	20,936-25,645	45	21,690-26,568	59
8	15,118-21,975	38	15,663-22,766	43	15,726-22,857	39	22,305-27,320	20	23,553-28,850	11	24,402-29,889	18
9	16,798-24,417	8	17,403-25,295	8	17,473-25,397	7	24,783-30,356	2	26,170-32,056	7	27,113-33,210	7
10	18,478-26,859	Nil	19,143-27,825	Nil	19,220-27,937	Nil	27,261-33,392	1	28,787-35,262	Nil	29,824-36,531	Nil
<b>Total</b>		<b>10 387</b>		<b>9 130</b>		<b>6 575</b>		<b>2 371</b>		<b>2 530</b>		<b>2 630</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**Statistics of children below three in whole-day child care centres (CCCs) receiving financial assistance under KCFRS at 3/4 level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance	Range of equivalent monthly family income eligible for 3/4 level of assistance (\$)	No. of children in CCCs eligible for 3/4 level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	6,719-9,766*	68	6,961-10,118*	58	6,989-10,158*	57	12,001-12,142*	Nil	12,673-12,822*	Nil	13,129-13,284*	1
3	6,719-9,766^	194	6,961-10,118^	172	6,989-10,158^	178	12,001-12,142^	10	12,673-12,822^	13	13,129-13,284^	11
4	8,399-12,208	304	8,702-12,647	303	8,737-12,698	226	13,801-15,178	105	14,574-16,028	96	15,098-16,605	52
5	10,079-14,650	231	10,442-15,177	210	10,484-15,238	192	14,870-18,213	121	15,702-19,233	125	16,268-19,926	98
6	11,759-17,092	111	12,182-17,707	115	12,231-17,778	111	17,348-21,249	56	18,319-22,439	55	18,979-23,247	41
7	13,438-19,533	22	13,922-20,236	35	13,978-20,317	29	19,826-24,285	11	20,936-25,645	10	21,690-26,568	10
8	15,118-21,975	10	15,663-22,766	2	15,726-22,857	6	22,305-27,320	4	23,553-28,850	5	24,402-29,889	5
9	16,798-24,417	Nil	17,403-25,295	Nil	17,473-25,397	Nil	24,783-30,356	3	26,170-32,056	Nil	27,113-33,210	Nil
10	18,478-26,859	Nil	19,143-27,825	Nil	19,220-27,937	Nil	27,261-33,392	Nil	28,787-35,262	Nil	29,824-36,531	Nil
<b>Total</b>		<b>940</b>		<b>895</b>		<b>799</b>		<b>310</b>		<b>304</b>		<b>218</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**CONTROLLING OFFICER'S REPLY**

**EDB556**

**(Question Serial No. 6588)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (228) Student financial assistance  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 569):

Please list out the number of cases receiving full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), broken down by household size, age, monthly household income, number of household members in employment and type of housing (public housing/Home Ownership Scheme housing/private housing) of the recipients from 2003 to 2013.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of kindergarten children and children below three in child care centres receiving financial assistance under KCFRS at full level of assistance by family size, range of equivalent monthly family income eligible for the period from the 2008/09 to the 2013/14 school years are set out in Appendices 1 and 2 respectively. Relevant breakdowns for the period from the 2003/04 to the 2007/08 school years are not available as we do not maintain comprehensive information for those cases before the 2008/09 school year.

We do not have information on the distribution of the successful applicants by age, number of family members in employment and type of housing.

**Statistics of kindergarten children receiving financial assistance under KCFRS at full level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of kindergarten children eligible for full level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,718*	4 292	0-6,960*	864	0-6,988*	868	0-12,000*	1 222	0-12,672*	1 231	0-13,128*	1 067
3	0-6,718^	4 986	0-6,960^	3 071	0-6,988^	2 942	0-12,000^	5 876	0-12,672^	6 511	0-13,128^	5 798
4	0-8,398	4 974	0-8,701	4 695	0-8,736	4 648	0-13,800	8 917	0-14,573	9 804	0-15,097	9 534
5	0-10,078	3 140	0-10,441	2 923	0-10,483	2 741	0-14,869	4 272	0-15,701	4 234	0-16,267	3 950
6	0-11,758	1 444	0-12,181	1 461	0-12,230	1 447	0-17,347	2 296	0-18,318	2 066	0-18,978	1 742
7	0-13,437	296	0-13,921	303	0-13,977	304	0-19,825	459	0-20,935	384	0-21,689	343
8	0-15,117	74	0-15,662	70	0-15,725	57	0-22,304	100	0-23,552	64	0-24,401	53
9	0-16,797	12	0-17,402	9	0-17,472	6	0-24,782	17	0-26,169	14	0-27,112	7
10	0-18,477	1	0-19,142	Nil	0-19,219	1	0-27,260	2	0-28,786	Nil	0-29,823	2
<b>Total</b>		<b>19 219</b>		<b>13 396</b>		<b>13 014</b>		<b>23 161</b>		<b>24 308</b>		<b>22 496</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**Statistics of children below three in whole-day child care centres (CCCs) receiving financial assistance under KCFRS at full level of assistance**

School Year	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 (up to 31.1.2014)	
Family Size	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance	Range of equivalent monthly family income eligible for full level of assistance (\$)	No. of children in CCCs eligible for full level of financial assistance
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	0-6,718*	117	0-6,960*	117	0-6,988*	94	0-12,000*	140	0-12,672*	135	0-13,128*	87
3	0-6,718^	177	0-6,960^	170	0-6,988^	147	0-12,000^	349	0-12,672^	332	0-13,128^	201
4	0-8,398	183	0-8,701	188	0-8,736	180	0-13,800	469	0-14,573	420	0-15,097	277
5	0-10,078	183	0-10,441	163	0-10,483	139	0-14,869	268	0-15,701	223	0-16,267	159
6	0-11,758	111	0-12,181	105	0-12,230	80	0-17,347	138	0-18,318	129	0-18,978	71
7	0-13,437	24	0-13,921	32	0-13,977	40	0-19,825	29	0-20,935	30	0-21,689	19
8	0-15,117	6	0-15,662	5	0-15,725	11	0-22,304	11	0-23,552	5	0-24,401	5
9	0-16,797	3	0-17,402	Nil	0-17,472	Nil	0-24,782	Nil	0-26,169	1	0-27,112	Nil
10	0-18,477	Nil	0-19,142	1	0-19,219	Nil	0-27,260	Nil	0-28,786	Nil	0-29,823	Nil
<b>Total</b>		<b>804</b>		<b>781</b>		<b>691</b>		<b>1 404</b>		<b>1 275</b>		<b>819</b>

\* Families with two members only are single-parent families. 2-member single-parent families are treated as if they were 3-member families for assessment of their level of financial assistance. The income ranges of 2-member single-parent families and 3-member families for financial assistance are therefore the same.

^ The income range indicated here is for 3-member non-single-parent families. 3-member single-parent families are similarly treated as if they were 4-member families for assessment of their level of financial assistance. The income ranges of 3-member single-parent families and 4-member families for financial assistance are therefore the same.

**CONTROLLING OFFICER'S REPLY****EDB557****(Question Serial No. 5701)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(102) Non-means-tested loan scheme  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 41):

Please set out the lowest, average, median and highest amount of loans provided under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP) and the non-means-tested loan schemes in the 2012/13 and 2013/14 academic years.

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2012/13 and 2013/14 academic years, the lowest, average, median and highest loan amounts disbursed under the TSFS, the FASP, the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS) are as follows –

Loan disbursed (\$) ^	Academic Year	
	2012/13	2013/14 (as at 31 January 2014)
<b>(A) TSFS (loans are to cover living expenses)</b>		
Lowest	1,180	2,040
Average	29,535	30,130
Median	39,000	40,000
Highest *	59,470	61,440

Loan disbursed (\$) ^	Academic Year	
	2012/13	2013/14 (as at 31 January 2014)
<b>(B) FASP (loans are to cover living expenses)</b>		
Lowest	1,189	2,000
Average	30,699	27,523
Median	39,650	25,000
Highest *	65,740	68,110
<b>(C) NLSFT (loans are to cover tuition fees)</b>		
Lowest	3,630	2,110
Average	38,099	38,094
Median	42,100	42,100
Highest	42,100	43,940
<b>(D) NLSPS (loans are to cover tuition fees)</b>		
Lowest	1,460	1,190
Average	50,973	46,598
Median	49,500	48,750
Highest	247,731	255,798
<b>(E) ENLS (loans are to cover tuition fees)</b>		
Lowest	2,100	3,000
Average	47,091	40,455
Median	36,250	38,400
Highest	300,000	312,300

^ The figures in the table denote the loan amount disbursed in the respective academic years. The total loan amount disbursed to a student for taking a course will be the total of loans that may be drawn in more than one academic year.

\* Under TSFS and FASP, some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of an academic year on a discretionary basis.

**CONTROLLING OFFICER'S REPLY****EDB558****(Question Serial No. 5702)**

**Head:** (173) Student Financial Assistance Agency

**Subhead (No. & title):** (228) Student financial assistance

**Programme:** Student Assistance Scheme

**Controlling Officer:** Controller, Student Financial Assistance Agency (Ms. Nancy SO)

**Director of Bureau:** Secretary for Education

**Question (Member Question No. 42):**

In the 2012/13 to 2014/15 academic years, what are the monthly income limits for families with 2, 3 and 4 members to be eligible for full assistance under the means test mechanism of the Student Financial Assistance Agency (SFAA)? In respect of each of the above 3 types of families which receive full assistance, what is the percentage of the monthly income limit against the median household income in the year?

**Asked by:** Hon. LEE Wai-king, Starry

**Reply:**

Presently, a standard income test is adopted for all the means-tested financial assistance schemes administered by the SFAA. The income test operates on an Adjusted Family Income (AFI) formula which takes into account the gross annual family income and the number of family members. The calculated AFI value will then be referenced against a Ready Reckoner to determine the eligibility and level of assistance under individual assistance schemes. The AFI cut-off points in the Ready Reckoner are adjusted annually according to the Consumer Price Index (A). In the 2012/13 and 2013/14 academic years, the AFI cut-off points for full level of assistance and the equivalent monthly family income for 2-person, 3-person and 4-person families are tabulated below. Generally speaking, students from families with monthly income at around 50% of the median monthly household income would be eligible for full level of assistance. The AFI Ready Reckoner for the 2014/15 academic year would be ready for use after the annual price adjustment exercise.

Family Size	2012/13		2013/14	
	AFI cut-off point for full level of assistance (\$)	Equivalent monthly family income (\$)	AFI cut-off point for full level of assistance (\$)	Equivalent monthly family income (\$)
2 <sup>Note</sup>	31,403	7,850	32,534	8,133
3 <sup>Note</sup>	38,016	12,672	39,385	13,128
4	34,975	14,573	36,234	15,097

Note : For 2-member and 3-member single-parent families, they are regarded as 3-member families and 4-member families respectively for determining the AFI thresholds for full level of assistance and calculation of AFI.



**CONTROLLING OFFICER'S REPLY****EDB559****(Question Serial No. 6662)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance  
(101) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(103) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 851):

- (a) Please fill in the table below advising details of the following 2 schemes over the past 3 years:  
(i) Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS); and  
(ii) Financial Assistance Scheme for Post-secondary Students (FASP).

<b>Average monthly household income</b>	\$10,000 or below	\$10,001 to \$20,000	\$20,001 to \$30,000	\$30,001 to \$40,000	\$40,001 to \$50,000	\$50,001 or above	Total
Estimated no. of students in respective income group							
Estimated no. of students eligible for application							
Actual no. of applicants							
No. of grant recipients							
Average amount of grant							
Percentage of grant recipients among students of respective income group							
Average amount of loan							
No. of applicants found ineligible for financial assistance							

- (b) Please provide the major reasons for filed but unsuccessful applications under (i) TSFS and (ii) FASP in the past 3 years. How many students did each of these reasons cover?
- (c) Does the Administration keep data of the success rate by household income of the student under (i) TSFS and (ii) FASP? Are there effectiveness indicators by household income of the student?

- (d) As regards non-means-tested loan schemes, please list the household income groups of the potential applicants.
- (e) Please tabulate the average tuition fee and number of enrollment for programmes recognised under (i) TSFS and (ii) FASP.

Asked by: Hon. LEUNG Kwok-hung

Reply:

- (a) TSFS and FASP are means-tested financial assistance schemes providing financial assistance in the form of grant and/or loan to needy students pursuing full-time publicly-funded post-secondary programmes and locally-accredited self-financing post-secondary programmes respectively. Applicants are assessed by a two-tier means test to determine their eligibility for and level of financial assistance. The Adjusted Family Income (AFI) formula, which takes into account the gross annual family income of the applicants and the number of family members, is adopted for the first tier of the means test, i.e. income test. Based on the calculated AFI values, the applicants may receive different percentages of the maximum assistance amounts. Those applicants who pass the income test would be subject further to an asset test, which is the second tier of the means test. The amount of assistance calculated after the income test may be discounted according to the average net asset value of the applicant's family assessed in the income test. We do not keep information of the applicants/beneficiaries according to their actual family income range as the assistance level of the beneficiaries varies according to their family size, family income and family asset value. In the 2011/12 academic year, the Government relaxed the family income ceiling for full level of assistance and adjusted the tiers of assistance for students under TSFS and FASP. As a result, the percentage of beneficiaries under TSFS and FASP provided with full level of assistance increased from some 37% to some 60%. The number of applications, the number of students receiving full grant and partial grant under TSFS and FASP, together with the average amounts of grant and loan disbursed in the 2011/12 to 2013/14 academic years, are set out below –

	Academic Year					
	2011/12		2012/13		2013/14*	
	TSFS	FASP	TSFS	FASP	TSFS	FASP
No. of applications	29 210	27 760	33 923	33 934	32 084	31 228
No. of students receiving grant	26 241	22 844	30 091	28 353	27 300 <sup>^</sup>	24 230 <sup>^</sup>
Full grant	16 149 (62%)	14 424 (63%)	17 942 (60%)	17 200 (61%)	16 500 <sup>^</sup> (60%)	15 229 <sup>^</sup> (63%)
Partial grant	10 092 (38%)	8 420 (37%)	12 149 (40%)	11 153 (39%)	10 800 <sup>^</sup> (40%)	9 001 <sup>^</sup> (37%)
Average amount of grant disbursed (\$)	35,479	41,684	36,923	43,232	36,787	39,885
Average amount of loan disbursed (\$)	28,657	29,300	29,535	30,699	30,130	27,523

\* As at 31 January 2014

<sup>^</sup> Figures represent the number of students offered with grant/ full grant/ partial grant.

- (b) In the 2011/12 to 2013/14 academic years, the respective number of applicants under TSFS and FASP who were not offered any grants or loans owing to failure to pass the income test or the asset test are as follows –

	Academic Year					
	2011/12		2012/13		2013/14 *	
	TSFS	FASP	TSFS	FASP	TSFS	FASP
No. of applicants who were not offered grant/loan owing to failure to pass the income test	620	786	1 151	1 332	996	1 212
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	84	64	83	71	58	41

\* As at 31 January 2014

Note : Some applicants failed to meet the eligibility of TSFS or FASP, e.g. studying ineligible programmes, exceeding the age limit etc. Some applicants withdrew their applications during the vetting process.

- (c) The eligibility for and level of assistance provided to students under TSFS and FASP are determined by the two-tier means test mechanism described in (a) above. We do not have information on the success rate by household income of the students under TSFS and FASP.
- (d) Non-means-tested loan schemes (NLS) aim to provide an alternative source of finance to eligible students to assist them to pursue their studies. Applicants of non-means-tested loans do not need to go through any means test or provide security for the loans. Therefore we do not have information on the family income of the applicants of the NLS.
- (e) The average tuition fees of successful applicants under TSFS and FASP in the 2013/14 academic year (up to 31 January 2014) as shown in the table in (a) above by different study levels are set out below –

Study level	Average Tuition Fee	
	TSFS (\$)	FASP (\$)
Degree and above	42,100	62,255
Sub-degree	28,232	48,166

**CONTROLLING OFFICER'S REPLY****EDB560****(Question Serial No. 4379)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 124):

Under the Examination Fee Remission Scheme (EFRS), needy school candidates taking public examinations conducted or administered by the Hong Kong Examinations and Assessment Authority are remitted means-tested examination fee. Would the Administration provide the number of candidates with 100% and 50% remission as well as the respective percentage against the population of school candidates in the past three years?

Asked by: Hon. MA Fung-kwok

Reply:

In the past three school years (i.e. 2010/11 – 2012/13), the number of school candidates in receipt of examination fee remission under the EFRS and the respective percentage against the total population of school candidates are listed in the table below –

<b>School Year</b>		<b>2010/11<sup>^</sup></b>	<b>2011/12<sup>*</sup></b>	<b>2012/13<sup>#</sup></b>
(a)	Population of school candidates	29 900	100 500	74 980
(b)	No. of school candidates in receipt of examination fee remission	Full grant	3 316	21 663
		Half grant	N.A.	17 135
		Total	3 316	38 798
(c)	Percentage ( (b) / (a) x 100% )	11.09%	38.60%	34.11%

<sup>^</sup> In the 2010/11 school year, only Secondary 7 students sat for the local public examination, namely, the Hong Kong Advanced Level Examination (HKALE). The then ambit of the EFRS provided examination fee remission to full grant school candidates only.

<sup>\*</sup> With the implementation of the New Senior Secondary academic structure, there was a double cohort of school candidates in the 2011/12 school year, with candidates sitting for the first Hong Kong Diploma of Secondary Education Examination and the last HKALE. Hence the population of school candidates increased considerably. As regards the number of beneficiaries, the ambit of the EFRS was extended to half grant school candidates and eligible needy non-Chinese speaking (NCS) students sitting for the General Certificate of Secondary Education (Chinese) Examination. Therefore the number of beneficiaries under the Scheme rose markedly.

<sup>#</sup> In the 2012/13 school year, HKALE for school candidates was no longer held. To enhance support for the needy NCS students, the ambit of the EFRS has further been extended to include the International General Certificate of Secondary Education (Chinese) Examination, the General Certificate of Education (GCE) Advanced Subsidiary (AS)-Level (Chinese) Examination and the GCE advanced (A)-Level (Chinese) Examination.

**CONTROLLING OFFICER'S REPLY**

<b>EDB561</b>
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**(Question Serial No. 5529)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 88):

The Student Financial Assistance Agency (SFAA) has stated that the number of non-directorate posts will be reduced by 28 posts as at 31 March 2015. Please advise this Committee of the nature of work, ranks and salaries of the posts to be deleted; whether the decrease of these non-directorate posts will impact on the operation of SFAA?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The nature of work, ranks and salaries of the 28 non-directorate posts to be deleted in 2014-15 are shown as follows -

<b>No. of Post</b>	<b>Rank (No. of Post)</b>	<b>Annual staff cost<sup>^</sup></b>	<b>Nature of work</b>
18	Senior Clerical Officer (3)	\$1,416,420	To implement the improvement measures to advance the disbursement of textbook assistance so as to enhance the support to needy students.
	Clerical Officer (9)	\$3,209,760	
	Clerical Assistant (6)	\$1,041,120	
6	Senior Executive Officer (1)	\$845,880	To implement the improvement measures to non-means-tested loan schemes with a view to easing the repayment burden of loan borrowers, reducing excessive borrowing and enhancing quality assurance of eligible courses.
	Executive Officer I (1)	\$621,900	
	Executive Officer II (2)	\$823,560	
	Assistant Clerical Officer (2)	\$444,840	
4	Executive Officer I (2)	\$1,243,800	To perform the preparatory work such as user acceptance tests and data conversion checking work, etc. for the development of the Integrated Student Financial Assistance System.
	Senior Clerical Officer (2)	\$944,280	
		Total: \$10,591,560	

<sup>^</sup> The Notional Annual Mid-point Salary of the rank is used for calculating the annual staff cost.

The 28 posts are time-limited posts for implementing various initiatives in the past years and are due to lapse in 2014-15. The deletion of these posts will not affect the operation of the SFAA.

**CONTROLLING OFFICER'S REPLY**

**EDB562**

**(Question Serial No. 5530)**

Head: (173) Student Financial Assistance Agency  
(254) Loans to Students

Subhead (No. & title): (000) Operational expenses  
(201) Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts  
(202) Non-means-tested loan scheme  
(203) Means-tested loan for post-secondary students

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 89):

The Student Financial Assistance Agency (SFAA) will continue to step up efforts to recover student loans in arrears and tackle the default problem. In this regard, would the Administration advise the Committee of the following –

- (a) the number of default cases between 2010/11 and 2013/14, the manpower and expenditure involved in recovering student loans in arrears and tackling the default problem between 2010/11 and 2014/15; whether measures will be taken by the Administration to enhance the efficiency and effectiveness of recovering defaulted student loans;
- (b) the number and details of default cases taken legal actions against the defaulters for the recovery of the outstanding loan between 2010/11 and 2013/14; and
- (c) the number and details of loans written off by the SFAA as well as the amount involved between 2010/11 and 2013/14.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) Cases with two or more consecutive overdue quarterly instalments/ six or more consecutive overdue monthly instalments are regarded as default cases. These do not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further full-time study or serious illness) has been approved. Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students pursuing programmes covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students pursuing programmes covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing specific post-secondary/continuing and professional education courses) (ENLS), the number of default cases in the 2010/11 to 2013/14 academic years are as follows –

	Academic Year			
	2010/11	2011/12	2012/13	2013/14*
	No. of default cases			
(A) TSFS	2 297	2 034	1 653	1 764
(B) FASP	1 146	1 418	1 379	1 829
(C) NLSFT	1 641	1 603	1 557	1 678
(D) NLSPS	2 000	2 439	2 637	2 871
(E) ENLS	9 440	9 147	8 435	8 015
<b>Total</b>	16 524	16 641	15 661	16 157

\* As at 31 January 2014

The number of staff and the total expenditure involved in recovering defaulted loans in the 2010/11 to 2014/15 academic years are as follows –

	Academic Year				
	2010/11	2011/12	2012/13	2013/14	2014/15
Total no. of staff (Note 1)	90	95	93	102*	104 <sup>#</sup>
Total expenditure (\$ million) (Note 2)	17.3	20.6	22.0	24.3 <sup>#</sup>	26.1 <sup>#</sup>

\* As at 31 January 2014

# Estimated figures

Note 1: Figures of all five years above include staff of both the SFAA and the Department of Justice (DoJ), including civil servants and non-civil service contract staff. In order to expedite debt recovery actions, the DoJ has set up a dedicated team since October 2010 to handle defaulted student loan cases referred by the SFAA.

Note 2: Mainly salaries provision for staff involved in the work.

In recent years, the SFAA has stepped up efforts to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers. We have streamlined the workflow of loan recovery, enhanced the system to improve the case management process, provided appropriate training to our staff to facilitate more effective debt recovery, and deployed more resources to expedite recovery of defaulted student loans through legal means, including referral of default cases to the DoJ and filing of claims directly to the Small Claims Tribunal (SCT). Following the re-organisation of the Default Division of the SFAA in 2013, we have further strengthened the manpower support in the filing of claims directly to the SCT in order that more defaulted student loans will be recovered expeditiously through the SCT. In addition, the Default Division has set up a dedicated team to proactively making phone calls to the defaulted loan borrowers and their indemnifiers, urging them to settle the arrears and providing appropriate assistance to those who have genuine difficulties in repaying their loans (e.g. through loan restructuring).

To tackle the default problem, the Administration has also implemented a package of improvement measures to the means-tested and non-means-tested loan schemes commencing from the 2012/13 academic year to reduce the repayment burden of students and prevent excessive borrowing by students. In addition, as announced in the 2014 Policy Address, the Administration will make it a standing arrangement to give fresh graduates who have borrowed student loans the option of starting the student loan repayment one year after completing their studies. The above measures help alleviate the financial burden of student loan borrowers, and thereby reducing default risk.



Separately, to promote prudent financial management to students and appeal to loan borrowers who have difficulty in repaying their loans to approach the SFAA for assistance, we have enhanced our publicity on wise financial management and the consequences of late repayment in the SFAA's website and through various publicity materials to our loan borrowers.

In the 2014-15 financial year, the SFAA will continue to make every effort to tackle the default problem and to recover outstanding student loans from the defaulters and their indemnifiers in an expeditious manner. We will also continue to promote prudent financial management to students through close collaboration with tertiary education institutions and related organisations in preparing and delivering the message of prudent financial and credit management to youngsters through various education and promotion activities.

- (b) The number of default cases in which legal recovery actions had been initiated, including those referred to the DoJ and filed directly to the SCT in the 2010/11 to 2013/14 academic years are as follows –

	Academic Year			
	2010/11	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>				
No. of default cases referred to DoJ	358	305	311	136
No. of default cases filed directly to SCT by SFAA	3	0	134	66
<b>(B) FASP</b>				
No. of default cases referred to DoJ	38	99	285	232
No. of default cases filed directly to SCT by SFAA	0	0	0	28
<b>(C) NLSFT</b>				
No. of default cases referred to DoJ	248	267	295	184
No. of default cases filed directly to SCT by SFAA	1	0	0	85
<b>(D) NLSPS</b>				
No. of default cases referred to DoJ	199	375	518	317
No. of default cases filed directly to SCT by SFAA	0	0	0	39
<b>(E) ENLS</b>				
No. of default cases referred to DoJ	1 463	1 642	1 556	651
No. of default cases filed directly to SCT by SFAA	413	672	757	500
<b>Total</b>				
No. of default cases referred to DoJ	2 306	2 688	2 965	1 520
No. of default cases filed directly to SCT by SFAA	417	672	891	718

\* As at 31 January 2014

- (c) As student loans are funded by public money, the SFAA endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable. The number of write-off cases and the amount involved in the 2010/11 to 2013/14 academic years are as follows –

	Academic Year			
	2010/11	2011/12	2012/13	2013/14*
<b>(A) TSFS</b>				
No. of write-off cases (Note)	18	13	19	9
Amount involved (\$ million)	0.83	0.35	0.74	0.53
<b>(B) FASP</b>				
No. of write-off cases (Note)	4	4	7	6
Amount involved (\$ million)	0.20	0.25	0.33	0.10
<b>(C) NLSFT</b>				
No. of write-off cases (Note)	6	9	8	4
Amount involved (\$ million)	0.17	0.38	0.41	0.28
<b>(D) NLSPS</b>				
No. of write-off cases (Note)	3	3	9	11
Amount involved (\$ million)	0.30	0.09	0.60	0.83
<b>(E) ENLS</b>				
No. of write-off cases (Note)	48	27	46	40
Amount involved (\$ million)	1.78	0.76	2.00	1.39
<b>Total</b>				
No. of write-off cases (Note)	79	56	89	70
Amount involved (\$ million)	3.28	1.83	4.08	3.13

\* As at 31 January 2014

Note: Under the SFAA's prevailing write-off policy, the SFAA will only consider writing off the outstanding loan if the borrower is deceased/ permanently unfit for work on account of severe disability, both the loan borrower and the indemnifier(s) are bankrupt or upon the advice of the Department of Justice. A write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the SFAA.

**CONTROLLING OFFICER'S REPLY**

**EDB563**

**(Question Serial No. 5531)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (000) Operational expenses  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 90):

Regarding the financial assistance for primary and secondary school students, it is estimated that the number of family-based applications will be decreased by 3 677 to 196 294 in 2014/15 (academic year) while the number of applications/post will be increased by 65 to 888 in 2014/15. Please provide the details of having such disproportionate change; whether it had assessed the impact on staff performance in handling the extra workload; whether it will fail to meet the scheduled time for notifying the applicants in regard of the application results; if yes, of the details; if no, of the reasons.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Student Financial Assistance Agency (SFAA) has been making continued efforts in recent years to expedite the processing of applications for financial assistance for primary and secondary school students so that needy students can receive assistance at the earliest possible time. Through re-engineering of workflow and streamlining of work procedures, development of knowledge base and structured skill transfer among staff, etc., the SFAA has been able to enhance the efficiency in application processing.

The projected increase in the number of applications that each SFAA staff will handle in the 2014/15 school year is primarily due to a rearrangement of job duties among the processing staff, coupled with a shortening in the employment period of short-term contract staff by the SFAA. This is made possible because starting from August 2013, the SFAA has engaged 1823 to handle general telephone enquiries on applications for financial assistance for pre-primary, primary and secondary students. Through this arrangement, processing teams can be relieved from the hotline duty and concentrate on vetting of applications, especially during the peak season. This arrangement will continue in the 2014/15 school year. It is anticipated that 1823 will be able to handle a majority of the general telephone enquiries, and contract staff can be employed for a shorter period of time. Each processing staff, being relieved of the hotline duty, can expedite the processing of a larger number of applications. The SFAA will continue to closely monitor the progress and the quality of output in application processing to ensure that the service level can be maintained at a high level and results of applications can be made available to the applicants according to its performance pledge.

**CONTROLLING OFFICER'S REPLY****EDB564****(Question Serial No. 4752)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 157):

Regarding the engagement of agency workers, please provide the following information:

	2013-14 (the latest position)
Number of contracts with employment agencies	( )
Contract sum paid to each employment agency	( )
Duration of service of each employment agency	( )
Number of agency workers	( )
Details of the positions held by agency workers	
Monthly salary range of agency workers	
· \$30,001 or above	( )
· \$16,001 to \$30,000	( )
· \$8,001 to \$16,000	( )
· \$6,501 to \$8,000	( )
· \$6,240 to \$6,500	( )
· under \$6,240	( )
Length of service of agency workers	
· over 15 years	( )
· 10 to 15 years	( )
· 5 to 10 years	( )
· 3 to 5 years	( )
· 1 to 3 years	( )
· under 1 year	( )
Percentage of agency workers against the total number of staff in the Department	( )
Percentage of payments to employment agencies against total staff costs of the Department	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )

Amount of severance payment/long service payment/contract gratuity paid	( )
Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with the same period in 2012-13

Asked by: Hon. WONG Kwok-hing

Reply:

The information on use of agency workers by the Student Financial Assistance Agency (SFAA) is set out below -

		<b>2013-14 (as at 28.2.2014)</b>
Number of contracts with employment agencies (EAs)		4 (-33%)*
Contract sum paid to each EA		2 contracts – \$1.43 million 2 contracts – \$0.715 million
Duration of service of each EA		4 contracts – 12 months
Number of agency workers		17 (-50%)*
Details of the positions held by agency workers	Administration / Executive Support	0 (-100%)*
	Scheme Administration	2 (-88%)*
	General Office Support	15 (-12%)*
• \$30,001 or above		0 (0%)*
• \$16,001 - \$30,000		0 (-100%)*
• \$8,001 - \$16,000		17 (-48%)*
• \$6,501 - \$8,000		0 (0%)
• \$6,240 - \$6,500		0 (0%)
• under \$6,240		0 (0%)
Length of service of agency workers · over 15 years		We do not keep information on the years of service of agency workers since they are employees of EAs and EAs may

<ul style="list-style-type: none"><li>· 10 to 15 years</li><li>· 5 to 10 years</li><li>· 3 to 5 years</li><li>· 1 to 3 years</li><li>· under 1 year</li></ul>	arrange any of their employees to work in SFAA or arrange replacement agency workers during the contract period for different reasons.
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	<b>2013-14 (as at 28.2.2014)</b>
Percentage of agency workers against the total number of staff in the Department	1.7% (N/A)
Percentage of payments to EAs against total staff costs of the Department	1.2% <sup>@</sup> (N/A)
Number of workers who received severance payment(SP)/long service payment(LSP)/contract gratuity(CG)	We do not have the information. SP and LSP are governed by the Employment Ordinance. The terms of employment, including entitlement to CG and paid meal breaks, are governed by the employment agreements signed between the employers (i.e. the EAs) and the agency workers under mutual agreement.
Amount of SP/LSP/CG paid	
Number of workers with SP/LSP offset by or CG calculated from the accrued benefits attributable to employer's contributions to MPF	
Amount of SP/LSP offset by or CG calculated from the accrued benefits attributable to employer's contribution to MPF	
Number of workers with paid meal break	
Number of workers without paid meal break	
Number of workers working 5 days per week	17 (-50%)*
Number of workers working 6 days per week	0 (0%)*

( ) Change in percentage as compared with the same period in 2012-13

\* The latest position as at 28.2.2014 as compared with the position as at 28.2.2013.

@ The percentage is computed based on actual expenditure up to 28.2.2014 plus projected expenditure in March 2014.

**Remark:**

Please note that the above table excludes information technology staff engaged by SFAA under the term contract centrally administered by the Office of the Government Chief Information Officer.

**CONTROLLING OFFICER'S REPLY****EDB565****(Question Serial No. 4753)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 158):

Regarding the engagement of outsourced workers, please provide the following information:

	2013-14 (the latest position)
Number of outsourced service contracts	( )
Total payments to outsourced service providers	( )
Duration of service of each outsourced service provider	( )
Number of outsourced workers engaged through outsourced service providers	( )
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	
Monthly salary range of outsourced workers	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• under \$6,240	( )
Length of service of outsourced workers	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Percentage of outsourced workers against the total number of staff in the Department	( )
Percentage of payments to outsourced service providers against the total staff costs of the Department	( )
Number of workers who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )



Number of workers with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to MPF	( )
Number of workers with paid meal break	( )
Number of workers without paid meal break	( )
Number of workers working 5 days per week	( )
Number of workers working 6 days per week	( )

( ) Change in percentage as compared with the same period in 2012-13

Asked by: Hon. WONG Kwok-hing

Reply :

The information on engagement of outsourced service contracts by the Student Financial Assistance Agency (SFAA) is set out below –

	<b>2013-14 (as at 28.2.2014)</b>	
Number of outsourced service contracts	87 (+47.5%)	
Total payments to outsourced service providers	\$15.0 million* (-19.4%)	
Duration of service of each outsourced service provider	2 weeks – 39 months	
Number of outsourced workers engaged through outsourced service providers	Number of workers employed in 4 contracts	7
	(Note: Information on the number of workers engaged is not specified in the other 83 contracts)	
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleansing and information technology)	The number of staff to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post titles of the staff are not specified in the contracts.	
Monthly salary range of outsourced workers <ul style="list-style-type: none"> <li>• \$30,001 or above</li> <li>• \$16,001 to \$30,000</li> <li>• \$8,001 to \$16,000</li> <li>• \$6,501 to \$8,000</li> <li>• \$6,240 to \$6,500</li> <li>• under \$6,240</li> </ul>	We do not have the information. For contracts that rely on the deployment of non-skilled workers, we have not engaged workers remunerated on a monthly basis. For the other outsourced service contracts, their salaries are not specified in the contracts.	
Length of service of outsourced workers <ul style="list-style-type: none"> <li>• over 15 years</li> <li>• 10 to 15 years</li> <li>• 5 to 10 years</li> <li>• 3 to 5 years</li> <li>• 1 to 3 years</li> <li>• under 1 year</li> </ul>	We do not keep information on the years of service of staff under outsourced service contracts since they are employees of contractors and contractors may arrange any of their employees to work in SFAA or arrange replacement staff during the contract period for different reasons.	

	<b>2013-14 (as at 28.2.2014)</b>
Percentage of outsourced workers against the total number of staff in the Department	As long as the outsourced contractors provide the required services, it is operationally unnecessary to specify the number of outsourced workers the contractors should employ for providing the services to SFAA. Therefore, we do not have information on “percentage of outsourced workers to the total number of staff in the Department”.
Percentage of payments to outsourced service providers against the total staff costs of the Department	5.4%# (N/A)
Number of workers who received severance payment(SP)/long service payment(LSP)/contract gratuity (CG)	We do not have the information. SP and LSP are governed by the Employment Ordinance. The terms of employment, including entitlement to CG, paid meal breaks, number of working days in a week, are governed by the employment contracts signed between the employers (i.e. the service contractors) and their employees under mutual agreement.
Amount of SP/LSP/CG paid	
Number of workers with SP/LSP offset by or CG calculated from the accrued benefits attributable to employer’s contributions to MPF	
Amount of SP/LSP offset by or CG calculated from the accrued benefits attributable to employer’s contributions to MPF	
Number of workers with paid meal break	
Number of workers without paid meal break	
Number of workers working 5 days per week	
Number of workers working 6 days per week	

( ) Change in percentage as compared with the same period in 2012-13

\* Actual expenditure up to 28.2.2014 plus projected expenditure in March 2014.

# The percentage is computed on the basis of actual expenditure up to 28.2.2014 plus projected expenditure in March 2014.

**CONTROLLING OFFICER'S REPLY**

<b>EDB566</b>
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**(Question Serial No. 4754)**

Head: (173) Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)

Director of Bureau: Secretary for Education

Question (Member Question No. 159):

Regarding the employment of non-civil service contract (NCSC) staff, please provide the following information -

	2013-14 (the latest position)
Number of NCSC staff	( )
Details of the positions held by NCSC staff	
Payroll costs of NCSC staff	( )
Monthly salary range of NCSC staff	
• \$30,001 or above	( )
• \$16,001 to \$30,000	( )
• \$8,001 to \$16,000	( )
• \$6,501 to \$8,000	( )
• \$6,240 to \$6,500	( )
• below \$6,240	( )
Length of service of NCSC staff	
• over 15 years	( )
• 10 to 15 years	( )
• 5 to 10 years	( )
• 3 to 5 years	( )
• 1 to 3 years	( )
• under 1 year	( )
Number of NCSC staff successfully appointed as civil servants	( )
Percentage of NCSC staff against the total number of staff in the Department	( )
Percentage of staff costs for NCSC staff against the total staff costs of the Department	( )
Number of NCSC staff who received severance payment/long service payment/contract gratuity	( )
Amount of severance payment/long service payment/contract gratuity paid	( )
Number of NCSC staff with severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits attributable to employer's contributions to Mandatory Provident Fund (MPF)	( )
Amount of severance payment/long service payment offset by or contract gratuity calculated from the accrued benefits	( )

attributable to employer's contributions to MPF	
Number of NCSC staff with paid meal break	( )
Number of NCSC staff without paid meal break	( )
Number of NCSC staff working 5 days per week	( )
Number of NCSC staff working 6 days per week	( )

( ) Change in percentage as compared with the same period in 2012-13

Asked by: Hon. WONG Kwok-hing

Reply:

The number of NCSC staff employed by the Student Financial Assistance Agency and the required information is set out below –

		2013-14 (as at 28.2.2014)
Number of NCSC staff		322 (-25%)
Details of the positions held by NCSC staff	Administration / Executive Support	63(-20%)
	Scheme Administration	223(-30%)
	General Office Support	28(+40%)
	IT Support	8(0%)
Payroll costs of NCSC staff		\$84.5 million@(-7%)
Monthly salary range of NCSC staff		
	· \$30,001 or above	38 (+322%)
	· \$16,001 to \$30,000	52 (-50%)
	· \$8,001 to \$16,000	232 (-26%)
	· \$6,501 to \$8,000	0 (0%)
	· \$6,240 to \$6,500	0 (0%)
	· below \$6,240	0 (0%)
Length of service of NCSC staff		
	· over 15 years	0 (0%)
	· 10 to 15 years	48 (+20%)
	· 5 to 10 years	135 (-5%)
	· 3 to 5 years	60 (-24%)
	· 1 to 3 years	47 (-58%)
	· under 1 year	32 (-41%)

	2013-14 (as at 28.2.2014)
Number of NCSC staff successfully appointed as civil servants	There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who meet the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who meet the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience.
Percentage of NCSC staff against the total number of staff in the Department	33%
Percentage of staff costs for NCSC staff against the total staff costs of the Department	31%#(N/A)
Number of NCSC staff with paid meal break	322 (-25%)
Number of NCSC staff without paid meal break	0 (0%)
Number of NCSC staff working 5 days per week	322 (-25%)
Number of NCSC staff working 6 days per week	0 (0%)
Number of NCSC staff who received severance payment (SP)/long service payment (LSP)/contract gratuity (CG)	341^
Amount of SP/LSP/CG paid	\$3,385,430^
Number of NCSC staff with SP/LSP offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	19
Amount of severance payment/long service payment offset by the accrued benefits attributable to employer's contributions to MPF. (CG is at a specified percentage inclusive of the government's MPF contributions. As both are funded by the government, there is no question of reducing the payable CG.)	\$281,870

( ) Change in percentage as compared with the same period in 2012-13

@ Actual expenditure up to 28.2.2014 plus projected expenditure in March 2014.

# The percentage is computed on the basis of actual expenditure up to 28.2.2014 plus projected expenditure in March 2014.

^ The figures are all related to payment of contract gratuity to NCSC staff upon satisfactory completion of contracts.

**CONTROLLING OFFICER'S REPLY**

**EDB567**

**(Question Serial No. 5293)**

Head: (173) Student Financial Assistance Agency  
Subhead (No. & title): (000) Operational expenses  
Programme: Student Assistance Scheme  
Controlling Officer: Controller, Student Financial Assistance Agency (Ms. Nancy SO)  
Director of Bureau: Secretary for Education

Question (Member Question No. 69):

What is the 2014-15 estimate for the Student Financial Assistance Agency's duty visits or exchanges in the Mainland? Please provide information about the themes of duty visits or exchanges in the Mainland planned for 2014-15. How will the Administration prevent activities irrelevant to official duties from taking place during duty visits outside Hong Kong? And how will the Administration prevent applications for revising visit destinations from becoming a mere formality?

Asked by: Hon. WONG Yuk-man

Reply:

We do not have plan to arrange any overseas visit or visit to Mainland China in 2014-15 and have therefore not earmarked any provision in the 2014-15 Estimates for the purpose.

Expenditure on duty visits will be charged to the relevant votes and governed by relevant regulations and guidelines to ensure effective control and use of public money. Prior approval is needed for duty visits. In making an application, relevant officials are required to provide all necessary information insofar as is practicable with a view to ensuring that the duty visits are fully justified and the itinerary is appropriate for the official purpose in question. For subsequent changes to the visits, they should as soon as possible inform the approving officer who should, inter alia, assess whether the application should be re-considered.

**CONTROLLING OFFICER'S REPLY**

**EDB568**

**(Question Serial No. 6260)**

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 (Member Question No. 56):

- (a) What were the specific work and expenditure involved in the Bureau's implementation of the recommendations of the Report on the Higher Education Review in the past 3 years?
- (b) What are the specific work plan and estimated expenditure for the Bureau's implementation of the recommendations of the Report on the Higher Education Review in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" report (the report) to the Government in December 2010. Following the Government's announcement in November 2011 of its endorsement of the overall strategies and directions recommended in the report, the UGC has taken actions to follow up on the recommendations relevant to the UGC sector, including (i) measures to facilitate students' progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; (iii) enhancement of teaching and learning, and research; and (iv) enhancement of quality assurance of sub-degree operations of UGC-funded institutions.

Progression Pathways

The report recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Administration agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system. The UGC, having conducted a study on CATS in other jurisdictions and the development in Hong Kong, has submitted an implementation framework aiming to increase clarity of the articulation process from sub-degree programmes to senior years of undergraduate studies to the Administration in 2012. The cost of conducting the study for the UGC was HK\$450,000.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC-funded institutions supported the UGC's suggestion of a centralised, user-friendly online portal for the disclosure of comprehensive and relevant information on senior year articulation opportunities. As proposed by the UGC-funded institutions, the Education Bureau (EDB) has enriched the website of its Information Portal for Accredited Self-financing Post-secondary Programmes (IPASS) system to include the information on the senior year/top-up degree programmes. The relevant expenditure was borne by the EDB. To further enhance the articulation opportunities for meritorious sub-degree graduates, the Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per

annum, with effect from the 2015/16 academic year and during the planning 2016-19 triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million.

As regards the development of CATS, the EDB has been working with stakeholders in pressing ahead this development in the context of the Qualifications Framework (QF). In 2012, EDB announced the implementation of QF credit. Since 2013, committees have been set up under the auspices of the Liaison Committee on Quality Assurance (comprising EDB, UGC, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and the Joint Quality Review Committee) to develop the CATS and implement QF credits. A consultant has been engaged to develop policy and principles of CATS under the QF, and a draft document has recently been issued for consultation. Working in tandem, a committee is examining issues relating to the articulation between sub-degree programmes and degree programmes (including the senior year places or top-up programmes). The UGC will continue to participate in these efforts.

### Internationalisation and Engagement with Mainland China

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has earmarked \$20 million which will be matched with funds from the eight institutions to support four new initiatives on internationalisation in the 2013/14 and 2014/15 academic years. The four initiatives originated from a strategic dialogue with institutions on enhancing internationalisation within the UGC-funded sector that was completed in 2012.

Firstly, the UGC will fund student-initiated projects or initiatives that encourage multi-cultural integration. Secondly, to create synergy in promoting Hong Kong's higher education sector in other places, the UGC is taking the lead with institutions joining hands in setting up a Hong Kong Pavilion in international education conferences. Thirdly, funding will be allocated to UGC-funded institutions to establish a sector-wide search engine to provide easier access to information on programmes offered by those institutions for prospective students. Fourthly, a total of \$18 million will be allocated to subsidise financially-needy students to travel abroad for exchange activities. Each eligible student will be provided with a subsidy up to \$15,000 to go on exchanges. At least 1 200 students will benefit from the scheme.

### Enhancement of Teaching and Learning

In the 2012-15 triennium, around 75% of the total recurrent grant is used to support teaching. In particular, the grants that the UGC allocates for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$37.6 million per annum as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$5 million per annum to support professional development activities of all frontline teaching staff; (iii) up to \$1.5 million per annum for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; (iv) a fund of \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; and (v) \$7 million to support inter-institutional collaborative projects for the enhancement of teaching and learning.

Over and above these efforts, additional funding of \$50 million has been earmarked in this triennium which will be matched with funds from institutions to further enhance teaching and learning in the UGC-funded sector. The funding will be used on a new funding scheme to motivate and better enable institutions to accelerate the adoption of necessary pedagogical changes and innovations with a view to meeting the learning needs of the new generation of students and enhance students' learning experience. The proposals for funding under this scheme submitted by the UGC-funded institutions are being processed. It is expected that funding for proposals supported under this scheme will be allocated in the first half of 2014.

### Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research



Assessment Exercise should be undertaken before it is held again". The first recommendation is being implemented through competitive allocation of increasing proportion of the research postgraduate places, and through competitive allocation of the research portion of the Block Grant starting from the 2012/13 academic year. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, the coming exercise will be conducted in 2014 and it is now in progress. Subsequent to the submission of research output and related materials by the institutions, a trial assessment was conducted in early 2014 to set a consistent assessment standard for each of the 13 panels. The formal assessment process commenced in March 2014. The panels will meet in August to September 2014 for the final assessment. The estimated expenditure for the exercise is around \$59.4 million in the 2014-15 financial year.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. The investment income from \$3 billion of the injection into the Research Endowment Fund (REF) provides competitive research funding for the local self-financing degree sector to enhance academic and research development. New funding schemes for the local self-financing degree sector were launched in December 2013. It is assumed that there will be an annual return in the order of 5% from the REF. The expenditure in 2014-15 will depend on the quality of applications received in the year.

#### Quality Assurance

To follow up on the recommendation of the Higher Education Review Report, a working group comprising representatives nominated by the UGC, the Heads of Universities Committee and the HKCAAVQ is being set up to plan for and oversee external quality audits on sub-degree operations of UGC-funded institutions. A representative of the EDB will also participate as an observer. The UGC Secretariat will provide secretariat support to the working group. Around \$1.5 million has been earmarked in 2014-15 to support the work of the working group. The detailed operation of the working group is being worked out. It is expected that the working group will start operation in the first half of 2014, and will work to identify the optimal approach to conducting external quality audits on sub-degree operations of UGC-funded institutions, and recommend the long-term mechanism for such external quality audits.

**CONTROLLING OFFICER'S REPLY**

**EDB569**

**(Question Serial No. 6261)**

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 (Member Question No. 57):

Time-limited funding of \$50 million has been earmarked for providing extra resources to institutions in the 2013/14 and 2014/15 academic years to motivate them to accelerate the adoption of necessary pedagogical changes and innovations. What are the details of work and expenditure involved in the 2013/14 academic year (with breakdown by provision allocated to each institution)? What are the action plans and estimated expenditure in the 2014/15 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The UGC attaches great importance to teaching and learning in the UGC-funded institutions. With a view to motivating and better enabling institutions to accelerate the adoption of necessary pedagogical changes and innovations with a view to meeting the learning needs of the new generation of students and enhancing students' learning experience, a new funding scheme has been introduced.

The new scheme, with tripartite funding of up to \$82 million from the UGC, the Education Bureau and UGC-funded institutions, will provide one-off funding to support worthwhile initiatives proposed by the UGC-funded institutions that will help meet the learning needs of the new generation of students of this information age and better prepare them to compete well in the globalised economy.

The proposals for funding under this scheme submitted by the UGC-funded institutions are being assessed. It is expected that funding for proposals supported under this scheme will be allocated in the first half of 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB570**

**(Question Serial No. 6262)**

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 (Member Question No. 58):

What are the details of the work carried out by the Quality Assurance Council (QAC) and the expenditure involved in the 2013/14 academic year? What will be the QAC's work plan and estimated expenditure for the 2014/15 academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in the UGC-funded institutions is sustained and improved, and is at an internationally competitive level. With the completion of the first audit cycle in 2011, the QAC conducted a review of the first round of quality audits and revised the audit framework in consultation with the institutions. The review was concluded in mid-2013 with the publication of the Audit Manual for the second audit cycle. In the 2013/14 academic year, apart from monitoring the last progress report of the first audit cycle, the QAC has started the preparation, including scheduling of audits and engagement of auditors, for the eight quality audits of the second audit cycle, the audit visits of which will take place between early 2015 and late 2016. The quality audits will be a major focus of QAC's work in 2015 and 2016.

The QAC also assists the UGC in respect of the enhancement of teaching and learning of the UGC-funded institutions by overseeing matters regarding teaching development and language enhancement. In 2014, it has also taken up the oversight and coordination of the annual UGC Teaching Award and the new funding scheme providing additional one-off funding to support teaching and learning initiatives proposed by the UGC-funded institutions.

The QAC is supported by a secretariat with manpower provided from within the UGC Secretariat. In 2013-14 and 2014-15, the expenditure of the QAC is estimated to be around \$1.4 million and \$4 million, respectively, being mainly the expenses for meetings, consultancy reviews, institutional audits, and honoraria for members and auditors. The expenditure for 2014-15 is expected to increase due to the commencement of audit activities of the second audit cycle.

**CONTROLLING OFFICER'S REPLY****EDB571****(Question Serial No. 6263)**

**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 (Member Question No. 59):**

- a) In the 2013/14 academic year, what measures were taken by the Government to encourage the University Grants Committee-funded institutions to enhance their teaching quality? What were the details and expenditure involved? Please list the information by institutions.
- b) In the 2014/15 academic year, what measures will be taken by the Government to encourage the University Grants Committee-funded institutions to enhance their teaching quality? What are the details and estimated expenditure involved?

**Asked by:** Hon. CHAN Ka-lok, Kenneth

**Reply:**

The University Grants Committee (UGC) attaches great importance to quality teaching and learning, and the majority of the block grant allocated by the UGC to institutions is for good and effective teaching. In the 2012-15 triennium, around 75% of the total recurrent grant is used to support teaching. In particular, the grants that the UGC allocates for the specific purpose of enhancing the teaching and learning of the UGC-funded institutions include (i) \$37.6 million per annum as Teaching Development Grant to encourage institutions to adopt innovative approaches to teaching and enrich the learning environment; (ii) \$5 million per annum to support professional development activities of all frontline teaching staff; (iii) up to \$1.5 million per annum for the conduct of the annual UGC Teaching Award to honour those who excel in teaching in the UGC-funded sector; (iv) a one-off funding of \$16 million to provide start-up funding to facilitate the establishment of teaching and learning 'Communities of Practice' by institutions; and (v) a one-off \$7 million to support inter-institutional collaborative projects for the enhancement of teaching and learning.

Regarding items (i) and (ii) above, information on the allocation in 2013/14 is as follows –

<b>Institution</b>	<b>Teaching Development Grant (\$ million)</b>	<b>Funding for Professional Development of Front-line Teaching Staff (\$ million)</b>
City University of Hong Kong	5.4	0.7
Hong Kong Baptist University	3.4	0.5
Lingnan University	2.3	0.3
The Chinese University of Hong Kong	6.4	0.8
The Hong Kong Institute of Education	3.3	0.4

<b>Institution</b>	<b>Teaching Development Grant (\$ million)</b>	<b>Funding for Professional Development of Front-line Teaching Staff (\$ million)</b>
The Hong Kong Polytechnic University	6.6	0.9
The Hong Kong University of Science and Technology	4.2	0.6
The University of Hong Kong	6.1	0.8
Total	37.6 <sup>(Note)</sup>	5.0

(Note - figures may not add up due to rounding.)

Regarding item (iii) above, up to \$1.5 million (i.e. three awards each of \$0.5 million) per year may be given to academic(s) in UGC-funded institutions selected for the UGC Teaching Award. The awardees will become "ambassadors of good teaching" collectively to make a real and sustained impact in promoting teaching excellence in the UGC sector. Since its establishment in 2011, seven academics have received the award.

In 2014/15, the UGC will continue with the allocation of Teaching Development Grant and the funding to support professional development activities of all frontline teaching staff, as well as the organisation of the UGC Teaching Award. The estimated expenditure of these initiatives are expected to be similar to that in 2013/14.

Regarding item (iv) above, the funding of around \$16 million, with around \$2 million for each of the eight UGC-funded institutions, was allocated on a one-off basis in 2012/13 to meet the start-up costs of the establishment of teaching and learning 'Communities of Practice' by institutions as a measure to revitalise teaching and learning.

Regarding item (v) above, the \$7 million earmarked by the UGC to support inter-institutional collaborative projects for the enhancement of teaching and learning has been merged with the funding for a new scheme for teaching and learning introduced for 2013/14 and 2014/15, the details of which are set out below.

Over and above these efforts, the UGC has introduced a new funding scheme with a view to motivating and better enabling institutions to accelerate the adoption of necessary pedagogical changes and innovations so as to meet the learning needs of the new generation of students and enhance students' learning experience. With tripartite funding of up to \$82 million from the UGC, the Education Bureau and UGC-funded institutions (including the \$7 million in item (v) above), the new funding scheme will provide one-off funding in this triennium to support worthwhile initiatives proposed by the UGC-funded institutions that will help meet the learning needs of the new generation of students of this information age and better prepare them to compete well in the globalised economy.

The proposals for funding under this scheme submitted by the UGC-funded institutions are being assessed. It is expected that the funding will be allocated in the first half of 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB572**

**(Question Serial No. 6264)**

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 (Member Question No. 60):

- a) What measures were implemented by the Government in the 2013/14 academic year to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland? What were the details and the expenditure involved? (Please provide a breakdown by institution)
- b) What measures will be implemented by the Government in the 2014/15 academic year to encourage the UGC-funded institutions to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland? What are the details and the estimated expenditure involved? (Please provide a breakdown by institution)

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Policy Agenda of the 2014 Policy Address states that the Government would support the University Grants Committee's (UGC) initiatives "to strengthen UGC-funded institutions' internationalisation efforts, such as funding student-initiated projects that encourage multi-cultural integration".

In order to motivate UGC-funded institutions to enhance their pursuit of internationalisation with a view to embedding the initiative as part and parcel of the culture and mindset of the entire UGC sector, the UGC has rolled out a "tripartite" funding scheme (involving funding from the Education Bureau, UGC and the eight institutions) of \$30 million to support four new initiatives on internationalisation and engagement with the Mainland in the 2013/14 and 2014/15 academic years. All four initiatives originated from a strategic dialogue with institutions on enhancing internationalisation within the UGC-funded sector.

Firstly, the UGC will fund student-initiated projects or initiatives that encourage multi-cultural integration. The UGC will provide a funding of \$250,000 to each funded institution while each institution will match the funding with \$250,000.

Secondly, to create synergy in promoting Hong Kong's higher education sector in other places, the UGC is taking the lead with institutions joining hands in setting up a Hong Kong Pavilion in international education conferences. Thirdly, funding will be allocated to UGC-funded

institutions to establish a sector-wide search engine to provide easier access to information on programmes offered by those institutions for prospective students. We have budgeted \$6 million and \$2 million to the second and third initiative respectively, both of which are collective projects without separate payments to individual institutions.

Fourthly, a total of \$18 million, including \$10 million from the Administration and \$8 million contributed by the institutions, will be allocated to subsidise financially-needy students to travel abroad for exchange activities. Each eligible student will be provided with a subsidy up to \$15,000 to go on exchanges. At least 1 200 students will benefit from the scheme.

**CONTROLLING OFFICER'S REPLY**

**EDB573**

**(Question Serial No. 6265)**

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 (Member Question No. 61):

- a) Regarding the competitive allocation of research funding in 2013-14, what were the details of the Government's work and the expenditure involved?
- b) The University Grants Committee (UGC) states that it will implement the competitive allocation of research funding and the Research Assessment Exercise 2014 as agreed with the UGC-funded institutions in 2014-15. What are the details and the estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To promote research excellence, since the 2012/13 academic year, the University Grants Committee (UGC) has been gradually allocating the Research portion of the Block Grant to its funded institutions on a more competitive basis according to their success in obtaining peer reviewed Research Grants Council (RGC) Earmarked Research Grants, so as to fund the indirect/on-costs of research projects approved by the RGC. Over a period of nine years, about 12.5% of the Block Grant, or 50% of the prevailing Research portion, will be allocated in this manner. The fund is disbursed to the institutions as part of the Block Grant as infrastructure funding to enable institutions to provide both the staffing and facilities (e.g. accommodation and equipment) necessary to carry out research, and to fund a certain level of research.

The Research Assessment Exercise (RAE) aims at assessing the research quality of institutions and encouraging world-class research. The upcoming 2014 exercise will produce quality profiles of individual cost centres (i.e. academic units) of the eight UGC-funded institutions in Hong Kong, using international benchmarks and sharpened measures, to delineate their areas of relative strengths and weaknesses. In consultation with the eight UGC-funded institutions, the UGC has developed the Guidance Notes, the General Panel Guidelines, the panel-specific assessment criteria and working methods, as well as the electronic system. Subsequent to the submission of research output and related materials by the institutions, a trial assessment was conducted in early 2014 to set a consistent assessment standard for each of the 13 panels. The formal assessment process commenced in March 2014. The panels will meet in August to September 2014 for the final assessment. The estimated expenditure for the exercise is around \$59.4 million in the 2014-15 financial year.



**CONTROLLING OFFICER'S REPLY****EDB574****(Question Serial No. 6266)**

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 (Member Question No. 62):

What were the details and the expenditure involved in the task to engage and stimulate institutions to move forward and share good practices on knowledge transfer in 2013-14? (Please provide a breakdown by institution) What are the details and the estimated expenditure involved in the task of knowledge transfer in 2014-15?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Knowledge transfer (KT) is a natural extension of higher education institutions' teaching and research activities and has become their third core function. Since the 2009/10 academic year, the University Grants Committee (UGC) has introduced an additional stream of recurrent funding of \$50 million per annum for funded institutions to strengthen and broaden their endeavours in KT. Taking account of price adjustment, the amount was slightly increased to \$52.8 million per annum in the 2012-15 triennium.

As a condition of the recurrent funding on KT, each institution is required to submit an annual report. Institutions could share good practices on KT in these reports, which are all available on the UGC's website for public reference.

The amounts of recurrent funding released to UGC-funded institutions for KT activities for the 2013/14 and 2014/15 academic years are set out below -

Institution	UGC recurrent funding (\$million)	
	2013/14 (\$M)	2014/15 (\$M)*
City University of Hong Kong	6.02	6.07
Hong Kong Baptist University	2.98	2.80
Lingnan University	1.09	1.04
The Chinese University of Hong Kong	13.03	13.28
The Hong Kong Institute of Education	1.52	1.51
The Hong Kong Polytechnic University	7.30	7.22
The Hong Kong University of Science and Technology	7.43	7.06
The University of Hong Kong	13.43	13.82
<b>Total</b>	<b>52.80</b>	<b>52.80</b>

\*Provisional Figures

In the 2009-12 triennium, much of the KT funding from the UGC was used to build capacity and all institutions have established or reinforced their KT offices in order to coordinate and promote KT activities. In the current triennium, institutions have continued to make use of the funding to build capacity, coordinate and promote KT activities. Specifically, most of the institutions recognise the importance of enterprise and entrepreneurship as an integral element of KT and have provided support to faculty and students for development in this area. Students, particularly postgraduate students, are encouraged to be more actively engaged in start-up companies.

All institutions saw the importance of engaging in publicity efforts on KT to draw collaboration opportunities with outside parties, as well as to acknowledge and encourage staff participation in KT activities. To these ends, institutions participated in various conferences, seminars, workshops, trade shows and networking activities to promote their KT efforts. On the part of the UGC, in order to strengthen the promotion of institutions' KT endeavors, additional funding was provided in the 2013/14 academic year to produce a television programme to showcase institutions' accomplishments on KT so as to help inform and educate the public on what KT can achieve as well as enlisting their support for the initiative. The programme was broadcast on TVB Jade Channel in December 2013 which was viewed by around 740 000 viewers. The programme is now viewable on the UGC's website.

**CONTROLLING OFFICER'S REPLY**

**EDB575**

**(Question Serial No. 6267)**

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 (Member Question No. 63):

According to the University Grants Committee (UGC), it will work with the UGC-funded institutions to implement the recommendations made by the Financial Affairs Working Group to help ensure their continuing good financial governance and sound financial planning. What are the work plan and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

To implement the recommendations in the Financial Affairs Working Group Report, mainly to improve the cost allocation practices of and the level of financial transparency in institutions, the University Grants Committee (UGC) has established the Financial Affairs Expert Working Group to work with the UGC-funded institutions. As the implementation of the recommendations involves tasks which require technical and professional support, such as the study of relevant costing models adopted by the higher education sectors in other countries such as the United Kingdom, USA and Australia; and drawing up detailed guidelines and updating the accounting and disclosure practices of the institutions with reference to the generally accepted accounting principles, an external consultant will be commissioned to assist in providing relevant advice. A provision of \$1.5 million has been earmarked. The actual expenditure will depend on the result of the quotation exercise.

**CONTROLLING OFFICER'S REPLY**

**EDB576**

**(Question Serial No. 6268)**

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 (Member Question No. 64):

The University Grants Committee states that it will complete the planning work and funding allocation for the 2015/16 academic year (i.e. roll-over year). What are the details and estimated expenditure?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The University Grants Committee (UGC) usually conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. The current triennium covers the 2012/13 to 2014/15 triennium. To allow more time for institutions to study the impact of the New Academic Structure in the higher education sector and to take into account the results of the Research Assessment Exercise 2014 in funding allocation in the next full triennium, a roll-over arrangement will be implemented for the 2015/16 academic year.

The roll-over arrangement is not unprecedented. Similar arrangements were adopted in the 2004/05 and 2008/09 academic years respectively for various reasons. The proposed roll-over arrangement is meant to be a simple extension of the approved financial arrangements for the current triennium (i.e. 2012/13 to 2014/15) to cover the 2015/16 academic year. In other words, there should be no change in the planning parameters, except to accommodate necessary refinements for specific areas and the increase of senior year places as recently announced in the Policy Address 2014.

Institutions are now preparing brief reports which include information on their programmes to be provided in the 2015/16 academic year and other funding requests for submission to the UGC. Upon receipt of the reports, the UGC will calculate the funding allocation of individual institution and submit the grant recommendation to the Administration for consideration. The Administration will seek approval of the funding recommendation for the 2015/16 academic year from the Finance Committee of the Legislative Council in due course.

The expenditure arising from the preparation of the roll-over arrangement will be absorbed within the existing provision of the UGC and the funded institutions.

**CONTROLLING OFFICER'S REPLY**

**EDB577**

**(Question Serial No. 6269)**

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 (Member Question No. 65):

As stated by the University Grants Committee (UGC), it will work with the UGC-funded institutions to start planning for the progressive increase in senior year intake places by 1 000 to 5 000 by the 2018/19 academic year. What are the details, the number of additional places and the estimated expenditure for each academic year?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Government proposes progressively increasing the annual intake of the University Grants Committee (UGC)-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million.

The UGC is now working with the funded institutions on the allocation of the additional 1 000 senior year intake places. As such, details of the distribution of the senior year places for the 2015/16 to 2018/19 academic years are not available yet.

**CONTROLLING OFFICER'S REPLY**

**EDB578**

**(Question Serial No. 6270)**

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 (Member Question No. 66):

As stated by the University Grants Committee (UGC), investment income generated from \$2 billion of the injection has been used to replace the remaining \$100 million annual recurrent subvention to the Research Grants Council for earmarked research grants to the UGC-funded institutions from the 2013/14 academic year onwards. Investment income generated from the other \$3 billion of the injection will provide new competitive research funds for the local self-financing degree sector. What are the details, expenditure and estimated expenditure involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The Research Endowment Fund (REF) was established in 2009 with an original endowment of \$18 billion. The investment income of \$14 billion of the REF is to replace the annual recurrent subvention to the Research Grants Council (RGC) for distribution as earmarked research grants to the UGC-funded institutions. The investment income of up to \$4 billion is to support theme-based research. The 2010/11 academic year marked the first full year in which the bulk of funding for the earmarked research grants came from the REF with an addition of \$100 million redeployed from the recurrent grants. In January 2012, an amount of \$5 billion was injected into the REF. The investment income of \$2 billion was used to replace the recurrent grants of \$100 million per annum. To allow sufficient time to generate income, the RGC only started to draw down the investment income of the \$2 billion from the 2013/14 academic year onwards. The investment income from the remaining \$3 billion provides competitive research funding for the local self-financing degree sector to enhance academic and research development. New funding schemes for the local self-financing degree sector were launched in December 2013, and the outcome is not yet available. It is assumed that there will be an annual return in the order of 5% for the REF. Actual expenditure depends on the quality of applications received by the RGC in the year.

**CONTROLLING OFFICER'S REPLY****EDB579****(Question Serial No. 6271)**

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 (Member Question No. 67):

How many grant applications have been received by the Research Grants Council in each of the past 5 years? Of which, how many were approved and what were the respective amounts involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The number of applications received and approved and the amount of funding approved by the Research Grants Council under the schemes supported by the earmarked research grants in the past five academic years (2009/10 to 2013/14) are as follows:

<b>Academic Year</b>	<b>No. of Applications Received</b>	<b>No. of Applications Approved</b>	<b>Amount of Funding Approved (\$ m)</b>
2009/10	2 797	848	682.0
2010/11	2 983	839	711.0
2011/12	3 186	913	732.9
2012/13	3 266	1 023	752.1
2013/14 <sup>(Note)</sup>	3 515	1 173	798.5

<sup>Note</sup> Position up to 10 March 2014

**CONTROLLING OFFICER'S REPLY****EDB580****(Question Serial No. 6272)**

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 (Member Question No. 68):

What were the number of applications in each of the past 3 years for the Hong Kong PhD Fellowship Scheme and the Areas of Excellence Scheme? What were the number of applications approved, the institutions in which the grantees study and the amount of fellowship they received?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:The Hong Kong PhD Fellowship Scheme (HKPFS)

The number of applications under the HKPFS for the 2011/12 to 2013/14 academic years are set out below:

Academic Year	2011/12	2012/13	2013/14
Number of Applications	5 601	5 843	6 699

The number of students awarded the Fellowship by institutions are tabulated below:

Institution	Academic Year		
	2011/12	2012/13	2013/14
City University of Hong Kong	5	15	20
Hong Kong Baptist University	4	8	8
Lingnan University	3	8	5
The Chinese University of Hong Kong	28	31	35
The Hong Kong Polytechnic University	14	25	28
The Hong Kong University of Science and Technology	30	41	49
The University of Hong Kong	32	37	40
<b>Total</b>	<b>116</b>	<b>165</b>	<b>185</b>

The HKPFS provides each awardee with a monthly stipend of HK\$20,000 and a conference and research-related travel allowance of HK\$10,000 per year for up to three years.



### Areas of Excellence (AoE) Scheme

Thirty-two applications were received under the Sixth Round of the AoE scheme and three projects were funded in the 2013/14 academic year. There were no AoE exercises in 2011/12 and 2012/13 academic years.

Details of the three funded projects in the 2013/14 academic year are as follows:

<b>Project Title</b>	<b>Participating UGC-funded Institutions</b>	<b>Project Funding Including Indirect/On-cost (\$ million):</b>
Centre for Organelle Biogenesis and Function	Hong Kong Baptist University The Chinese University of Hong Kong The University of Hong Kong The Hong Kong University of Science and Technology	47.25
Mechanistic Basis of Synaptic Development, Signalling and Neuro-disorders	The Chinese University of Hong Kong The Hong Kong Polytechnic University The Hong Kong University of Science and Technology	50.25
Novel Wave Functional Materials for Manipulating Light and Sound	City University of Hong Kong Hong Kong Baptist University The Chinese University of Hong Kong The Hong Kong Polytechnic University The Hong Kong University of Science and Technology	46.50

**CONTROLLING OFFICER'S REPLY****EDB581****(Question Serial No. 6273)**

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 (Member Question No. 69):

- a) What were the details of the past 5 rounds of Matching Grant Scheme and the amounts granted to respective institutions?
- b) What are the details of the Sixth Matching Grant Scheme?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

- a. Since 2003, the Government has completed five rounds of Matching Grant Scheme (MGS), each of \$1 billion, to help the higher education sector diversify its funding sources, under which the participating institutions have altogether secured additional resources of about \$14.1 billion, comprising \$9.2 billion of private donations and \$4.9 billion of government matching grants. The amount of donations raised and reported by individual institutions, and the matching grants allocated, in the past five rounds of MGS are tabulated below –

Institutions	Donations raised (\$ million)	Matching grants (\$ million)	Total (\$ million)
City University of Hong Kong	465	266	731
Hong Kong Baptist University	596	356	952
Lingnan University	185	180	365
The Chinese University of Hong Kong	2,766	1,198	3,964
The Hong Kong Institute of Education	137	136	273
The Hong Kong Polytechnic University	746	530	1,276
The Hong Kong University of Science and Technology	1,244	754	1,998
The University of Hong Kong	2,756	1,220	3,976
The Open University of Hong Kong*	151	116	267
Hong Kong Shue Yan University*	31	21	52
Hong Kong Academy for Performing Arts^	32	32	64
Chu Hai College of Higher Education^	110	77	187
<b>Total</b>	<b>9,219</b>	<b>4,888</b>	<b>14,107</b>

Note Figures may not add up due to rounding.

\* Participating since the fourth round.

^ Participating since the fifth round.

- b. The Sixth MGS was launched in August 2012 with \$2.5 billion earmarked as Government grants to match private donations. The number of participating institutions has increased from 12 in the fifth round to 17 in this sixth round to cover all statutory post-secondary institutions and approved post-secondary colleges. Unlike past rounds of MGS which lasted for about one year, the duration for the current round has been extended to two years to allow more time and flexibility for the institutions to identify and discuss with their donors, as well as to give new participating institutions more time to gear up their fund-raising capabilities and networks. In line with the practices of previous rounds, final allocation results will only be released after completion of the sixth round in the latter part of 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB582**

**(Question Serial No. 6275)**

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 (Member Question No. 72):

Please advise:

- a) the names of the top 20 funded undergraduate programmes, offered by each UGC-funded institution, which admitted the most local applicants who hold non-local public examination results or academic qualifications through the non-Joint University Programmes Admissions Systems (doubly non-JUPAS applicants) (in terms of number and percentage) respectively in each of the past five years; the number of doubly non-JUPAS applicants admitted to each of these programmes, as well as their percentages and median admission scores; and the number of JUPAS applicants admitted to each of these programmes and their median admission scores.
- b) the names of the top 20 undergraduate programmes, offered by each UGC-funded institution, which admitted the most non-local students (in terms of number and percentage respectively) in each of the past five years; the number of non-local applicants admitted to each of these programmes as well as their percentages and their median admission scores; and the number of JUPAS applicants admitted to each of these programmes and their median admission scores.
- c) whether it will review the arrangements relating to non-JUPAS, including the method for comparing different academic qualifications, the procedure and criteria for assessing non-JUPAS applications, and whether a ceiling should be set for the ratio of non-JUPAS applicants to be admitted by various funded programmes.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded institutions. Following the principles of fairness and merit-based selection, each institution administers its own admission policy and criteria for different undergraduate programmes to assess applications submitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes.

According to the UGC-funded institutions, undergraduate admission is conducted on the basis of a rigorous and holistic assessment of applicants in a variety of aspects, including their academic qualifications and results, interview performance, personal attributes, non-academic achievements, interests and experiences, as well as programme preferences, etc. Institutions have accumulated a wealth of experience in assessing the relative merits of local applicants with different academic qualifications. They have also been continuously monitoring the relative post-admission performance of students admitted with different academic qualifications to ensure that equivalent admission threshold is applied to candidates holding different academic qualifications. We understand that institutions do not apply any formula to convert and compare different academic and non-academic qualifications.

Besides, having regard to institutional autonomy in student admission, neither the Government nor the UGC would require institutions to specify a particular ratio of local students admitted through the JUPAS and non-JUPAS routes. That said, we understand that individual institutions have taken the initiative to lay down guidelines which set a ceiling for admission of local students through the non-JUPAS route.

JUPAS candidates continue to be the major source of local students for UGC-funded undergraduate programmes over the years. It is noteworthy that the majority of the local students admitted through non-JUPAS route in the past years were admitted on the basis of local sub-degree qualifications or other local qualifications. It must also be stressed that both local students applying through the JUPAS and non-JUPAS routes are Hong Kong permanent residents and they should deserve equal opportunities to be considered on the basis of fair competition for articulation to UGC-funded programmes.

The top 20 UGC-funded first-year-first-degree (FYFD) programmes with highest ratio of local students with overseas qualifications to the total number of students admitted from the 2010/11 to 2013/14 academic years are at [Annex A](#). The top 20 UGC-funded FYFD programmes with the largest number of local students with overseas qualifications from the 2010/11 to 2013/14 academic years are at [Annex B](#).

Non-local students, including those originating from the Mainland and overseas, are admitted to the UGC-funded undergraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number. Since non-local students are primarily admitted by over-enrolment on top of the approved student number, they will not compete directly with local students.

Non-local students need to apply for admission to UGC-funded programmes through the non-JUPAS route. According to the institutions, applications for admission submitted by non-local candidates are held distinct and handled separately from local applications. Similar to local applications, non-local applications are considered by the institutions in accordance with the principles of fairness and merit-based selection. Each institution administers its own admission policy and criteria to identify the most-deserving among the non-local candidates.

The top 20 UGC-funded FYFD programmes with highest ratio of non-local students to the total number of students admitted from the 2010/11 to 2013/14 academic years are at [Annex C](#). The UGC-funded FYFD programmes with the largest number of non-local students from the 2010/11 to 2013/14 academic years are at [Annex D](#).

All four annexes are prepared based on information provided by the institutions.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : City University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2010/11	1	Bachelor of Laws with Honours	26	6	4	6	3	45	13.3%	13.7		230.00	*
	2	BSocSc(Hons) Psychology	19	3	-	2	2	26	11.5%	14.4		*	*
	3	BBA(Hons) Global Business Systems Management	9	2	13	1	5	30	6.7%	14.0		-	*
	4	BBA(Hons) Accountancy and Law	15	1	2	1	3	22	4.5%	13.9		*	-
	5	BSocSc(Hons) Social Work	54	2	8	-	1	65	3.1%	11.0		*	-
	6	BSc(Hons) Creative Media	26	1	6	1	1	35	2.9%	10.4		*	-
	7	BEng(Hons) Manufacturing Systems Engineering	35	1	6	-	2	44	2.3%	8.2		-	*
	8	BEng(Hons) Materials Engineering	35	1	-	9	2	47	2.1%	9.7		*	-
	9	BBA(Hons) Marketing	29	1	6	26	13	75	1.3%	16.2		-	*
2011/12	1	Bachelor of Laws with Honours	20	12	-	6	4	42	28.6%	14.7		240.00	36.20
	2	BBA(Hons) Accountancy and Law	14	1	4	-	5	24	4.2%	15.4		-	*
	3	BSocSc(Hons) Social Work	50	2	7	-	-	59	3.4%	12.3		*	-
	4	BSocSc(Hons) Psychology	25	1	2	-	2	30	3.3%	12.8		*	-
	5	BBA(Hons) Business Economics	37	1	3	1	9	51	2.0%	13.4		*	-
	6	BSocSc(Hons) Policy Studies and Administration	50	1	35	-	2	88	1.1%	14.6		*	-
	7	BBA(Hons) Finance	55	1	12	3	19	90	1.1%	14.2		-	-
	8	BBA(Hons) Accountancy	84	1	22	-	28	135	0.7%	14.3		-	*
2012/13	1	Bachelor of Laws with Honours	21	8	-	-	2	31	25.8%	13.8		232.50	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
(HKAL)	2	BBA(Hons) Accountancy and Law	16	3	-	1	3	23	13.0%	13.8		*	*
	3	BSocSc(Hons) Psychology	20	4	-	2	6	32	12.5%	14.8		220.00	*
	4	BEng(Hons) Civil and Structural Engineering	15	1	-	-	3	19	5.3%	10.6		*	-
	5	BSocSc(Hons) Social Work	51	2	5	-	-	58	3.4%	12.7		*	-
	6	BSc(Hons) Applied Biology	26	1	5	-	3	35	2.9%	10.8		-	*
	7	BBA(Hons) Business Economics	34	1	-	6	7	48	2.1%	13.4		*	-
	8	BSc(Hons) Applied Physics	40	1	1	6	1	49	2.0%	8.9		-	*
	9	BBA(Hons) Marketing	27	1	6	23	9	66	1.5%	15.6		-	*
	2012/13 (HKDSE)	1	School of Law (Bachelor of Laws)	31	8	1	4	6	50	16.0%		20.1	-
2		College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	2	51	2	43	437	0.5%		17.3	-	-
3		College of Science and Engineering (Engineering)	614	2	-	3	71	690	0.3%		15.5	-	-
4		College of Business (Bachelor of Business Administration)	612	1	51	10	96	770	0.1%		16.9	-	-
2013/14	1	School of Law (Bachelor of Laws)	32	17	-	1	8	58	29.3%		20.4	241.82	37.67
	2	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	5	17	4	15	135	3.7%		15.8	*	35.00
	3	College of Business (Bachelor of Business Administration)	531	11	26	127	137	832	1.3%		17.4	224.00	30.00
	4	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	6	52	32	56	461	1.3%		17.7	*	33.75
	5	College of Science and Engineering (Science)	149	3	9	29	42	232	1.3%		16.8	*	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
6	College of Science and Engineering (Engineering)		491	3	88	30	87	699	0.4%		16.1	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"- " denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.



**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : Hong Kong Baptist University**

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1 BSocSc Communication - Cinema & TV	15	2	2	1	8	28	7.1%	11.3		*	-
	2 BA- English Language & Literature and BEd - English Language Teaching	16	1	1	-	1	19	5.3%	11.3		-	*
	3 BSc - Applied Biology	37	1	4	2	7	51	2.0%	9.6		-	*
	4 BBA - Accounting	52	1	-	2	6	61	1.6%	11.5		-	-
2011/12	1 BA- English Language & Literature and BEd - English Language Teaching	14	2	-	3	1	20	10.0%	11.0		*	-
	2 BSc - Physics	30	3	1	1	5	40	7.5%	8.6		237	-
	3 BSocSc Communication - Cinema & TV	16	2	3	-	7	28	7.1%	12.2		*	-
	4 BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	1	2	3	5	29	3.4%	9.9		*	-
	5 Bachelor of Chinese Medicine & BSc Biomedical Science	20	1	-	4	5	30	3.3%	13.0		*	-
	6 BA Humanities	37	1	-	-	1	39	2.6%	13.2		-	-
	7 BSocSc Communication - Journalism	35	1	3	1	11	51	2.0%	15.2		-	*
	8 BBA	173	3	8	28	28	240	1.3%	12.1		-	*
2012/13 (HKAL)	1 BA Music	8	4	15	4	-	31	12.9%	12.5		*	*
	2 BA - English Language & Literature	21	3	-	5	2	31	9.7%	9.2		*	-
	3 Bachelor of Chinese Medicine & BSc Biomedical Science	20	2	1	3	8	34	5.9%	12.8		*	-
	4 BA - Visual Arts	62	4	-	1	2	69	5.8%	11.5		187	*
	5 BSocSc Communication - Journalism	38	3	1	1	10	53	5.7%	14.9		*	*

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	6 BA PE & Recreation Management	13	1	6	8	2	30	3.3%	13.4	-	*	
2013/14	1 BSocSc - European Studies	23	1	1	2	8	35	2.9%		17.6	-	*
	2 BA Music	13	1	14	8	-	36	2.8%		16.5	*	-
	3 BA - Visual Arts	47	1	1	4	3	56	1.8%		15.1	-	-
	4 BBA - Accounting	29	1	-	14	13	57	1.8%		16.8	-	-
	5 BSocSc Communication	135	2	-	-	32	169	1.2%		19.3	*	-
	6 Bachelor of Arts	154	1	21	-	18	194	0.5%		17.9	*	-
	7 Bachelor of Business Administration	158	1	-	36	34	229	0.4%		16.6	-	*
	8 Bachelor of Science	183	1	-	4	51	239	0.4%		16.4	-	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2010/11	1	Bachelor of Arts (Hons) Contemporary English Studies	28	1	1	-	1	31	3.2%	8.6		*	-
	2	Bachelor of Arts (Hons) Philosophy	27	1	3	-	-	31	3.2%	10.1		*	-
	3	Bachelor of Arts (Hons) Translation	49	1	-	-	6	56	1.8%	9.9		-	-
	4	Bachelor of Social Sciences (Hons)	119	1	8	-	15	143	0.7%	10.6		-	*
	5	Bachelor of Business Administration (Hons)	167	1	11	1	25	205	0.5%	10.5		-	-
2011/12	1	Bachelor of Arts (Hons) Cultural Studies	23	1	7	-	-	31	3.2%	9.7		*	-
	2	Bachelor of Arts (Hons) Philosophy	29	1	1	-	-	31	3.2%	10.3		*	-
	3	Bachelor of Business Administration (Hons)	158	2	16	-	23	199	1.0%	10.9		-	*
2012/13 (HKAL)	1	Bachelor of Arts (Hons) in Philosophy	26	1	2	-	-	29	3.4%	10.8		-	*
	2	Bachelor of Business Administration (Hons)	150	2	18	2	7	179	1.1%	10.4		*	-
2013/14	1	Bachelor of Business Administration (Hons)	156	5	4	1	19	185	2.7%		16.6	233	-
	2	Bachelor of Social Sciences (Hons)	117	1	4	2	10	134	0.7%		16.7	-	-
	3	Bachelor of Arts (Hons)	236	1	4	-	14	255	0.4%		16.7	-	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.

5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
 AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
 AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
 5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
 A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
 AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
 "-" denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
 "--" denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2010/11	1 LL.B. Law	45	11	-	6	2	64	17.2%	16.4		253.3	40.5
	2 B.S.Sc. Architectural Studies	24	9	1	8	11	53	17.0%	14.5		235	35
	3 B.S.Sc. Psychology	51	12	-	2	9	74	16.2%	17.1		248	*
	4 M.B.,Ch.B. Medicine	111	26	-	23	2	162	16.0%	18.9		278.5	41.3
	5 B.Pharm. Pharmacy	27	4	-	1	-	32	12.5%	19.2		253.3	*
	6 B.Eng. Biomedical Engineering	40	5	-	2	5	52	9.6%	12.6		*	*
	7 B.Sc. Quantitative Finance	36	4	-	-	7	47	8.5%	19.1		*	-
	8 B.A. Philosophy	21	2	1	1	-	25	8.0%	12.1		*	-
	9 B.Eng. Mechanical & Automation Engineering	55	5	4	1	1	66	7.6%	9.6		230	*
	10 B.Sc.Life Sciences	158	15	8	10	11	202	7.4%	13.5		209.1	*
	11 B.Sc.Quantitative Finance & Risk Management Science	18	2	-	3	4	27	7.4%	19.3		*	-
	12 B.Sc. Chemistry	44	4	3	2	5	58	6.9%	14.2		235	-
	13 B.S.Sc. Journalism & Communication	59	5	-	1	9	74	6.8%	17.3		*	36.3
	14 B.S.Sc. Geography and Resource Management	41	3	-	1	3	48	6.3%	14.9		*	*
	15 B.B.A. Integrated BBA	221	20	-	2	86	329	6.1%	14.6		261.5	*
	16 B.Sc. Public Health	23	2	1	9	1	36	5.6%	14.7		*	-
	17 B.S.Sc. Anthropology	19	1	-	-	-	20	5.0%	15.2		-	*
	18 B.S.Sc. Sociology	38	2	3	-	4	47	4.3%	15.3		*	*
	19 B.Nurs. Nursing	186	8	-	-	-	194	4.1%	10.9		216	36.7
	20 B.Eng. Electronic Engineering	49	3	16	2	3	73	4.1%	10.2		*	*

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
2011/12	1 LL.B. Law	43	17	-	5	2	67	25.4%	16.4		246.7	39.8
	2 B.S.Sc. Architectural Studies	23	12	-	5	9	49	24.5%	16.6		265	35
	3 B.S.Sc. Psychology	50	18	-	-	9	77	23.4%	16.5		257.8	34.6
	4 M.B.,Ch.B. Medicine	110	29	-	25	1	165	17.6%	19.6		277	42
	5 B.B.A. in International Business and Chinese Enterprise	15	3	-	-	3	21	14.3%	20.0		-	*
	6 B.Sc. Quantitative Finance	31	6	-	2	8	47	12.8%	19.3		*	*
	7 B.Sc. Public Health	21	4	-	10	-	35	11.4%	15.3		*	-
	8 B.Eng. Biomedical Engineering	41	5	-	1	4	51	9.8%	12.8		260	*
	9 B.A. Fine Arts	17	2	1	1	-	21	9.5%	12.9		*	-
	10 B.Sc.Life Sciences	157	20	2	20	20	219	9.1%	13.7		242.5	*
	11 B.A. Japanese Studies	22	2	-	-	1	25	8.0%	16.0		-	*
	12 B.Chi.Med. Chinese Medicine	20	2	3	1	-	26	7.7%	12.3		*	-
	13 B.S.Sc. Sociology	42	4	1	2	7	56	7.1%	15.8		*	*
	14 B.B.A. Integrated BBA	224	23	-	5	115	367	6.3%	14.8		260	*
	15 B.Eng. Computer Engineering	22	2	7	2	-	33	6.1%	10.1		*	-
	16 B.Sc. Chemistry	51	4	5	3	6	69	5.8%	15.8		240	-
	17 B.Pharm. Pharmacy	31	2	-	2	-	35	5.7%	19.6		-	-
	18 B.A. (English Studies) and B.Ed. (English Language Education)	24	1	-	-	-	25	4.0%	10.2		-	*
	19 B.Eng. Systems Engineering & Eng. Management	59	3	5	1	21	89	3.4%	10.3		253.3	-
	20 B.A. Music	27	1	-	2	1	31	3.2%	9.8		-	*
2012/13 (HKAL)	1 B.S.Sc. Architectural Studies	25	15	1	1	5	47	31.9%	17.0		248.6	34.5
	2 LL.B. Law	43	20	-	-	3	66	30.3%	16.7		251.8	41.7
	3 B.Sc. Quantitative Finance	17	11	-	1	10	39	28.2%	18.7		268	*

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS		
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>								
	4	B.B.A. in International Business and Chinese Enterprise	10	3	-	-	3	16	18.8%	19.5		*	*
	5	B.Sc.Quantitative Finance & Risk Management Science	8	4	-	-	10	22	18.2%	20.0		273.3	*
	6	M.B.,Ch.B. Medicine	109	33	-	57	1	200	16.5%	18.8		278.8	41.1
	7	B.S.Sc. Psychology	50	9	-	-	1	60	15.0%	15.5		265	*
	8	B.Pharm. Pharmacy	31	8	-	14	1	54	14.8%	19.7		268	40
	9	B.Sc.Life Sciences	146	22	6	22	25	221	10.0%	13.5		235.8	34
	10	B.B.A. Integrated BBA	187	30	-	3	93	313	9.6%	14.6		254.1	36.2
	11	B.Sc. Public Health	20	3	3	5	2	33	9.1%	15.2		253.3	-
	12	B.S.Sc. Geography and Resource Management	46	4	1	-	1	52	7.7%	15.1		*	34.7
	13	B.A. Chinese Studies	1	1	-	2	9	13	7.7%	18.0		*	-
	14	B.B.A. Professional Accountancy	119	10	-	-	23	152	6.6%	17.5		272	-
	15	B.S.Sc. Sociology	42	3	11	-	4	60	5.0%	15.7		*	*
	16	B.A. Anthropology	18	1	-	1	-	20	5.0%	14.0		-	*
	17	B.A. Fine Arts	21	1	-	-	1	23	4.3%	13.3		*	-
	18	B.A. (English Studies) and B.Ed. (English Language Education)	23	1	-	-	-	24	4.2%	11.1		*	-
	19	B.Chi.Med. Chinese Medicine	16	1	8	-	-	25	4.0%	10.8		*	-
	20	B.Nurs. Nursing	192	7	-	-	-	199	3.5%	10.9		240	*
2012/13 (HKDSE)	1	M.B.,Ch.B. Medicine	143	40	-	17	3	203	20.0%		22.8	276.7	41.4
	2	LL.B. Law	44	13	-	5	9	71	18.0%		22.6	*	38
	3	B.Sc.Quantitative Finance & Risk Management Science	9	2	-	-	2	13	15.0%		23.8	*	-
	4	B.S.Sc. Urban Studies	16	2	-	1	1	20	10.0%		19.8	*	*
	5	B.Sc. Global Economics & Finance	10	2	-	-	10	22	9.0%		22.0	-	*
	6	B.B.A. Professional Accountancy	98	11	2	15	2	128	8.6%		20.8	258	*



Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS		
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>								
	7	B.S.Sc. Psychology	41	3	-	-	-	44	7.0%		21.4	-	-
	8	B.S.Sc. Sociology	43	3	-	-	-	46	7.0%		18.7	-	*
	9	B.S.Sc. Architectural Studies	24	2	-	3	3	32	6.3%		20.1	-	-
	10	B.A. Religious Studies	21	1	-	-	-	22	5.0%		15.5	-	-
	11	Social Science (broad-based)	80	4	-	5	8	97	4.1%		20.4	*	-
	12	B.Sc. Public Health	22	1	1	10	1	35	2.9%		19.4	*	-
	13	B.B.A. Integrated BBA	233	7	-	12	33	285	2.5%		19.8	233.3	-
	14	B.S.Sc. Social Work	42	1	1	4	-	48	2.1%		19.7	-	*
	15	B.A. English	58	1	-	1	-	60	1.7%		19.3	-	-
	16	B.Pharm. Pharmacy	56	1	-	1	-	58	1.7%		22.2	-	-
	17	B.Nurs. Nursing	195	3	-	-	-	198	1.5%		17.9	*	*
	18	Engineering (broad-based)	484	4	-	1	67	556	0.7%		16.3	246.7	-
19	Science (broad-based)	407	3	-	2	61	473	0.6%		18.4	*	-	
2013/14	1	B.B.A. in International Business and Chinese Enterprise	11	8	-	-	-	19	42.1%		22.5	275	39.2
	2	LL.B. Law	42	27	-	3	7	79	34.2%		22.6	257.8	40.2
	3	B.S.Sc. Architectural Studies	16	10	1	4	7	38	26.3%		22.3	240	33.8
	4	M.B.,Ch.B. Medicine	120	54	-	36	-	210	25.7%		23.5	280	42.4
	5	B.Pharm. Pharmacy	33	10	-	8	2	53	18.9%		24.4	276.7	41.3
	6	B.Sc.Quantitative Finance & Risk Management Science	22	5	-	1	2	30	16.7%		22.3	275	*
	7	B.Sc. Biology	6	1	-	-	-	7	14.3%		18.8	-	-
	8	B.Sc. Global Economics & Finance	18	4	-	-	9	31	12.9%		22.6	*	*
	9	B.A. / B.S.Sc. Contemporary China Studies	3	3	-	-	26	32	9.4%		16.7	-	*
	10	B.Nurs. Nursing	179	18	-	1	-	198	9.1%		19.3	240	37
	11	B.B.A. Integrated BBA	201	31	3	5	137	377	8.2%		20.0	245	36.1
	12	B.S.Sc. Psychology	44	4	-	-	1	49	8.2%		22.2	253.3	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
	13	B.Sc. Public Health	21	3	2	9	2	37	8.1%		20.7	*	*
	14	B.A. (English Studies) and B.Ed. (English Language Education)	21	2	-	-	2	25	8.0%		19.8	*	-
	15	B.S.Sc. Economics	61	5	1	1	2	70	7.1%		19.0	*	-
	16	Social Science (broad-based)	69	6	-	5	7	87	6.9%		20.9	*	*
	17	B.Sc. Statistics	14	1	-	-	1	16	6.3%		18.6	-	-
	18	Insurance, Financial and Actuarial Analysis / Quantitative Finance (broad-based)	76	5	-	-	4	85	5.9%		21.7	280	*
	19	B.S.Sc. Journalism & Communication	45	3	-	2	5	55	5.5%		22.7	*	*
	20	Science (broad-based)	236	18	5	13	61	333	5.4%		18.9	248.8	38.8

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
"-." denotes the students concerned are not HKALE qualification holders. "\*" denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted, 2010/11 to 2013/14**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	2	28	5	22	99	2.0%	8.6		*	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	85	2	5	1	-	93	2.2%	7.1		*	-
2013/14	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	1	3	1	17	36	2.8%		16.9	-	*
	2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	2	9	2	21	124	1.6%		15.6	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should

be taken. The score for each subject is allocated as follows:

A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40

AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2010/11	1	BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	3	1	-	6	63	4.8%	13.0		253.3	-
	2	BENG(HONS)/BBA(HONS) DOUBLE DEGREE PROGRAMMES	21	2	22	2	6	53	3.8%	11.4		*	*
	3	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	17	1	7	-	4	29	3.4%	10.5		*	-
	4	BBA (HONS) ACCOUNTANCY	115	5	23	-	14	157	3.2%	14.3		246.7	*
	5	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	1	4	-	6	39	2.6%	9.1		-	*
	6	BA (HONS) SCHEME FASHION & TEXTILES	102	3	12	1	9	127	2.4%	11.1		-	30.7
	7	BBA (HONS) ACCOUNTING & FINANCE	40	2	4	1	40	87	2.3%	15.6		*	-
	8	BSc (HONS) TOURISM MANAGEMENT	36	1	-	1	7	45	2.2%	12.4		*	-
	9	BSc (HONS) OCCUPATIONAL THERAPY	39	1	3	1	2	46	2.2%	15.1		-	*
	10	BBA (HONS) FINANCIAL SERVICES	29	1	7	-	11	48	2.1%	13.4		-	*
	11	BSc (HONS) SCHEME IN COMPUTING	73	2	15	-	7	97	2.1%	8.6		*	-
	12	BA (HONS) CHINESE & BILINGUAL STUDIES	40	1	7	-	4	52	1.9%	10.6		*	-
	13	BA (HONS) DESIGN	33	1	63	7	5	109	0.9%	9.0		*	-

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2011/12	1	BSc (HONS) HOTEL MANAGEMENT	45	4	2	2	13	66	6.1%	12.8		*	34
	2	BBA (HONS) MANAGEMENT	30	2	7	1	10	50	4.0%	13.8		*	-
	3	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	15	1	5	-	6	27	3.7%	8.7		-	*
	4	BBA (HONS) ACCOUNTING & FINANCE	38	4	4	1	62	109	3.7%	14.0		246.7	*
	5	BA (HONS) DESIGN	34	3	67	1	4	109	2.8%	8.3		213.3	-
	6	BBA (HONS) ACCOUNTANCY	117	4	21	1	21	164	2.4%	13.7		*	*
	7	BSc (HONS) RADIOGRAPHY	43	1	1	-	-	45	2.2%	17.1		*	-
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	3	5	-	19	138	2.2%	11.4		*	*
	9	BSc (HONS) TOURISM MANAGEMENT	40	1	1	-	5	47	2.1%	11.6		-	*
	10	BSc (HONS) OCCUPATIONAL THERAPY	38	1	6	-	2	47	2.1%	16.7		*	-
	11	BBA (HONS) FINANCIAL SERVICES	31	1	6	-	13	51	2.0%	13.7		-	*
	12	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	38	1	6	1	6	52	1.9%	10.1		-	*
	13	BBA/BSc (HONS) SCHEME IN LOGISTICS	89	2	18	1	17	127	1.6%	11.3		*	*
	14	BA (HONS) SCHEME FASHION & TEXTILES	99	2	14	2	6	123	1.6%	10.7		-	*
	15	BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	1	4	-	5	63	1.6%	13.4		*	-
	16	BENG (HONS) CIVIL ENGINEERING	52	1	28	-	8	89	1.1%	10.4		*	-
	17	BSc (HONS) SCHEME IN COMPUTING	66	1	23	-	9	99	1.0%	8.8		*	-
2012/13	1	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	27	3	2	-	3	35	8.6%	9.3		*	*
(HKAL)	2	BSc (HONS) TOURISM	39	4	3	2	4	52	7.7%	10.7		210	-

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	MANAGEMENT											
3	BSc (HONS) HOTEL MANAGEMENT	54	5	2	1	21	83	6.0%	13.1		*	38
4	BBA (HONS) MANAGEMENT	20	3	17	-	14	54	5.6%	12.2		*	*
5	BENG (HONS) MECHANICAL ENGINEERING	24	2	6	-	10	42	4.8%	9.5		*	-
6	BSc (HONS) RADIOGRAPHY	87	4	4	-	-	95	4.2%	16.3		255	-
7	BA (HONS) SCHEME FASHION & TEXTILES	104	5	6	2	7	124	4.0%	10.4		246.7	*
8	BA (HONS) DESIGN	45	3	54	2	8	112	2.7%	8.0		*	*
9	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	3	10	1	12	133	2.3%	11.6		*	*
10	BSc (HONS) MEDICAL LABORATORY SCIENCE	43	1	2	-	-	46	2.2%	15.5		-	-
11	BBA (HONS) ACCOUNTING & FINANCE	41	2	2	1	50	96	2.1%	14.4		*	-
12	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	39	1	4	1	5	50	2.0%	9.8		-	*
13	BSc (HONS) GEOMATICS	41	1	6	-	4	52	1.9%	10.3		*	-
14	BBA (HONS) MARKETING	41	1	21	-	7	70	1.4%	11.9		-	*
15	BENG (HONS) CIVIL ENGINEERING	53	1	25	-	7	86	1.2%	11.3		*	-
16	BSc (HONS) OCCUPATIONAL THERAPY	69	1	18	2	-	90	1.1%	16.6		-	*
17	BBA/BSc (HONS) SCHEME IN LOGISTICS	88	1	16	1	15	121	0.8%	11.1		*	-
18	BBA (HONS) ACCOUNTANCY	119	1	18	-	19	157	0.6%	13.2		*	-
2012/13	1 BSc (HONS) LOGISTICS ENGINEERING WITH MANAGEMENT	21	1	-	-	5	27	3.7%		16.0	-	-



Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
(HKDSE)	2	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	-	-	9	33	3.0%		16.8	-	-
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	-	-	13	99	1.0%		16.8	-	-
2013/14	1	BENG (HONS) BUILDING SERVICES ENGG	26	2	3	-	7	38	5.3%		15.7	*	*
	2	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	1	2	-	1	21	4.8%		17.1	*	-
	3	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	16	1	3	2	2	24	4.2%		15.6	*	-
	4	BROAD DISCIPLINE OF BUSINESS	64	3	2	4	-	73	4.1%		17.3	*	*
	5	BSc (HONS) BIOMEDICAL ENGINEERING	21	1	-	-	7	29	3.4%		16.2	*	-
	6	BBA (HONS) MANAGEMENT	33	2	11	1	17	64	3.1%		17.5	-	*
	7	BBA (HONS) MARKETING	40	2	8	1	13	64	3.1%		17.7	-	*
	8	BA (HONS) SCHEME IN DESIGN	76	3	14	2	4	99	3.0%		15.5	*	*
	9	BBA (HONS) ACCOUNTANCY	95	4	8	1	31	139	2.9%		17.5	233.3	*
	10	BEng (HONS) CIVIL ENGINEERING	49	2	8	-	14	73	2.7%		17.2	*	-
	11	BSc (HONS) MEDICAL LABORATORY SCIENCE	39	1	3	-	-	43	2.3%		19.6	*	-
	12	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	2	18	1	8	97	2.1%		17.6	*	*
	13	BSc (HONS) RADIOGRAPHY	87	2	6	1	-	96	2.1%		19.1	*	-
	14	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	2	1	5	36	122	1.6%		17.2	-	*
	15	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	1	-	25	112	0.9%		17.4	-	*
	16	BSc (HONS) NURSING	151	1	14	2	-	168	0.6%		18.0	*	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
2010/11	1	Interdisciplinary Programs	66	16	1	-	5	88	18.2%	16.0		*	35.0
	2	School of Business and Management	518	82	-	29	91	720	11.4%	13.8		250.6	35.6
	3	School of Science	403	13	10	3	53	482	2.7%	11.9		245.0	36.3
	4	School of Engineering	479	15	121	6	123	744	2.0%	10.0		246.7	34.4
2011/12	1	Interdisciplinary Programs	65	34	-	1	19	119	28.6%	16.3		250.0	36.3
	2	School of Business and Management	540	97	-	33	106	776	12.5%	14.3		261.4	36.6
	3	School of Engineering	476	21	103	8	111	719	2.9%	10.7		248.6	*
	4	School of Humanities and Social Science	30	1	-	-	4	35	2.9%	11.7		*	-
	5	School of Science	416	13	5	6	79	519	2.5%	11.9		250.0	38.6
2012/13 (HKAL)	1	School of Business and Management	554	79	-	16	123	772	10.2%	13.7		261.0	36.2
	2	School of Humanities and Social Science	38	2	-	1	6	47	4.3%	10.2		*	*
	3	Interdisciplinary Programs	94	5	1	-	18	118	4.2%	16.1		266.7	39.8
	4	School of Engineering	455	19	74	6	102	656	2.9%	10.7		256.4	37.9
	5	School of Science	407	10	7	6	82	512	2.0%	11.3		257.1	*
2012/13 (HKDSE)	1	School of Humanities and Social Science	46	2	-	-	4	52	3.8%		17.7	N/A	N/A
	2	School of Business and Management	648	20	-	-	87	755	2.6%		18.6	N/A	N/A
	3	School of Science	455	8	-	-	57	520	1.5%		16.5	N/A	N/A
	4	School of Engineering	647	10	-	-	88	745	1.3%		16.5	N/A	N/A
2013/14	1	School of Business and Management	607	66	-	20	134	827	8.0%		19.0	256.0	38.1
	2	School of Humanities and Social Science	46	3	-	-	13	62	4.8%		18.3	-	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total (B)		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)								Others <sup>(5)</sup>
3	School of Engineering		566	24	-	13	138	741	3.2%		17.2	*	38.2
4	School of Science		418	6	-	15	93	532	1.1%		17.1	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included EAS students admitted based on their HKCEE results or GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"- " denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.
- The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
- In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as "N/A".

**UGC-funded first-year-first-degree programmes with highest ratio of local students with overseas qualifications to total no. of students admitted,  
2010/11 to 2013/14**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <small>(2) (3)</small>	Sub-degree qualifications <small>(2) (4)</small>	Others <sup>(5)</sup>							
2010/11	1	Bachelor of Arts in Landscape Studies	7	3	-	-	-	10	30.0%	13.0		^	^
	2	Bachelor of Laws	64	24	-	2	10	100	24.0%	19.2		^	^
	3	Bachelor of Business Administration in International Business and Global Management	15	6	-	-	7	28	21.4%	20.0		^	^
	4	Bachelor of Science in Exercise and Health	-	3	6	3	2	14	21.4%	-		^	^
	5	Bachelor of Arts in Architectural Studies	36	12	-	3	17	68	17.6%	15.4		^	^
	6	Bachelor of Journalism	12	5	-	1	12	30	16.7%	15.5		^	^
	7	Bachelor of Social Sciences	112	28	10	4	21	175	16.0%	16.8		^	^
	8	Bachelor of Medicine and Bachelor of Surgery	117	26	-	15	4	162	16.0%	19.9		^	^
	9	Bachelor of Dental Surgery	33	7	1	6	7	54	13.0%	18.5		^	^
	10	Bachelor of Pharmacy	19	3	-	3	-	25	12.0%	20.0		^	^
	11	Bachelor of Engineering in Civil Engineering (Law)	7	1	-	-	1	9	11.1%	19.6		^	^
	12	Bachelor of Business Administration / Bachelor of Economics and Finance	223	57	15	21	207	523	10.9%	16.9		^	^
	13	Bachelor of Education in Language Education (Primary English)	12	3	14	1	-	30	10.0%	10.2		^	^
	14	Bachelor of Science in Quantitative Finance	19	2	-	-	-	21	9.5%	19.0		^	^
	15	Bachelor of Arts	266	35	42	15	22	380	9.2%	15.5		^	^

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sub>(2) (3)</sub>	Sub-degree qualifications <sub>(2) (4)</sub>	Others <sup>(5)</sup>							
	16	Bachelor of Business Administration (Law)	67	7	-	1	2	77	9.1%	19.3		^	^
	17	Bachelor of Arts and Bachelor of Education in Language Education	21	2	-	-	2	25	8.0%	13.8		^	^
	18	Bachelor of Social Work	31	3	5	1	2	42	7.1%	13.5		^	^
	19	Bachelor of Social Sciences (Government and Laws)	39	3	1	-	3	46	6.5%	17.3		^	^
	20	Bachelor of Science in Speech and Hearing Sciences	40	2	-	-	-	42	4.8%	17.5		^	^
2011/12	1	Bachelor of Science in Exercise and Health	2	6	6	2	-	16	37.5%	*		^	^
	2	Bachelor of Arts in Architectural Studies	30	19	-	-	12	61	31.1%	15.7		^	^
	3	Bachelor of Arts in Landscape Studies	6	4	1	-	4	15	26.7%	14.0		^	^
	4	Bachelor of Journalism	8	6	1	3	8	26	23.1%	15.8		^	^
	5	Bachelor of Business Administration in International Business and Global Management	17	5	-	-	1	23	21.7%			^	^
	6	Bachelor of Laws	70	20	-	3	4	97	20.6%	19.1		^	^
	7	Bachelor of Education in Language Education (Primary English)	9	6	13	1	1	30	20.0%	10.9		^	^
	8	Bachelor of Engineering in Civil Engineering (Law)	7	2	-	-	1	10	20.0%	17.5		^	^
	9	Bachelor of Pharmacy	18	4	-	1	-	23	17.4%	19.8		^	^
	10	Bachelor of Medicine and Bachelor of Surgery	117	26	-	20	2	165	15.8%	20.0		^	^
	11	Bachelor of Social Sciences	95	27	9	2	44	177	15.3%	17.0		^	^
	12	Bachelor of Business Administration / Bachelor of Economics and Finance	233	71	17	18	202	541	13.1%			^	^
	13	Bachelor of Social Sciences (Government and Laws)	34	4	-	-	1	39	10.3%	18.4		^	^
	14	Bachelor of Social Work	35	4	-	2	1	42	9.5%	13.9		^	^

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS		
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>								
	15	Bachelor of Arts	251	30	41	13	29	364	8.2%	15.7		^	^
	16	Bachelor of Business Administration (Law)	69	6	-	-	-	75	8.0%	19.7		^	^
	17	Bachelor of Arts and Bachelor of Education in Language Education	18	2	2	-	3	25	8.0%	12.7		^	^
	18	Bachelor of Business Administration (Information Systems)	34	3	-	1	4	42	7.1%	15.1		^	^
	19	Bachelor of Dental Surgery	47	4	-	4	2	57	7.0%	18.9		^	^
	20	Bachelor of Arts in Literary Studies and Bachelor of Laws	16	1	-	-	-	17	5.9%	18.7		^	^
2012/13 (HKAL)	1	Bachelor of Arts in Architectural Studies	24	23	-	-	19	66	34.8%	15.8		260	37
	2	Bachelor of Business Administration in International Business and Global Management	15	10	-	-	4	29	34.5%	19.3		280	41
	3	Bachelor of Science in Exercise and Health	3	5	3	2	2	15	33.3%	14.7		*	*
	4	Bachelor of Laws	57	31	-	2	6	96	32.3%	18.5		280	41
	5	Bachelor of Medicine and Bachelor of Surgery	117	57	-	34	1	209	27.3%	19.8		280	43
	6	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	6	4	1	5	25	24.0%	13.8		*	-
	7	Bachelor of Journalism	7	5	1	1	9	23	21.7%	14.3		*	*
	8	Bachelor of Social Sciences	99	38	-	-	43	180	21.1%	16.6		240	37.5
	9	Bachelor of Business Administration / Bachelor of Economics and Finance	216	102	1	3	222	544	18.8%	15.7		260	40
	10	Bachelor of Arts in Landscape Studies	14	3	-	-	1	18	16.7%	13.4		260	-
	11	Bachelor of Science	292	45	15	2	62	416	10.8%	14.8		280	38
	12	Bachelor of Arts in Literary Studies and Bachelor of Laws	7	1	-	-	2	10	10.0%	18.3		-	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications (A) <sub>(2) (3)</sub>	Sub-degree qualifications <sub>(2) (4)</sub>	Others <sup>(5)</sup>							
	13	Bachelor of Social Sciences (Government and Laws)	44	5	-	-	2	51	9.8%	18.0		280	*
	14	Bachelor of Science in Actuarial Science	24	3	-	2	18	47	6.4%	20.0		*	*
	15	Bachelor of Arts	279	24	50	5	26	384	6.3%	15.7		220	33
	16	Bachelor of Business Administration (Information Systems)	14	1	-	-	4	19	5.3%	14.8		*	-
	17	Bachelor of Business Administration (Law)	53	3	-	-	2	58	5.2%	19.6		*	*
	18	Bachelor of Science in Quantitative Finance	17	1	-	1	3	22	4.5%	18.5		*	-
	19	Bachelor of Chinese Medicine	18	1	-	2	3	24	4.2%	12.2		*	-
	20	Bachelor of Engineering	277	16	2	-	113	408	3.9%	13.5		260	*
2012/13 (HKDSE)	1	Bachelor of Arts in Architectural Studies	31	17	-	3	16	67	25.4%		21.8	240	36
	2	Bachelor of Biomedical Sciences	14	6	-	3	1	24	25.0%		22.2	*	*
	3	Bachelor of Medicine and Bachelor of Surgery	152	45	-	15	1	213	21.1%		24.5	270	41
	4	Bachelor of Social Sciences	98	37	15	2	41	193	19.2%		20.9	240	36
	5	Bachelor of Science in Exercise and Health	3	3	5	4	1	16	18.8%		16.7	200	-
	6	Bachelor of Business Administration in International Business and Global Management	23	5	-	-	5	33	15.2%		23.9	*	*
	7	Bachelor of Dental Surgery	35	7	-	8	5	55	12.7%		22.3	280	42
	8	Bachelor of Pharmacy	21	3	-	1	-	25	12.0%		21.9	280	-
	9	Bachelor of Laws	64	11	-	4	14	93	11.8%		24.2	-	41.5
	10	Bachelor of Journalism	13	3	-	-	12	28	10.7%		20.5	*	*
	11	Bachelor of Chinese Medicine	20	2	1	2	1	26	7.7%		17.4	*	-
	12	Bachelor of Business Administration / Bachelor of Economics and Finance	292	42	11	12	204	561	7.5%		20.5	260	36



Academic year	Programme name	No. of students admitted							Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)	JUPAS		Non-JUPAS			
		JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>		HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
			Major Overseas qualifications (A) <sub>(2) (3)</sub>	Sub-degree qualifications <sub>(2) (4)</sub>	Others <sup>(5)</sup>								
	13	Bachelor of Science in Surveying	50	4	1	-	1	56	7.1%		19.5	*	32
	14	Bachelor of Engineering	205	30	118	8	85	446	6.7%		18.2	260	39.5
	15	Bachelor of Arts in Urban Studies	13	1	-	-	1	15	6.7%		18.8	-	-
	16	Bachelor of Business Administration (Law)	73	4	-	1	-	78	5.1%		24.3	*	*
	17	Bachelor of Arts	272	19	52	11	41	395	4.8%		19.8	200	33
	18	Bachelor of Education & Bachelor of Social Sciences	15	1	2	1	2	21	4.8%		18.5	*	-
	19	Bachelor of Education & Bachelor of Science	10	1	6	1	3	21	4.8%		17.1	*	-
	20	Bachelor of Engineering (Engineering Science)	5	1	-	1	18	25	4.0%		20.0	*	-
2013/14	1	Bachelor of Science in Exercise and Health	3	12	-	2	1	18	66.7%		17.0	220	34.5
	2	Bachelor of Arts in Landscape Studies	10	5	-	-	3	18	27.8%		20.2	-	35
	3	Bachelor of Arts in Architectural Studies	31	13	-	-	13	57	22.8%		21.7	260	37.5
	4	Bachelor of Dental Surgery	38	10	-	3	-	51	19.6%		23.3	280	42
	5	Bachelor of Medicine and Bachelor of Surgery	150	39	-	9	2	200	19.5%		24.6	280	43
	6	Bachelor of Social Sciences	116	39	-	3	47	205	19.0%		21.1	240	38
	7	Bachelor of Laws	70	16	-	2	11	99	16.2%		24.2	280	41
	8	Bachelor of Business Administration in International Business and Global Management	23	5	-	1	3	32	15.6%		23.9	*	40
	9	Bachelor of Science in Surveying	35	6	-	1	4	46	13.0%		20.4	240	-
	10	Bachelor of Business Administration / Bachelor of Economics and Finance	275	73	8	2	222	580	12.6%		20.4	260	39
	11	Bachelor of Arts and Bachelor of Education in Language Education (English)	28	5	7	-	-	40	12.5%		19.8	-	33
	12	Bachelor of Education & Bachelor of	15	3	6	-	-	24	12.5%		18.6	-	*

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted (A)/(B)	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total (B)		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications (A) (2) (3)	Sub-degree qualifications (2) (4)	Others <sup>(5)</sup>							
	Science											
13	Bachelor of Arts in Urban Studies	14	2	-	-	3	19	10.5%		21.2	-	*
14	Bachelor of Education & Bachelor of Social Sciences	12	2	-	-	5	19	10.5%		19.0	*	*
15	Bachelor of Arts	269	38	42	8	22	379	10.0%		20.1	240	34
16	Bachelor of Journalism	15	3	-	1	12	31	9.7%		20.4	*	*
17	Bachelor of Science in Actuarial Science	52	6	-	-	25	83	7.2%		22.3	*	42
18	Bachelor of Arts in Conservation Studies	11	1	-	1	1	14	7.1%		19.2	*	-
19	Bachelor of Business Administration (Law)	66	5	-	-	1	72	6.9%		23.9	*	*
20	Bachelor of Biomedical Sciences	27	2	-	-	1	30	6.7%		20.8	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
"- " denotes the students concerned are not HKALE qualification holders. "\*" denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40

AS-Level : A – 60; B – 50; C – 40; D – 30; E – 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

10. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : City University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	Bachelor of Laws with Honours	26	6	4	6	3	45	13.3%	13.7		230.00	*
	2	BSocSc(Hons) Psychology	19	3	-	2	2	26	11.5%	14.4		*	*
	3	BBA(Hons) Global Business Systems Management	9	2	13	1	5	30	6.7%	14.0		-	*
	4	BSocSc(Hons) Social Work	54	2	8	-	1	65	3.1%	11.0		*	-
	5	BBA(Hons) Accountancy and Law	15	1	2	1	3	22	4.5%	13.9		*	-
	6	BSc(Hons) Creative Media	26	1	6	1	1	35	2.9%	10.4		*	-
	7	BEng(Hons) Manufacturing Systems Engineering	35	1	6	-	2	44	2.3%	8.2		-	*
	8	BEng(Hons) Materials Engineering	35	1	-	9	2	47	2.1%	9.7		*	-
	9	BBA(Hons) Marketing	29	1	6	26	13	75	1.3%	16.2		-	*
2011/12	1	Bachelor of Laws with Honours	20	12	-	6	4	42	28.6%	14.7		240.00	36.20
	2	BSocSc(Hons) Social Work	50	2	7	-	-	59	3.4%	12.3		*	-
	3	BBA(Hons) Accountancy and Law	14	1	4	-	5	24	4.2%	15.4		-	*
	4	BSocSc(Hons) Psychology	25	1	2	-	2	30	3.3%	12.8		*	-
	5	BBA(Hons) Business Economics	37	1	3	1	9	51	2.0%	13.4		*	-
	6	BSocSc(Hons) Policy Studies and Administration	50	1	35	-	2	88	1.1%	14.6		*	-
	7	BBA(Hons) Finance	55	1	12	3	19	90	1.1%	14.2		-	-
	8	BBA(Hons) Accountancy	84	1	22	-	28	135	0.7%	14.3		-	*
2012/13	1	Bachelor of Laws with Honours	21	8	-	-	2	31	25.8%	13.8		232.50	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
(HKAL)	2	BSocSc(Hons) Psychology	20	4	-	2	6	32	12.5%	14.8		220.00	*
	3	BBA(Hons) Accountancy and Law	16	3	-	1	3	23	13.0%	13.8		*	*
	4	BSocSc(Hons) Social Work	51	2	5	-	-	58	3.4%	12.7		*	-
	5	BEng(Hons) Civil and Structural Engineering	15	1	-	-	3	19	5.3%	10.6		*	-
	6	BSc(Hons) Applied Biology	26	1	5	-	3	35	2.9%	10.8		-	*
	7	BBA(Hons) Business Economics	34	1	-	6	7	48	2.1%	13.4		*	-
	8	BSc(Hons) Applied Physics	40	1	1	6	1	49	2.0%	8.9		-	*
	9	BBA(Hons) Marketing	27	1	6	23	9	66	1.5%	15.6		-	*
	2012/13	1	School of Law (Bachelor of Laws)	31	8	1	4	6	50	16.0%		20.1	-
(HKDSE)	2	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	2	51	2	43	437	0.5%		17.3	-	-
	3	College of Science and Engineering (Engineering)	614	2	-	3	71	690	0.3%		15.5	-	-
	4	College of Business (Bachelor of Business Administration)	612	1	51	10	96	770	0.1%		16.9	-	-
2013/14	1	School of Law (Bachelor of Laws)	32	17	-	1	8	58	29.3%		20.4	241.82	37.67
	2	College of Business (Bachelor of Business Administration)	531	11	26	127	137	832	1.3%		17.4	224.00	30.00
	3	College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	6	52	32	56	461	1.3%		17.7	*	33.75
	4	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	5	17	4	15	135	3.7%		15.8	*	35.00
	5	College of Science and Engineering (Science)	149	3	9	29	42	232	1.3%		16.8	*	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
6	College of Science and Engineering (Engineering)		491	3	88	30	87	699	0.4%		16.1	*	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	BSocSc Communication - Cinema & TV	15	2	2	1	8	28	7.1%	11.3		*	-
	2	BA- English Language & Literature and BEd - English Language Teaching	16	1	1	-	1	19	5.3%	11.3		-	*
	3	BSc - Applied Biology	37	1	4	2	7	51	2.0%	9.6		-	*
	4	BBA - Accounting	52	1	-	2	6	61	1.6%	11.5		-	-
2011/12	1	BSc - Physics	30	3	1	1	5	40	7.5%	8.6		237	-
	2	BBA	173	3	8	28	28	240	1.3%	12.1		-	*
	3	BA- English Language & Literature and BEd - English Language Teaching	14	2	-	3	1	20	10.0%	11.0		*	-
	4	BSocSc Communication - Cinema & TV	16	2	3	-	7	28	7.1%	12.2		*	-
	5	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	1	2	3	5	29	3.4%	9.9		*	-
	6	Bachelor of Chinese Medicine & BSc Biomedical Science	20	1	-	4	5	30	3.3%	13.0		*	-
	7	BA Humanities	37	1	-	-	1	39	2.6%	13.2		-	-
	8	BSocSc Communication - Journalism	35	1	3	1	11	51	2.0%	15.2		-	*
2012/13 (HKAL)	1	BA Music	8	4	15	4	-	31	12.9%	12.5		*	*
	2	BA - Visual Arts	62	4	-	1	2	69	5.8%	11.5		187	-
	3	BA - English Language & Literature	21	3	-	5	2	31	9.7%	9.2		*	-
	4	BSocSc Communication - Journalism	38	3	1	1	10	53	5.7%	14.9		*	*
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	20	2	1	3	8	34	5.9%	12.8		*	-
	6	BA PE & Recreation Management	13	1	6	8	2	30	3.3%	13.4		-	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2013/14	1	BSocSc Communication	135	2	-	-	32	169	1.2%		19.3	*	-
	2	BSocSc - European Studies	23	1	1	2	8	35	2.9%		17.6	-	*
	3	BA Music	13	1	14	8	-	36	2.8%		16.5	*	-
	4	BA - Visual Arts	47	1	1	4	3	56	1.8%		15.1	-	-
	5	BBA - Accounting	29	1	-	14	13	57	1.8%		16.8	-	-
	6	Bachelor of Arts	154	1	21	-	18	194	0.5%		17.9	*	-
	7	Bachelor of Business Administration	158	1	-	36	34	229	0.4%		16.6	-	*
	8	Bachelor of Science	183	1	-	4	51	239	0.4%		16.4	-	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.



**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : Lingnan University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	Bachelor of Arts (Hons) Contemporary English Studies	28	1	1	-	1	31	3.2%	8.6		*	-
	2	Bachelor of Arts (Hons) Philosophy	27	1	3	-	-	31	3.2%	10.1		*	-
	3	Bachelor of Arts (Hons) Translation	49	1	-	-	6	56	1.8%	9.9		-	-
	4	Bachelor of Social Sciences (Hons)	119	1	8	-	15	143	0.7%	10.6		-	*
	5	Bachelor of Business Administration (Hons)	167	1	11	1	25	205	0.5%	10.5		-	-
2011/12	1	Bachelor of Business Administration (Hons)	158	2	16	-	23	199	1.0%	10.9		-	*
	2	Bachelor of Arts (Hons) Cultural Studies	23	1	7	-	-	31	3.2%	9.7		*	-
	3	Bachelor of Arts (Hons) Philosophy	29	1	1	-	-	31	3.2%	10.3		*	-
2012/13	1	Bachelor of Business Administration (Hons)	150	2	18	2	7	179	1.1%	10.4		*	-
	(HKAL)	2	Bachelor of Arts (Hons) in Philosophy	26	1	2	-	-	29	3.4%	10.8		-
2013/14	1	Bachelor of Business Administration (Hons)	156	5	4	1	19	185	2.7%		16.6	233	-
	2	Bachelor of Social Sciences (Hons)	117	1	4	2	10	134	0.7%		16.7	-	-
	3	Bachelor of Arts (Hons)	236	1	4	-	14	255	0.4%		16.7	-	-

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.

5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
6. The HKALE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:
  - AL : A=10, B=8, C=6, D=4, E=2, other grades=0
  - AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:
  - 5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:
  - A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40
  - AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.
 

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	M.B.,Ch.B. Medicine	111	26	-	23	2	162	16.0%	18.9		278.5	41.3
	2	B.B.A. Integrated BBA	221	20	-	2	86	329	6.1%	14.6		261.5	*
	3	B.Sc.Life Sciences	158	15	8	10	11	202	7.4%	13.5		209.1	*
	4	B.S.Sc. Psychology	51	12	-	2	9	74	16.2%	17.1		248	*
	5	LL.B. Law	45	11	-	6	2	64	17.2%	16.4		253.3	40.5
	6	B.S.Sc. Architectural Studies	24	9	1	8	11	53	17.0%	14.5		235	35
	7	B.Nurs. Nursing	186	8	-	-	-	194	4.1%	10.9		216	36.7
	8	B.Eng. Biomedical Engineering	40	5	-	2	5	52	9.6%	12.6		*	*
	9	B.Eng. Mechanical & Automation Engineering	55	5	4	1	1	66	7.6%	9.6		230	*
	10	B.S.Sc. Journalism & Communication	59	5	-	1	9	74	6.8%	17.3		*	36.3
	11	B.B.A. Professional Accountancy	102	5	-	-	32	139	3.6%	17.9		255	-
	12	B.Pharm. Pharmacy	27	4	-	1	-	32	12.5%	19.2		253.3	*
	13	B.Sc. Quantitative Finance	36	4	-	-	7	47	8.5%	19.1		*	-
	14	B.Sc. Chemistry	44	4	3	2	5	58	6.9%	14.2		235	-
	15	B.S.Sc. Geography and Resource Management	41	3	-	1	3	48	6.3%	14.9		*	*
	16	B.Eng. Electronic Engineering	49	3	16	2	3	73	4.1%	10.2		*	*
	17	B.A. Philosophy	21	2	1	1	-	25	8.0%	12.1		*	-
	18	B.Sc. Quantitative Finance & Risk Management Science	18	2	-	3	4	27	7.4%	19.3		*	-
	19	B.Sc. Public Health	23	2	1	9	1	36	5.6%	14.7		*	-
	20	B.S.Sc. Sociology	38	2	3	-	4	47	4.3%	15.3		*	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2011/12	1	M.B.,Ch.B. Medicine	110	29	-	25	1	165	17.6%	19.6		276.9	42
	2	B.B.A. Integrated BBA	224	23	-	5	115	367	6.3%	14.8		260	*
	3	B.Sc.Life Sciences	157	20	2	20	20	219	9.1%	13.7		242.5	*
	4	B.S.Sc. Psychology	50	18	-	-	9	77	23.4%	16.5		257.8	34.6
	5	LL.B. Law	43	17	-	5	2	67	25.4%	16.4		246.7	39.8
	6	B.S.Sc. Architectural Studies	23	12	-	5	9	49	24.5%	16.6		265	35
	7	B.Sc. Quantitative Finance	31	6	-	2	8	47	12.8%	19.3		*	*
	8	B.Eng. Biomedical Engineering	41	5	-	1	4	51	9.8%	12.8		260	*
	9	B.Sc. Public Health	21	4	-	10	-	35	11.4%	15.3		*	-
	10	B.S.Sc. Sociology	42	4	1	2	7	56	7.1%	15.8		*	*
	11	B.Sc. Chemistry	51	4	5	3	6	69	5.8%	15.8		240	-
	12	B.B.A. in International Business and Chinese Enterprise	15	3	-	-	3	21	14.3%	20.0		-	*
	13	B.Eng. Systems Engineering & Eng. Management	59	3	5	1	21	89	3.4%	10.3		253.3	-
	14	B.B.A. Professional Accountancy	117	3	-	-	21	141	2.1%	17.1		*	-
	15	B.A. Fine Arts	17	2	1	1	-	21	9.5%	12.9		*	-
	16	B.A. Japanese Studies	22	2	-	-	1	25	8.0%	16.0		-	*
	17	B.Chi.Med. Chinese Medicine	20	2	3	1	-	26	7.7%	12.3		*	-
	18	B.Eng. Computer Engineering	22	2	7	2	-	33	6.1%	10.1		*	-
	19	B.Pharm. Pharmacy	31	2	-	2	-	35	5.7%	19.6		-	-
	20	B.Sc. Computer Science	44	2	29	8	11	94	2.1%	12.3		*	-
2012/13	1	M.B.,Ch.B. Medicine	109	33	-	57	1	200	16.5%	18.8		278.8	41.1
	2	B.B.A. Integrated BBA	187	30	-	3	93	313	9.6%	14.6		254.1	36.2
	3	B.Sc.Life Sciences	146	22	6	22	25	221	10.0%	13.5		235.8	34
	4	LL.B. Law	43	20	-	-	3	66	30.3%	16.7		251.8	41.7
	5	B.S.Sc. Architectural Studies	25	15	1	1	5	47	31.9%	17.0		248.6	34.5

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
	6	B.Sc. Quantitative Finance	17	11	-	1	10	39	28.2%	18.7		268	*
	7	B.B.A. Professional Accountancy	119	10	-	-	23	152	6.6%	17.5		272	-
	8	B.S.Sc. Psychology	50	9	-	-	1	60	15.0%	15.5		265	*
	9	B.Pharm. Pharmacy	31	8	-	14	1	54	14.8%	19.7		268	40
	10	B.Nurs. Nursing	192	7	-	-	-	199	3.5%	10.9		240	*
	11	B.Sc. Quantitative Finance & Risk Management Science	8	4	-	-	10	22	18.2%	20.0		273.3	*
	12	B.S.Sc. Geography and Resource Management	46	4	1	-	1	52	7.7%	15.1		*	34.7
	13	B.B.A. in International Business and Chinese Enterprise	10	3	-	-	3	16	18.8%	19.5		*	*
	14	B.Sc. Public Health	20	3	3	5	2	33	9.1%	15.2		253.3	-
	15	B.S.Sc. Sociology	42	3	11	-	4	60	5.0%	15.7		*	*
	16	B.Eng. Biomedical Engineering	46	2	-	1	8	57	3.5%	11.6		*	-
	17	B.A. English	56	2	-	-	5	63	3.2%	10.8		*	*
	18	B.Sc. Chemistry	52	2	6	4	1	65	3.1%	13.7		*	-
	19	B.Sc. Physics	64	2	-	1	6	73	2.7%	16.9		*	*
	20	B.S.Sc. Economics	73	2	-	-	26	101	2.0%	15.4		*	-
2012/13 (HKDSE)	1	M.B.,Ch.B. Medicine	143	40	-	17	3	203	20.0%		22.8	276.7	41.4
	2	LL.B. Law	44	13	-	5	9	71	18.0%		22.6	*	38
	3	B.B.A. Professional Accountancy	98	11	2	15	2	128	8.6%		20.8	258	*
	4	B.B.A. Integrated BBA	233	7	-	12	33	285	2.0%		19.8	233.3	-
	5	Social Science (broad-based)	80	4	-	5	8	97	4.0%		20.4	*	-
	6	Engineering (broad-based)	484	4	-	1	67	556	1.0%		16.3	246.7	-
	7	B.S.Sc. Psychology	41	3	-	-	-	44	7.0%		21.4	-	-
	8	B.S.Sc. Sociology	43	3	-	-	-	46	7.0%		18.7	-	*
	9	B.Nurs. Nursing	195	3	-	-	-	198	2.0%		17.9	*	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2013/14	10	Science (broad-based)	407	3	-	2	61	473	1.0%		18.4	*	-
	11	B.Sc.Quantitative Finance & Risk Management Science	9	2	-	-	2	13	15.4%		23.8	*	-
	12	B.S.Sc. Urban Studies	16	2	-	1	1	20	10.0%		19.8	*	*
	13	B.Sc. Global Economics & Finance	10	2	-	-	10	22	9.1%		22.0	-	*
	14	B.S.Sc. Architectural Studies	24	2	-	3	3	32	6.3%		20.1	-	-
	15	B.A. Religious Studies	21	1	-	-	-	22	4.5%		15.5	-	-
	16	B.Sc. Public Health	22	1	1	10	1	35	2.9%		19.4	*	-
	17	B.S.Sc. Social Work	42	1	1	4	-	48	2.1%		19.7	-	*
	18	B.A. English	58	1	-	1	-	60	1.7%		19.3	-	-
	19	B.Pharm. Pharmacy	56	1	-	1	-	58	1.7%		22.2	-	-
	1	M.B.,Ch.B. Medicine	120	54	-	36	-	210	25.7%		23.5	280	42.4
	2	B.B.A. Integrated BBA	201	31	3	5	137	377	8.2%		20.0	275	39.2
	3	LL.B. Law	42	27	-	3	7	79	34.2%		22.6	257.8	40.2
	4	Engineering (broad-based)	358	23	73	11	85	550	4.2%		16.6	245	33.4
	5	B.Nurs. Nursing	179	18	-	1	-	198	9.1%		19.3	240	37
	6	Science (broad-based)	236	18	5	13	61	333	5.4%		18.9	248.8	38.8
	7	B.S.Sc. Architectural Studies	16	10	1	4	7	38	26.3%		22.3	240	33.8
	8	B.Pharm. Pharmacy	33	10	-	8	2	53	18.9%		24.4	276.7	41.3
	9	B.B.A. in International Business and Chinese Enterprise	11	8	-	-	-	19	42.1%		22.5	275	39.2
10	Social Science (broad-based)	69	6	-	5	7	87	6.9%		20.9	*	*	
11	B.Sc.Quantitative Finance & Risk Management Science	22	5	-	1	2	30	16.7%		22.3	275	*	
12	B.S.Sc. Economics	61	5	1	1	2	70	7.1%		19.0	*	-	
13	Insurance, Financial and Actuarial Analysis / Quantitative Finance (broad-based)	76	5	-	-	4	85	5.9%		21.7	280	*	

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
14	B.Sc. Global Economics & Finance	18	4	-	-	9	31	12.9%		22.6	*	*
15	B.S.Sc. Psychology	44	4	-	-	1	49	8.2%		22.2	253.3	*
16	B.B.A. Professional Accountancy	97	4	1	11	46	159	2.5%		20.6	*	*
17	B.A. / B.S.Sc. Contemporary China Studies	3	3	-	-	26	32	9.4%		16.7	-	*
18	B.Sc. Public Health	21	3	2	9	2	37	8.1%		20.7	*	*
19	B.S.Sc. Journalism & Communication	45	3	-	2	5	55	5.5%		22.7	*	*
20	B.A. (English Studies) and B.Ed. (English Language Education)	21	2	-	-	2	25	8.0%		19.8	*	-

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor’s degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
“-“ denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.



**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	2	28	5	22	99	2.0%	8.6		*	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	85	2	5	1	-	93	2.2%	7.1		*	-
2013/14	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	2	9	2	21	124	1.6%		15.6	*	-
	2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	14	1	3	1	17	36	2.8%		16.9	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor’s degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:

A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40

AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	BBA (HONS) ACCOUNTANCY	115	5	23	-	14	157	3.2%	14.3		246.7	*
	2	BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	3	1	-	6	63	4.8%	13.0		253.3	-
	3	BA (HONS) SCHEME FASHION & TEXTILES	102	3	12	1	9	127	2.4%	11.1		-	30.7
	4	BENG(HONS)/BBA(HONS) DOUBLE DEGREE PROGRAMMES	21	2	22	2	6	53	3.8%	11.4		*	*
	5	BBA (HONS) ACCOUNTING & FINANCE	40	2	4	1	40	87	2.3%	15.6		*	-
	6	BSc (HONS) SCHEME IN COMPUTING	73	2	15	-	7	97	2.1%	8.6		*	-
	7	BA (HONS) CHINESE & BILINGUAL STUDIES	40	1	7	-	4	52	1.9%	10.6		*	-
	8	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	17	1	7	-	4	29	3.4%	10.5		*	-
	9	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	1	4	-	6	39	2.6%	9.1		-	*
	10	BSc (HONS) TOURISM MANAGEMENT	36	1	-	1	7	45	2.2%	12.4		*	-
	11	BSc (HONS) OCCUPATIONAL THERAPY	39	1	3	1	2	46	2.2%	15.1		-	*
	12	BBA (HONS) FINANCIAL SERVICES	29	1	7	-	11	48	2.1%	13.4		-	*
	13	BA (HONS) DESIGN	33	1	63	7	5	109	0.9%	9.0		*	-
2011/12	1	BSc (HONS) HOTEL MANAGEMENT	45	4	2	2	13	66	6.1%	12.8		*	34
	2	BBA (HONS) ACCOUNTING &	38	4	4	1	62	109	3.7%	14.0		246.7	*

Academic year	Programme name	No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
		Local students				Non-local students	Total		JUPAS		Non-JUPAS	
		JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
			Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	FINANCE											
	3 BBA (HONS) ACCOUNTANCY	117	4	21	1	21	164	2.4%	13.7		*	*
	4 BA (HONS) DESIGN	34	3	67	1	4	109	2.8%	8.3		213.3	-
	5 BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	3	5	-	19	138	2.2%	11.4		*	*
	6 BBA (HONS) MANAGEMENT	30	2	7	1	10	50	4.0%	13.8		*	-
	7 BA (HONS) SCHEME FASHION & TEXTILES	99	2	14	2	6	123	1.6%	10.7		-	*
	8 BBA/BSc (HONS) SCHEME IN LOGISTICS	89	2	18	1	17	127	1.6%	11.3		*	*
	9 BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	15	1	5	-	6	27	3.7%	8.7		-	*
	10 BSc (HONS) RADIOGRAPHY	43	1	1	-	-	45	2.2%	17.1		*	-
	11 BSc (HONS) TOURISM MANAGEMENT	40	1	1	-	5	47	2.1%	11.6		-	*
	12 BSc (HONS) OCCUPATIONAL THERAPY	38	1	6	-	2	47	2.1%	16.7		*	-
	13 BBA (HONS) FINANCIAL SERVICES	31	1	6	-	13	51	2.0%	13.7		-	*
	14 BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	38	1	6	1	6	52	1.9%	10.1		-	*
	15 BSc (HONS) SCHEME IN HEALTH SCIENCE & TECHNOLOGY	53	1	4	-	5	63	1.6%	13.4		*	-
	16 BENG (HONS) CIVIL ENGINEERING	52	1	28	-	8	89	1.1%	10.4		*	-
	17 BSc (HONS) SCHEME IN COMPUTING	66	1	23	-	9	99	1.0%	8.8		*	-
2012/13 (HKAL)	1 BSc (HONS) HOTEL MANAGEMENT	54	5	2	1	21	83	6.0%	13.1		*	38
	2 BA (HONS) SCHEME FASHION & TEXTILES	104	5	6	2	7	124	4.0%	10.4		246.7	*
	3 BSc (HONS) TOURISM MANAGEMENT	39	4	3	2	4	52	7.7%	10.7		210	-
	4 BSc (HONS) RADIOGRAPHY	87	4	4	-	-	95	4.2%	16.3		255	-

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
	5	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	27	3	2	-	3	35	8.6%	9.3		*	*
	6	BBA (HONS) MANAGEMENT	20	3	17	-	14	54	5.6%	12.2		*	*
	7	BA (HONS) DESIGN	45	3	54	2	8	112	2.7%	8.0		*	*
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	3	10	1	12	133	2.3%	11.6		*	*
	9	BENG (HONS) MECHANICAL ENGINEERING	24	2	6	-	10	42	4.8%	9.5		*	-
	10	BBA (HONS) ACCOUNTING & FINANCE	41	2	2	1	50	96	2.1%	14.4		*	-
	11	BSc (HONS) MEDICAL LABORATORY SCIENCE	43	1	2	-	-	46	2.2%	15.5		-	-
	12	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	39	1	4	1	5	50	2.0%	9.8		-	*
	13	BSc (HONS) GEOMATICS	41	1	6	-	4	52	1.9%	10.3		*	-
	14	BBA (HONS) MARKETING	41	1	21	-	7	70	1.4%	11.9		-	*
	15	BENG (HONS) CIVIL ENGINEERING	53	1	25	-	7	86	1.2%	11.3		*	-
	16	BSc (HONS) OCCUPATIONAL THERAPY	69	1	18	2	-	90	1.1%	16.6		-	*
	17	BBA/BSc (HONS) SCHEME IN LOGISTICS	88	1	16	1	15	121	0.8%	11.1		*	-
	18	BBA (HONS) ACCOUNTANCY	119	1	18	-	19	157	0.6%	13.2		*	-
2012/13	1	BSc (HONS) LOGISTICS ENGINEERING WITH MANAGEMENT	21	1	-	-	5	27	3.7%		16.0	-	-
(HKDSE)	2	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	-	-	9	33	3.0%		16.8	-	-
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	-	-	13	99	1.0%		16.8	-	-
2013/14	1	BBA (HONS) ACCOUNTANCY	95	4	8	1	31	139	2.9%		17.5	233.3	*

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2	BROAD DISCIPLINE OF BUSINESS	64	3	2	4	-	73	4.1%		17.3	*	*	
3	BA (HONS) SCHEME IN DESIGN	76	3	14	2	4	99	3.0%		15.5	*	*	
4	BENG (HONS) BUILDING SERVICES ENGG	26	2	3	-	7	38	5.3%		15.7	*	*	
5	BBA (HONS) MANAGEMENT	33	2	11	1	17	64	3.1%		17.5	-	*	
6	BBA (HONS) MARKETING	40	2	8	1	13	64	3.1%		17.7	-	*	
7	BEng (HONS) CIVIL ENGINEERING	49	2	8	-	14	73	2.7%		17.2	*	-	
8	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	2	18	1	8	97	2.1%		17.6	*	*	
9	BSc (HONS) RADIOGRAPHY	87	2	6	1	-	96	2.1%		19.1	*	-	
10	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	2	1	5	36	122	1.6%		17.2	-	*	
11	BA (HONS) SOCIAL POLICY & ADMINISTRATION	17	1	2	-	1	21	4.8%		17.1	*	-	
12	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	16	1	3	2	2	24	4.2%		15.6	*	-	
13	BSc (HONS) BIOMEDICAL ENGINEERING	21	1	-	-	7	29	3.4%		16.2	*	-	
14	BSc (HONS) MEDICAL LABORATORY SCIENCE	39	1	3	-	-	43	2.3%		19.6	*	-	
15	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	1	-	25	112	0.9%		17.4	-	*	
16	BSc (HONS) NURSING	151	1	14	2	-	168	0.6%		18.0	*	-	

Notes:

1. They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
2. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
4. Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
5. "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations

where students are admitted with multiple qualifications being major considerations.

6. The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
7. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
8. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
9. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	School of Business and Management	518	82	-	29	91	720	11.4%	13.8		250.6	35.6
	2	Interdisciplinary Programs	66	16	1	-	5	88	18.2%	16.0		*	35.0
	3	School of Engineering	479	15	121	6	123	744	2.0%	10.0		246.7	34.4
	4	School of Science	403	13	10	3	53	482	2.7%	11.9		245.0	36.3
2011/12	1	School of Business and Management	540	97	-	33	106	776	12.5%	14.3		261.4	36.6
	2	Interdisciplinary Programs	65	34	-	1	19	119	28.6%	16.3		250.0	36.3
	3	School of Engineering	476	21	103	8	111	719	2.9%	10.7		248.6	*
	4	School of Science	416	13	5	6	79	519	2.5%	11.9		250.0	38.6
	5	School of Humanities and Social Science	30	1	-	-	4	35	2.9%	11.7		*	-
2012/13 (HKAL)	1	School of Business and Management	554	79	-	16	123	772	10.2%	13.7		261.0	36.2
	2	School of Engineering	455	19	74	6	102	656	2.9%	10.7		256.4	37.9
	3	School of Science	407	10	7	6	82	512	2.0%	11.3		257.1	*
	4	Interdisciplinary Programs	94	5	1	-	18	118	4.2%	16.1		266.7	39.8
	5	School of Humanities and Social Science	38	2	-	1	6	47	4.3%	10.2		*	*
2012/13 (HKDSE)	1	School of Business and Management	648	20	-	-	87	755	2.6%		18.6	N/A	N/A
	2	School of Engineering	647	10	-	-	88	745	1.3%		16.5	N/A	N/A
	3	School of Science	455	8	-	-	57	520	1.5%		16.5	N/A	N/A
	4	School of Humanities and Social Science	46	2	-	-	4	52	3.8%		17.7	N/A	N/A
2013/14	1	School of Business and Management	607	66	-	20	134	827	8.0%		19.0	256.0	38.1
	2	School of Engineering	566	24	-	13	138	741	3.2%		17.2	*	38.2



Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
3	School of Science		418	6	-	15	93	532	1.1%		17.1	*	*
4	School of Humanities and Social Science		46	3	-	-	13	62	4.8%		18.3	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination. The numbers here also included EAS students admitted based on their HKCEE results or GCEOL/GCSE/IGCSE results.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- “Others” include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor’s degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- HKUST introduced School-based admission and so the figures are presented at School level.
- The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
- In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as "N/A".

**UGC-funded first-year-first-degree programmes with largest number of local students with overseas qualifications,  
2010/11 to 2013/14**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2010/11	1	Bachelor of Business Administration / Bachelor of Economics and Finance	223	57	15	21	207	523	10.9%	16.9		^	^
	2	Bachelor of Arts	266	35	42	15	22	380	9.2%	15.5		^	^
	3	Bachelor of Social Sciences	112	28	10	4	21	175	16.0%	16.8		^	^
	4	Bachelor of Medicine and Bachelor of Surgery	117	26	-	15	4	162	16.0%	19.9		^	^
	5	Bachelor of Laws	64	24	-	2	10	100	24.0%	19.2		^	^
	6	Bachelor of Engineering	275	14	74	2	67	432	3.2%	12.8		^	^
	7	Bachelor of Arts in Architectural Studies	36	12	-	3	17	68	17.6%	15.4		^	^
	8	Bachelor of Science	319	8	22	4	49	402	2.0%	16.0		^	^
	9	Bachelor of Dental Surgery	33	7	1	6	7	54	13.0%	18.5		^	^
	10	Bachelor of Business Administration (Law)	67	7	-	1	2	77	9.1%	19.3		^	^
	11	Bachelor of Business Administration in International Business and Global Management	15	6	-	-	7	28	21.4%	20.0		^	^
	12	Bachelor of Nursing	125	6	52	6	-	189	3.2%	11.4		^	^
	13	Bachelor of Journalism	12	5	-	1	12	30	16.7%	15.5		^	^
	14	Bachelor of Arts in Landscape Studies	7	3	-	-	-	10	30.0%	13.0		^	^
	15	Bachelor of Science in Exercise and Health	-	3	6	3	2	14	21.4%	-		^	^
	16	Bachelor of Pharmacy	19	3	-	3	-	25	12.0%	20.0		^	^
	17	Bachelor of Education in Language Education (Primary English)	12	3	14	1	-	30	10.0%	10.2		^	^
	18	Bachelor of Social Work	31	3	5	1	2	42	7.1%	13.5		^	^

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
	19	Bachelor of Social Sciences (Government and Laws)	39	3	1	-	3	46	6.5%	17.3		^	^
	20											^	^
2011/12	1	Bachelor of Business Administration / Bachelor of Economics and Finance	233	71	17	18	202	541	13.1%	16.8		^	^
	2	Bachelor of Arts	251	30	41	13	29	364	8.2%	15.7		^	^
	3	Bachelor of Social Sciences	95	27	9	2	44	177	15.3%	17.0		^	^
	4	Bachelor of Medicine and Bachelor of Surgery	117	26	-	20	2	165	15.8%	20.0		^	^
	5	Bachelor of Laws	70	20	-	3	4	97	20.6%	19.1		^	^
	6	Bachelor of Arts in Architectural Studies	30	19	-	-	12	61	31.1%	15.7		^	^
	7	Bachelor of Science	311	16	42	1	42	412	3.9%	15.8		^	^
	8	Bachelor of Science in Exercise and Health	2	6	6	2	-	16	37.5%	*		^	^
	9	Bachelor of Journalism	8	6	1	3	8	26	23.1%	15.8		^	^
	10	Bachelor of Education in Language Education (Primary English)	9	6	13	1	1	30	20.0%	10.9		^	^
	11	Bachelor of Business Administration (Law)	69	6	-	-	-	75	8.0%	19.7		^	^
	12	Bachelor of Business Administration in International Business and Global Management	17	5	-	-	1	23	21.7%	19.8		^	^
	13	Bachelor of Arts in Landscape Studies	6	4	1	-	4	15	26.7%	14.0		^	^
	14	Bachelor of Pharmacy	18	4	-	1	-	23	17.4%	19.8		^	^
	15	Bachelor of Social Sciences (Government and Laws)	34	4	-	-	1	39	10.3%	18.4		^	^
	16	Bachelor of Social Work	35	4	-	2	1	42	9.5%	13.9		^	^
	17	Bachelor of Dental Surgery	47	4	-	4	2	57	7.0%	18.9		^	^
	18	Bachelor of Engineering	232	4	74	3	118	431	0.9%	13.8		^	^
	19	Bachelor of Business Administration (Information Systems)	34	3	-	1	4	42	7.1%	15.1		^	^

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
	20	Bachelor of Engineering in Civil Engineering (Law)	7	2	-	-	1	10	20.0%	17.5		^	^
2012/13	1	Bachelor of Business Administration / Bachelor of Economics and Finance	216	102	1	3	222	544	18.8%	15.7		260	40
(HKAL)	2	Bachelor of Medicine and Bachelor of Surgery	117	57	-	34	1	209	27.3%	19.8		280	43
	3	Bachelor of Science	292	45	15	2	62	416	10.8%	14.8		280	38
	4	Bachelor of Social Sciences	99	38	-	-	43	180	21.1%	16.6		240	37.5
	5	Bachelor of Laws	57	31	-	2	6	96	32.3%	18.5		280	41
	6	Bachelor of Arts	279	24	50	5	26	384	6.3%	15.7		220	33
	7	Bachelor of Arts in Architectural Studies	24	23	-	-	19	66	34.8%	15.8		260	37
	8	Bachelor of Engineering	277	16	2	-	113	408	3.9%	13.5		260	*
	9	Bachelor of Business Administration in International Business and Global Management	15	10	-	-	4	29	34.5%	19.3		280	41
	10	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	6	4	1	5	25	24.0%	13.8		*	34
	11	Bachelor of Science in Exercise and Health	3	5	3	2	2	15	33.3%	14.7		*	*
	12	Bachelor of Journalism	7	5	1	1	9	23	21.7%	14.3		*	*
	13	Bachelor of Social Sciences (Government and Laws)	44	5	-	-	2	51	9.8%	18.0		280	*
	14	Bachelor of Arts in Landscape Studies	14	3	-	-	1	18	16.7%	13.4		260	-
	15	Bachelor of Science in Actuarial Science	24	3	-	2	18	47	6.4%	20.0		*	*
	16	Bachelor of Business Administration (Law)	53	3	-	-	2	58	5.2%	19.6		*	*
	17	Bachelor of Nursing	145	2	45	3	-	195	1.0%	11.3		*	-
	18	Bachelor of Arts in Literary Studies and Bachelor of Laws	7	1	-	-	2	10	10.0%	18.3		-	-

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
	19	Bachelor of Business Administration (Information Systems)	14	1	-	-	4	19	5.3%	14.8		*	-
	20	Bachelor of Science in Quantitative Finance	17	1	-	1	3	22	4.5%	18.5		*	-
2012/13 (HKDSE)	1	Bachelor of Medicine and Bachelor of Surgery	152	45	-	15	1	213	21.1%		24.5	270	41
	2	Bachelor of Business Administration / Bachelor of Economics and Finance	292	42	11	12	204	561	7.5%		20.5	260	36
	3	Bachelor of Social Sciences	98	37	15	2	41	193	19.2%		20.9	240	36
	4	Bachelor of Engineering	205	30	118	8	85	446	6.7%		18.2	260	39.5
	5	Bachelor of Arts	272	19	52	11	41	395	4.8%		19.8	200	33
	6	Bachelor of Arts in Architectural Studies	31	17	-	3	16	67	25.4%		21.8	240	36
	7	Bachelor of Laws	64	11	-	4	14	93	11.8%		24.2	-	41.5
	8	Bachelor of Dental Surgery	35	7	-	8	5	55	12.7%		22.3	280	42
	9	Bachelor of Science	330	6	25	1	79	441	1.4%		18.7	260	-
	10	Bachelor of Biomedical Sciences	14	6	-	3	1	24	25.0%		22.2	*	*
	11	Bachelor of Business Administration in International Business and Global Management	23	5	-	-	5	33	15.2%		23.9	*	*
	12	Bachelor of Science in Surveying	50	4	1	-	1	56	7.1%		19.5	*	32
	13	Bachelor of Business Administration (Law)	73	4	-	1	-	78	5.1%		24.3	*	*
	14	Bachelor of Nursing	101	4	88	-	-	193	2.1%		17.9	220	-
	15	Bachelor of Science in Exercise and Health	3	3	5	4	1	16	18.8%		16.7	200	-
	16	Bachelor of Pharmacy	21	3	-	1	-	25	12.0%		21.9	280	-
	17	Bachelor of Journalism	13	3	-	-	12	28	10.7%		20.5	*	*
	18	Bachelor of Chinese Medicine	20	2	1	2	1	26	7.7%		17.4	*	-
	19	Bachelor of Arts in Urban Studies	13	1	-	-	1	15	6.7%		18.8	-	-
	20	Bachelor of Education & Bachelor of Social Sciences	15	1	2	1	2	21	4.8%		18.5	*	-

Academic year	Programme name		No. of students admitted					Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students				
			Local students			Non-local students	Total		JUPAS		Non-JUPAS		
			JUPAS	Non-JUPAS					HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>	
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>								Others <sup>(5)</sup>
2013/14	1	Bachelor of Business Administration / Bachelor of Economics and Finance	275	73	8	2	222	580	12.6%		20.4	260	39
	2	Bachelor of Medicine and Bachelor of Surgery	150	39	-	9	2	200	19.5%		24.6	280	43
	3	Bachelor of Social Sciences	116	39	-	3	47	205	19.0%		21.1	240	38
	4	Bachelor of Arts	269	38	42	8	22	379	10.0%		20.1	240	34
	5	Bachelor of Science	329	21	19	3	60	432	4.9%		18.7	260	38.5
	6	Bachelor of Laws	70	16	-	2	11	99	16.2%		24.2	280	41
	7	Bachelor of Arts in Architectural Studies	31	13	-	-	13	57	22.8%		21.7	260	37.5
	8	Bachelor of Science in Exercise and Health	3	12	-	2	1	18	66.7%		17.0	220	34.5
	9	Bachelor of Engineering	255	11	94	10	79	449	2.4%		18.8	260	40
	10	Bachelor of Dental Surgery	38	10	-	3	-	51	19.6%		23.3	280	42
	11	Bachelor of Science in Surveying	35	6	-	1	4	46	13.0%		20.4	240	-
	12	Bachelor of Science in Actuarial Science	52	6	-	-	25	83	7.2%		22.3	*	42
	13	Bachelor of Arts in Landscape Studies	10	5	-	-	3	18	27.8%		20.2	-	35
	14	Bachelor of Business Administration in International Business and Global Management	23	5	-	1	3	32	15.6%		23.9	*	40
	15	Bachelor of Arts and Bachelor of Education in Language Education (English)	28	5	7	-	-	40	12.5%		19.8	-	33
	16	Bachelor of Business Administration (Law)	66	5	-	-	1	72	6.9%		23.9	*	*
	17	Bachelor of Education & Bachelor of Science	15	3	6	-	-	24	12.5%		18.6	-	*
	18	Bachelor of Journalism	15	3	-	1	12	31	9.7%		20.4	*	*

Academic year	Programme name		No. of students admitted						Local students with major overseas qualifications as percentage of total no. of students admitted	For major admission qualifications <sup>(1)</sup> , average score obtained by local students			
			Local students				Non-local students	Total		JUPAS		Non-JUPAS	
			JUPAS	Non-JUPAS						HKAL <sup>(6)</sup>	HKDSE <sup>(7)</sup>	GCE <sup>(8)</sup>	IB <sup>(9)</sup>
				Major Overseas qualifications <sup>(2) (3)</sup>	Sub-degree qualifications <sup>(2) (4)</sup>	Others <sup>(5)</sup>							
19	Bachelor of Science in Speech and Hearing Sciences		45	3	-	-	-	48	6.3%		22.8	*	*
20	Bachelor of Arts in Urban Studies		14	2	-	-	3	19	10.5%		21.2	-	*

Notes:

- They cover primarily major admission qualifications in which standardized grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual institutions, though they are also major admission qualifications held by intake students.
- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), the General Certificate of Education (GCE) Advanced Level Examination.
- Include sub-degree qualifications, such as Associate degree, Higher diploma, etc.
- "Others" include qualifications not elsewhere classified, e.g. students who have either completed or completed part of a bachelor's degree programme in local or overseas institutions, or situations where students are admitted with multiple qualifications being major considerations.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0  
"--" denotes the students concerned are not HKALE qualification holders. "\*" denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"--" denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"--" denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- "^" Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.

## UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14

Institution : City University of Hong Kong

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BSc(Hons) Computing Mathematics	21	6	19	46	41.3%	10.7		-	-	99.00
	2	BA(Hons) Media and Communication	11	8	11	30	36.7%	11.8		-	*	64.40
	3	BA(Hons) Translation and Interpretation	19	4	8	31	25.8%	12.0		-	-	66.60
	4	BBA(Hons) Accountancy and Management Information Systems	17	4	6	27	22.2%	12.4		-	-	96.90
	5	BBA(Hons) Business Economics	34	9	12	55	21.8%	13.4		*	*	*
	6	BBA(Hons) Quantitative Finance and Risk Management	29	3	8	40	20.0%	13.0		*	-	105.10
	7	BBA(Hons) Finance	64	6	17	87	19.5%	13.5		-	-	80.30
	8	BEng(Hons) Information Engineering	64	11	18	93	19.4%	8.5		*	-	97.00
	9	BA(Hons) Creative Media	34	13	10	57	17.5%	11.6		-	-	78.50
	10	BSocSc(Hons) East and Southeast Asian Studies	17	2	4	23	17.4%	11.4		-	-	*
	11	BBA(Hons) Marketing	29	33	13	75	17.3%	16.2		*	-	90.20
	12	BBA(Hons) Global Business Systems Management	9	16	5	30	16.7%	14.0		-	-	79.70
	13	BBA(Hons) Electronic Commerce	14	6	4	24	16.7%	12.1		-	-	*
	14	BBA(Hons) Accountancy	83	27	21	131	16.0%	13.4		*	-	77.70
	15	BSocSc(Hons) Environmental Policy Studies	17	8	4	29	13.8%	13.2		-	-	74.90
	16	BBA(Hons) Accountancy and Law	15	4	3	22	13.6%	13.9		*	-	*
	17	BA(Hons) English for Professional Communication	14	12	4	30	13.3%	11.3		-	-	64.60
	18	BSc(Hons) Surveying	32	2	5	39	12.8%	12.1		-	-	99.10



Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	19 BEng(Hons) Electronic and Communication Engineering	87	3	12	102	11.8%	8.5		-	-	96.40
	20 BA(Hons) Cultural and Heritage Management	20	3	3	26	11.5%	14.1		-	-	45.30
2011/12	1 BA(Hons) Media and Communication	16	2	16	34	47.1%	12.3		-	*	60.80
	2 BSc(Hons) Computing Mathematics	17	6	19	42	45.2%	10.5		-	-	97.00
	3 BBA(Hons) Quantitative Finance and Risk Management	25	5	13	43	30.2%	14.0		233.33	*	117.60
	4 BA(Hons) Translation and Interpretation	17	6	9	32	28.1%	11.3		-	-	70.80
	5 BEng(Hons) Electronic and Communication Engineering	83	9	26	118	22.0%	8.8		-	*	98.70
	6 BBA(Hons) Finance	55	16	19	90	21.1%	14.2		-	-	85.92
	7 BBA(Hons) Accountancy and Law	14	5	5	24	20.8%	15.4		-	-	*
	8 BBA(Hons) Accountancy	84	23	28	135	20.7%	14.3		*	-	81.80
	9 BBA(Hons) Business Economics	37	5	9	51	17.6%	13.4		*	*	93.40
	10 BBA(Hons) Global Business Systems Management	24	4	6	34	17.6%	14.2		-	-	70.00
	11 BSc(Hons) Surveying	29	-	6	35	17.1%	12.3		-	-	97.20
	12 BEng(Hons) Information Engineering	77	9	17	103	16.5%	8.6		-	-	108.40
	13 BA(Hons) Creative Media	42	9	10	61	16.4%	12.0		-	-	58.60
	14 BBA(Hons) Accountancy and Management Information Systems	17	4	4	25	16.0%	12.8		-	-	109.60
	15 BSocSc(Hons) Asian Studies	17	2	3	22	13.6%	12.1		-	-	*
	16 BEng(Hons) Mechatronic Engineering	23	7	4	34	11.8%	9.5		-	-	*
	17 Bachelor of Laws with Honours	20	18	4	42	9.5%	14.7		-	*	*
	18 BEng(Hons) Industrial Engineering and Engineering Management	32	7	4	43	9.3%	9.9		-	*	*
	19 BBA(Hons) Electronic Commerce	11	9	2	22	9.1%	12.5		-	*	*

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	20 BEng(Hons) e-Logistics and Technology Management	27	7	3	37	8.1%	10.1		-	-	88.40
2012/13 (HKAL)	1 BSc(Hons) Computing Mathematics	16	7	19	42	45.2%	10.3		-	-	119.90
	2 BA(Hons) Media and Communication	14	5	14	33	42.4%	12.4		-	-	71.20
	3 BBA(Hons) Quantitative Finance and Risk Management	25	4	9	38	23.7%	12.9		*	-	101.10
	4 BBA(Hons) Finance	54	14	21	89	23.6%	13.9		*	31.67	95.90
	5 BA(Hons) Creative Media	36	10	13	59	22.0%	12.9		-	-	80.50
	6 BBA(Hons) Accountancy	81	23	28	132	21.2%	13.2		*	*	82.20
	7 BA(Hons) Translation and Interpretation	18	5	6	29	20.7%	10.4		-	-	68.70
	8 BBA(Hons) Global Business Systems Management	18	5	6	29	20.7%	15.1		-	-	93.70
	9 BSocSc(Hons) Psychology	20	6	6	32	18.8%	14.8		-	-	65.00
	10 BBA(Hons) Accountancy and Management Information Systems	18	5	5	28	17.9%	12.0		-	-	100.90
	11 BSc(Hons) Computer Science	73	18	19	110	17.3%	10.5		-	-	105.80
	12 BEng(Hons) Civil and Structural Engineering	15	1	3	19	15.8%	10.6		*	*	-
	13 BSocSc(Hons) Applied Sociology	16	6	4	26	15.4%	14.1		*	-	*
	14 BBA(Hons) Business Economics	34	7	7	48	14.6%	13.4		-	-	92.80
	15 BBA(Hons) Marketing	27	30	9	66	13.6%	15.6		-	-	123.20
	16 BEng(Hons) Mechatronic Engineering	27	6	5	38	13.2%	10.0		*	-	-
	17 BEng(Hons) Electronic and Communication Engineering	77	9	13	99	13.1%	8.4		-	-	119.30
	18 BBA(Hons) Accountancy and Law	16	4	3	23	13.0%	13.8		-	-	*
	19 BA(Hons) Culture and Heritage Management	19	3	3	25	12.0%	14.3		-	-	88.00

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	20 BSocSc(Hons) Asian and International Studies	14	8	3	25	12.0%	12.3		-	-	*
2012/13 (HKDSE)	1 College of Science and Engineering (Science)	161	1	33	195	16.9%		16.2	-	-	115.90
	2 College of Business (Bachelor of Business Administration)	612	62	96	770	12.5%		16.9	-	-	98.20
	3 School of Law (Bachelor of Laws)	31	13	6	50	12.0%		20.1	-	-	66.60
	4 School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	112	5	15	132	11.4%		14.7	-	-	68.80
	5 School of Energy and Environment (Bachelor of Engineering / Bachelor of Science)	67	-	8	75	10.7%		16.0	-	-	118.10
	6 College of Science and Engineering (Engineering)	614	5	71	690	10.3%		15.5	-	-	120.50
	7 College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	55	43	437	9.8%		17.3	-	-	80.80
2013/14	1 College of Science and Engineering (Science)	149	41	42	232	18.1%		16.8	-	34.33	118.30
	2 College of Business (Bachelor of Business Administration)	531	164	137	832	16.5%		17.4	257.78	33.00	104.40
	3 School of Energy and Environment (Bachelor of Engineering in Energy Science and Engineering)	46	-	9	55	16.4%		16.4	-	-	120.30
	4 School of Law (Bachelor of Laws)	32	18	8	58	13.8%		20.4	-	*	69.40
	5 College of Science and Engineering (Engineering)	491	121	87	699	12.4%		16.1	244.00	*	124.50
	6 College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	90	56	461	12.1%		17.7	*	34.00	83.10

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
7	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)		94	26	15	135	11.1%		15.8	-	*	48.30

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"- " denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. "- " denotes the students concerned are not JEE qualification holders. "\*" denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14**

**Institution : Hong Kong Baptist University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BSc – Statistics and Operations Research	7	3	10	20	50.0%	11.1		-	-	102
	2	BSc – Applied & Computational Mathematics/BSc – Mathematical Sc	16	3	8	27	29.6%	10.6		-	-	102
	3	Bachelor of Pharmacy in Chinese Medicine	9	1	4	14	28.6%	9.8		-	-	36
	4	BsocSc Communication – Cinema & TV	15	5	8	28	28.6%	11.3		-	-	73
	5	BsocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	10.0		-	-	63
	6	BSc – Physics	33	-	7	40	17.5%	8.5		-	-	75
	7	BsocSc Communication – Journalism	40	3	9	52	17.3%	14.5		-	-	79
	8	BBA – Finance	-	5	1	6	16.7%	-		-	-	-
	9	Bachelor of Chinese Medicine & BSc Biomedical Science	25	1	5	31	16.1%	11.2		-	-	55
	10	BsocSc Communication – Organizational Communication	21	-	4	25	16.0%	12.2		-	-	69
	11	BSc Computing Studies (Information Systems)	26	6	6	38	15.8%	9.5		-	-	78
	12	BsocSc Communication – PR & Advertising	27	-	5	32	15.6%	12.0		-	-	73
	13	BSc – Applied Biology	37	7	7	51	13.7%	9.6		-	-	74
	14	BsocSc – European Studies	22	4	4	30	13.3%	13.0		-	-	54
	15	BA Translation	26	2	4	32	12.5%	11.8		-	-	106
	16	BBA	192	-	24	216	11.1%	11.2		-	-	64
	17	BSc – Applied Chemistry/BSc – Chemistry	37	8	5	50	10.0%	10.3		-	-	67
	18	BsocSc Communication – Digital Graphic Comm	18	-	2	20	10.0%	8.2		-	-	*
	19	BBA – Accounting	52	3	6	61	9.8%	11.5		-	-	113
	20	BA – Religious Studies	17	7	2	26	7.7%	11.5		-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2011/12	1	BSc – Statistics and Operations Research	8	4	8	20	40.0%	10.3		-	-	103
	2	BsocSc Communication – Cinema & TV	16	5	7	28	25.0%	12.2		-	-	77
	3	BSc – Applied Biology	31	7	12	50	24.0%	10.2		-	-	84
	4	BsocSc Communication – Journalism	35	5	11	51	21.6%	15.2		-	*	94
	5	Bachelor of Pharmacy in Chinese Medicine	12	-	3	15	20.0%	9.3		-	-	94
	6	BsocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	11.0		-	-	60
	7	BSc – Applied & Computational Mathematics/BSc – Mathematical Sc	18	6	5	29	17.2%	9.9		-	-	90
	8	Bachelor of Chinese Medicine & BSc Biomedical Science	20	5	5	30	16.7%	13.0		-	-	92
	9	BsocSc Communication – Organizational Communication	21	-	4	25	16.0%	12.7		-	-	79
	10	BA Translation	21	6	5	32	15.6%	11.7		-	-	65
	11	BBA – Accounting	42	8	9	59	15.3%	12.0		-	-	96
	12	BsocSc – European Studies	19	7	4	30	13.3%	12.9		-	-	75
	13	BSc – Physics	30	5	5	40	12.5%	8.6		-	-	56
	14	BsocSc Communication – PR & Advertising	29	-	4	33	12.1%	14.6		-	-	82
	15	BBA	173	39	28	240	11.7%	12.1		-	-	109
	16	BSc Computing Studies (Information Systems)	22	11	4	37	10.8%	9.9		-	-	60
	17	BSc – Applied Chemistry/BSc – Chemistry	40	5	5	50	10.0%	10.5		-	-	83
	18	BSc – Computer Sc	21	15	4	40	10.0%	10.7		-	-	73
	19	BA – Religious Studies	13	11	2	26	7.7%	12.9		-	-	*
	20	BsocSc – Sociology	22	4	2	28	7.1%	14.9		-	-	*
2012/13 (HKAL)	1	BSc – Applied & Computational Mathematics/BSc – Mathematical Sc	13	2	13	28	46.4%	10.8		-	-	99
	2	BSc – Statistics and Operations Research	13	-	7	20	35.0%	9.8		-	-	108
	3	BsocSc Communication – Cinema & TV	21	-	7	28	25.0%	10.8		-	-	49
	4	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	8	34	23.5%	12.8		-	-	116

Academic year	Programme name		No. of students admitted			Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
			Local		Non-local (A)		Total (B)	Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	5	BSc – Physics	30	1	8	39	20.5%	8.8		-	-	71
	6	BBA – Accounting	30	18	12	60	20.0%	12.0		-	-	107
	7	BsocSc Communication – Organizational Communication	21	-	5	26	19.2%	13.0		-	-	78
	8	BsocSc Communication – Journalism	38	5	10	53	18.9%	14.9		-	-	95
	9	BsocSc – European Studies	22	3	5	30	16.7%	12.9		-	-	78
	10	BSc – Applied Biology	35	6	8	49	16.3%	9.1		-	-	111
	11	BSc – Chemistry	33	8	8	49	16.3%	10.5		-	-	96
	12	BA Translation	22	5	5	32	15.6%	9.9		-	-	122
	13	BsocSc Communication – PR & Advertising	28	-	5	33	15.2%	15.1		-	-	103
	14	BsocSc - Gov't & Int'l Studies	23	2	4	29	13.8%	9.3		-	-	98
	15	BA – History	24	-	3	27	11.1%	16.3		-	-	56
	16	BBA	147	66	24	237	10.1%	12.4		-	-	100
	17	BSc – Computer Sc	22	16	4	42	9.5%	9.3		-	-	114
	18	BsocSc Communication – Digital Graphic Comm	19	-	2	21	9.5%	11.7		-	-	*
	19	BSc Computing Studies (Information Systems)	27	8	3	38	7.9%	9.7		-	-	128
	20	BA – Religious Studies	15	9	2	26	7.7%	12.1		-	-	*
2012/13 (HKDSE)	1	Bachelor of Chinese Medicine & BSc Biomedical Science	24	-	10	34	29.4%		17.0	-	-	103
	2	BBA – Accounting	42	-	13	55	23.6%		15.9	-	-	136
	3	Bachelor of Science	194	-	51	245	20.8%		15.7	-	-	100
	4	BsocSc – European Studies	27	-	7	34	20.6%		15.8	-	-	65
	5	Bachelor of Pharmacy in Chinese Medicine	13	-	3	16	18.8%		15.1	-	-	51
	6	BsocSc Communication	136	-	31	167	18.6%		18.0	-	-	116
	7	Bachelor of Business Administration	201	-	31	232	13.4%		16.0	-	-	111
	8	Bachelor of Arts/Bachelor of Social Sciences	122	-	13	135	9.6%		17.1	-	-	82
	9	BA PE & Recreation Management	31	-	3	34	8.8%		16.1	-	-	88

Academic year	Programme name		No. of students admitted			Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
			Local		Non-local (A)		Total (B)	Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	10	BA- English Language & Literature and Bed – English Language Teaching	32	-	3	35	8.6%		15.6	-	-	53
	11	Bachelor of Arts	182	-	16	198	8.1%		17.6	-	-	85
	12	BA – Visual Arts	50	-	4	54	7.4%		15.2	-	-	53
	13	BsocSc China Studies	86	-	5	91	5.5%		16.0	-	-	77
	14	Bachelor of Social Work	42	-	1	43	2.3%		17.2	-	-	*
2013/14	1	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	9	35	25.7%		18.5	-	-	113
	2	BsocSc – European Studies	23	4	8	35	22.9%		17.6	-	-	67
	3	BBA – Accounting	29	15	13	57	22.8%		16.8	-	-	124
	4	Bachelor of Science	183	5	51	239	21.3%		16.4	-	-	102
	5	BsocSc Communication	135	2	32	169	18.9%		19.3	-	-	105
	6	Bachelor of Pharmacy in Chinese Medicine	14	-	3	17	17.6%		17.0	-	-	88
	7	Bachelor of Business Administration	158	37	34	229	14.8%		16.6	-	*	107
	8	Bachelor of Arts/Bachelor of Social Sciences	113	4	13	130	10.0%		17.2	-	-	80
	9	Bachelor of Arts	154	22	18	194	9.3%		17.9	-	-	74
	10	BsocSc China Studies	72	-	5	77	6.5%		17.2	-	-	69
	11	BA – Visual Arts	47	6	3	56	5.4%		15.1	-	-	76
	12	BA PE & Recreation Management	17	17	1	35	2.9%		16.3	-	-	*
	13	Bachelor of Social Work	33	9	1	43	2.3%		17.3	-	-	*

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be



taken. The score for each subject is allocated as follows:

A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40

AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. Mainland students admitted to degree programmes in AY2010/11, 2011/12 and 2012/13 have completed one-year Foundation Programme at the University.

**UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14**

**Institution : Lingnan University**

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1 Bachelor of Business Administration (Hons)	167	13	25	205	12.2%	10.5		*	-	40.7
	2 Bachelor of Arts (Hons) Translation	49	1	6	56	10.7%	9.9		-	-	*
	3 Bachelor of Social Sciences (Hons)	119	9	15	143	10.5%	10.6		*	-	17.1
	4 Bachelor of Arts (Hons) Cultural Studies	22	8	1	31	3.2%	9.1		-	-	-
	5 Bachelor of Arts (Hons) Contemporary English Studies	28	2	1	31	3.2%	8.6		*	-	-
	6 Bachelor of Arts (Hons) Visual Studies	23	7	1	31	3.2%	9.6		-	-	*
2011/12	1 Bachelor of Business Administration (Hons)	158	18	23	199	11.6%	10.9		267	*	21.3
	2 Bachelor of Social Sciences (Hons)	115	11	8	134	6.0%	11.1		*	-	37
	3 Bachelor of Arts (Hons) Translation	50	1	3	54	5.6%	10.2		-	-	37
	4 Bachelor of Arts (Hons) Contemporary English Studies	26	4	1	31	3.2%	8.9		-	-	*
	5 Bachelor of Arts (Hons) History	23	7	1	31	3.2%	9.9		-	-	-
	6 Bachelor of Arts (Hons) Visual Studies	24	6	1	31	3.2%	9.9		-	-	-
	7 Bachelor of Arts (Hons) Chinese	51	2	1	54	1.9%	11.5		-	-	-
2012/13 (HKAL)	1 Bachelor of Business Administration (Hons)	150	22	7	179	3.9%	10.4		244	-	-
2012/13 (HKDSE)	1 Bachelor of Business Administration (Hons)	163	3	23	189	12.2%		15.8	-	-	40
	2 Bachelor of Social Sciences (Hons)	122	-	11	133	8.3%		16.3	-	-	46.3
	3 Bachelor of Arts (Hons)	240	-	15	255	5.9%		16.3	-	-	17.5
2013/14	1 Bachelor of Business Administration (Hons)	156	10	19	185	10.3%		16.6	260	-	41.9
	2 Bachelor of Social Sciences (Hons)	117	7	10	134	7.5%		16.7	*	*	26.4
	3 Bachelor of Arts (Hons)	236	5	14	255	5.5%		16.7	-	-	12.5

## Notes

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. ““-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1 B.Sc. Risk Management Science	25	-	21	46	45.7%	18.7		-	-	104
	2 B.Eng. Systems Engineering & Eng. Management	62	1	23	86	26.7%	9.7		246.7	-	107
	3 B.B.A. Integrated BBA	221	22	86	329	26.1%	14.6		-	36.3	104
	4 B.Sc. Mathematics and Information Engineering	13	-	4	17	23.5%	19.3		-	-	91
	5 B.B.A. Professional Accountancy	102	5	32	139	23.0%	17.9		*	-	99
	6 B.S.Sc. Economics	76	-	22	98	22.4%	14.9		266.7	-	78
	7 B.S.Sc. Architectural Studies	24	18	11	53	20.8%	14.5		-	-	88
	8 B.Sc. Mathematics	47	1	12	60	20.0%	17.6		-	-	114
	9 B.Eng. Information Engineering	72	13	20	105	19.0%	9.4		-	-	111
	10 B.Sc. Statistics	43	1	8	52	15.4%	15.8		-	-	122
	11 B.Sc. Quantitative Finance	36	4	7	47	14.9%	19.1		*	-	133
	12 B.Sc. Quantitative Finance & Risk Management Science	18	5	4	27	14.8%	19.3		-	*	97
	13 B.A. Translation	33	-	5	38	13.2%	14.2		-	-	96
	14 B.S.Sc. Psychology	51	14	9	74	12.2%	17.1		*	*	95
	15 B.S.Sc. Journalism & Communication	59	6	9	74	12.2%	17.3		*	*	58
	16 B.Eng. Biomedical Engineering	40	7	5	52	9.6%	12.6		*	-	*
	17 B.Sc. Chemistry	44	9	5	58	8.6%	14.2		253.3	-	*
	18 B.S.Sc. Sociology	38	5	4	47	8.5%	15.3		-	-	79
	19 B.B.A. Hotel and Tourism Management	61	1	5	67	7.5%	13.4		-	*	96
	20 B.Eng. Computer Engineering	19	6	2	27	7.4%	10.8		*	-	-
2011/12	1 B.Sc. Risk Management Science	20	-	27	47	57.4%	19.1		-	-	113
	2 B.Sc. Mathematics and Information Engineering	11	-	8	19	42.1%	18.5		-	-	106
	3 B.B.A. Integrated BBA	224	28	115	367	31.3%	14.8		255.6	35.5	94

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route			
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>	
	4	B.Eng. Systems Engineering & Eng. Management	59	9	21	89	23.6%	10.3		*	-	106	
	5	B.S.Sc. Economics	80	1	25	106	23.6%	15.2		-	*	84	
	6	B.Eng. Electronic Engineering	50	14	15	79	19.0%	10.2		*	-	117	
	7	B.S.Sc. Architectural Studies	23	17	9	49	18.4%	16.6		-	*	*	
	8	B.Sc. Mathematics	49	1	11	61	18.0%	18.3		-	-	116	
	9	B.Sc. Statistics	43	-	9	52	17.3%	15.9		-	-	98	
	10	B.Sc. Quantitative Finance	31	8	8	47	17.0%	19.3		*	-	157	
	11	B.B.A. Professional Accountancy	117	3	21	141	14.9%	17.1		*	-	112	
	12	B.Eng. Information Engineering	62	10	12	84	14.3%	9.1		*	-	112	
	13	B.B.A. in International Business and Chinese Enterprise	15	3	3	21	14.3%	20.0		-	-	-	
	14	B.S.Sc. Sociology	42	7	7	56	12.5%	15.8		*	34.3	*	
	15	B.Sc. Computer Science	44	39	11	94	11.7%	12.3		*	31.3	119	
	16	B.S.Sc. Psychology	50	18	9	77	11.7%	16.5		-	-	84	
	17	B.Sc. Quantitative Finance & Risk Management Science	25	-	3	28	10.7%	19.5		-	-	91	
	18	B.Sc. Life Sciences	157	42	20	219	9.1%	13.7		230	*	186	
	19	B.Sc. Chemistry	51	12	6	69	8.7%	15.8		*	-	*	
	20	B.B.A. Hotel and Tourism Management	62	1	6	69	8.7%	13.1		-	-	105	
	2012/13 (HKAL)	1	B.A. Chinese Studies	1	3	9	13	69.2%	*		*	-	-
		2	B.Sc. Mathematics and Information Engineering	9	-	8	17	47.1%	18.7		*	-	120
		3	B.Sc. Risk Management Science	19	1	17	37	45.9%	18.7		-	-	125
4		B.Sc. Quantitative Finance & Risk Management Science	8	4	10	22	45.5%	20.0		*	-	129	
5		B.B.A. Integrated BBA	187	33	93	313	29.7%	14.6		262.5	36.7	106	
6		B.Sc. Mathematics	51	-	20	71	28.2%	16.4		*	*	117	
7		B.S.Sc. Economics	73	2	26	101	25.7%	15.4		246.7	-	84	
8		B.Sc. Quantitative Finance	17	12	10	39	25.6%	18.7		*	*	113	

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	9	B.Eng. Systems Engineering & Eng. Management	39	27	20	86	23.3%	10.9		*	*	110
	10	B.B.A. in International Business and Chinese Enterprise	10	3	3	16	18.8%	19.5		-	-	113
	11	B.A. Cultural Studies	16	4	4	24	16.7%	14.2		-	-	100
	12	B.B.A. Professional Accountancy	119	10	23	152	15.1%	17.5		*	-	116
	13	B.Sc. Statistics	47	-	8	55	14.5%	14.7		-	-	130
	14	B.Eng. Biomedical Engineering	46	3	8	57	14.0%	11.6		256	-	100
	15	B.A. Philosophy	22	3	4	29	13.8%	14.5		*	-	63
	16	B.Sc. Life Sciences	146	50	25	221	11.3%	13.5		235.4	*	142
	17	B.Eng. Information Engineering	68	11	10	89	11.2%	9.3		-	-	119
	18	B.B.A. Hotel and Tourism Management	67	-	8	75	10.7%	12.3		-	-	90
2012/13 (HKDSE)	19	B.S.Sc. Architectural Studies	25	17	5	47	10.6%	17.0		*	-	88
	20	B.Sc. Computer Science	35	34	8	77	10.4%	11.7		-	*	124
	1	B.A. Chinese Studies	3	-	5	8	62.5%		15.3	-	*	-
	2	B.Sc. Global Economics & Finance	10	2	10	22	45.5%		22.0	253.3	-	-
	3	B.Sc. Quantitative Finance & Risk Management Science	9	2	2	13	15.4%		23.8	*	*	-
	4	Science (broad-based)	407	5	61	473	12.9%		18.4	*	*	131
	5	LL.B. Law	44	18	9	71	12.7%		22.6	-	-	100
	6	Engineering (broad-based)	484	5	67	556	12.1%		16.3	273.3	-	127
	7	B.B.A. Integrated BBA	233	19	33	285	11.6%		19.8	225	-	-
	8	B.S.Sc. Journalism & Communication	53	-	6	59	10.2%		21.4	*	-	-
9	B.S.Sc. Architectural Studies	24	5	3	32	9.4%		20.1	*	-	-	
10	B.A. Philosophy	20	-	2	22	9.1%		18.4	-	-	-	
11	Social Science (broad-based)	80	9	8	97	8.2%		20.4	*	*	-	
12	B.S.Sc. Urban Studies	16	3	1	20	5.0%		19.8	-	-	-	
13	B.A. Cultural Studies	19	-	1	20	5.0%		17.2	-	-	-	
14	B.B.A. Hotel and Tourism Management	66	-	3	69	4.3%		19.3	-	-	-	
15	B.S.Sc. Economics	63	-	2	65	3.1%		18.3	-	-	-	

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	16	B.Sc. Public Health	22	12	1	35	2.9%		19.4	-	-	-
	17	B.S.Sc. Government & Public Admin.	44	-	1	45	2.2%		20.4	-	-	-
	18	B.B.A. Professional Accountancy	98	28	2	128	1.6%		20.8	-	-	-
	19	M.B.,Ch.B. Medicine	143	57	3	203	1.5%		22.8	-	-	162
2013/14	1	B.Sc. Cell & Molecular Biology	-	-	1	1	100.0%		-	-	-	-
	2	B.A. / B.S.Sc. Contemporary China Studies	3	3	26	32	81.3%		16.7	*	30.8	-
	3	B.B.A. Integrated BBA	201	39	137	377	36.3%		20.0	260	36.9	115
	4	B.Sc. Global Economics & Finance	18	4	9	31	29.0%		22.6	250	-	-
	5	B.B.A. Professional Accountancy	97	16	46	159	28.9%		20.6	*	*	124
	6	B.S.Sc. Architectural Studies	16	15	7	38	18.4%		22.3	*	*	-
	7	Science (broad-based)	236	36	61	333	18.3%		18.9	252	*	127
	8	Engineering (broad-based)	358	107	85	550	15.5%		16.6	256	*	131
	9	B.Chi.Med. Chinese Medicine	19	8	3	30	10.0%		20.8	-	-	-
	10	B.S.Sc. Urban Studies	17	1	2	20	10.0%		20.0	*	*	-
	11	B.A. Anthropology	18	-	2	20	10.0%		19.5	-	-	*
	12	B.S.Sc. Journalism & Communication	45	5	5	55	9.1%		22.7	-	*	-
	13	B.A. Linguistics	19	1	2	22	9.1%		20.9	-	-	-
	14	LL.B. Law	42	30	7	79	8.9%		22.6	*	-	87
	15	Social Science (broad-based)	69	11	7	87	8.0%		20.9	*	-	-
	16	B.A. (English Studies) and B.Ed. (English Language Education)	21	2	2	25	8.0%		19.8	-	-	-
	17	B.B.A. Hotel and Tourism Management	63	3	5	71	7.0%		19.6	-	*	112
18	B.Sc. Quantitative Finance & Risk Management Science	22	6	2	30	6.7%		22.3	*	-	-	
19	B.Sc. Statistics	14	1	1	16	6.3%		18.6	-	-	-	
20	B.A. Chinese Language & Literature	84	-	5	89	5.6%		20.1	-	-	86	

Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:

AL : A=10, B=8, C=6, D=4, E=2, other grades=0

AS : A=5, B=4, C=3, D=2, E=1, other grades=0

“-“ denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:

5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, ‘unclassified’=0

“-“ denotes the students concerned are not HKDSE qualification holders. “\*” denotes the number of students obtaining HKDSE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:

A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40

AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20

“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.

“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.



UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14

Institution : The Hong Kong Institute of Education

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
2010/11	1	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	15	4	8	27	29.6%	10.5		-	-	12
	2	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	35	22	99	22.2%	8.6		-	-	28
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	39	5	8	52	15.4%	8.9		-	-	10
	4	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	2	2	20	10.0%	11.0		-	-	*
	5	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	9	36	2	47	4.3%	6.7		-	-	-
	6	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	223	46	10	279	3.6%	9.1		-	-	33
	7	Bachelor of Education (Honours) (Early Childhood Education) (Four-year Full-time)	85	24	3	112	2.7%	9.4		-	-	17
	8	Bachelor of Education (Honours) (Visual Arts) (Four-year Full-time)	17	22	1	40	2.5%	10.3		-	-	-
2011/12	1	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	-	4	20	20.0%	11.4		-	-	55
	2	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	45	-	10	55	18.2%	11.1		-	-	19
	3	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	75	34	23	132	17.4%	8.0		-	*	27

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route			
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #	
	4	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	148	19	14	181	7.7%	7.7		-	-	26	
	5	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	117	10	3	130	2.3%	9.4		-	-	33	
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Three-year Full-time)	48	14	1	63	1.6%	7.6		-	-	*	
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	68	9	1	78	1.3%	7.2		-	-	-	
2012/13	(HKAL)	1	Bachelor of Education (Honours) (Secondary) (Four-year Full-time)	8	8	1	17	5.9%	8.6		*	-	-
		2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	121	19	1	141	0.7%	9.7		-	-	-
2012/13	(HKDSE)	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) <sup>##</sup>	26	2	8	36	22.2%		16.0	-	-	23
		2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	100	-	22	122	18.0%		14.8	-	-	37
		3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	36	-	7	43	16.3%		14.8	-	-	49
		4	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	23	-	2	25	8.0%		14.0	-	-	*
		5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	41	-	3	44	6.8%		14.2	-	-	43
		6	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	17	-	1	18	5.6%		15.9	-	-	*
		7	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	160	-	9	169	5.3%		15.3	-	-	65

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
	8	Bachelor of Education (Honours) (Music) (Five-year Full-time)	43	-	2	45	4.4%		14.0	-	-	*
	9	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	45	-	1	46	2.2%		15.2	-	-	*
	10	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	47	-	1	48	2.1%		13.8	-	-	-
	11	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	162	-	2	164	1.2%		15.1	-	-	*
2013/14	1	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) <sup>##</sup>	14	5	17	36	47.2%		16.9	-	-	20
	2	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	-	7	31	22.6%		16.4	*	-	30
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	26	6	8	40	20.0%		16.0	*	-	38
	4	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	13	21	124	16.9%		15.6	-	-	45
	5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	16	4	34	11.8%		16.0	-	-	31
	6	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	106	29	17	152	11.2%		16.3	-	-	39
	7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	15	2	2	19	10.5%		15.1	-	-	*
	8	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	10	2	1	13	7.7%		16.3	-	-	*
	9	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	8	2	38	5.3%		16.3	-	-	-

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
	10	Bachelor of Education (Honours) (Music) (Five-year Full-time)	14	23	1	38	2.6%		16.1	-	-	*
	11	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	25	17	1	43	2.3%		15.1	-	-	-
	12	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	121	13	2	136	1.5%		15.6	-	-	*

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*“ denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*“ denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*\*“ denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores doesn't reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.
- ## The maximum intake of the programme is 40 while in general, the maximum intake for local students is 20 according to UGC allocation while the remaining places can be used to accept non-local students. Due to the reporting date, some local students may withdraw from the programme. Nevertheless, the quota of local and non-local students are completely separated and hence the admission of non-local students won't affect the admission chance of local students.

**UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA (Hons) Accounting & Finance	40	7	40	87	46.0%	15.6		*	-	115
	2	BBA (Hons) Management	31	7	12	50	24.0%	14.0		-	*	71.8
	3	BBA (Hons) Financial Services	29	8	11	48	22.9%	13.4		-	-	101.1
	4	BSc (Hons) Enterprise Engineering with Management	19	5	7	31	22.6%	10.6		-	-	74.6
	5	BSc (Hons) Investment Science	26	-	7	33	21.2%	11.3		-	-	100.4
	6	BENG (Hons) Electrical Engineering	26	8	8	42	19.0%	10.1		-	-	108.9
	7	BSc (Hons) Hotel Management	46	4	11	61	18.0%	12.1		-	33.7	118.7
	8	BSc (Hons) Internet & Multimedia Technology	23	9	7	39	17.9%	8.4		-	-	98.3
	9	BENG (Hons) Electronic & Information Engineering	23	19	9	51	17.6%	8.1		-	-	101.8
	10	BBA/BSc (Hons) Scheme in Logistics	90	23	23	136	16.9%	11.3		-	-	95.4
	11	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	37	8	9	54	16.7%	10.5		-	*	80.2
	12	BSc (HONS) TOURISM MANAGEMENT	36	2	7	45	15.6%	12.4		-	-	73.7
	13	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	5	6	39	15.4%	9.1		-	-	101.8
	14	BSc (HONS) CHEMICAL TECHNOLOGY	32	1	6	39	15.4%	10.6		-	-	112
	15	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	17	5	4	26	15.4%	8.2		-	-	113
	16	BSc(HONS) APP BIOLOGY WITH BIOTECHNOLOGY	28	3	5	36	13.9%	10.7		-	-	116.8
	17	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE	17	8	4	29	13.8%	10.5		-	-	103.3

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	PROGRAMME)										
	18 BENG (HONS) MECHANICAL ENGINEERING	23	10	5	38	13.2%	9.7		-	-	110
	19 BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	46	17	9	72	12.5%	9.5		-	-	82.8
	20 BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	6	15	132	11.4%	11.0		*	-	95.4
2011/12	1 BBA (Hons) Accounting & Finance	38	9	62	109	56.9%	14.0		-	*	99.6
	2 BBA (Hons) Financial Services	31	7	13	51	25.5%	13.7		-	-	103
	3 BSc (Hons) Computing & BBA (Hons) Management (Double Degree Programme)	20	5	8	33	24.2%	10.8		-	-	100.8
	4 BENG (Hons) Industrial & Systems Engineering	15	6	6	27	22.2%	8.7		-	-	118.7
	5 BBA (Hons) Management	30	10	10	50	20.0%	13.8		-	-	84.2
	6 BSc (Hons) Enterprise Engineering with Management	22	6	7	35	20.0%	10.7		-	-	101.8
	7 BSc (Hons) Hotel Management	45	8	13	66	19.7%	12.8		-	35.8	88.7
	8 BENG (Hons) Mechanical Engineering	24	9	7	40	17.5%	10.3		-	-	112.5
	9 BSc (Hons) Investment Science	25	-	5	30	16.7%	11.0		*	-	94.3
	10 BSc (Hons) Food Safety & Technology	30	1	5	36	13.9%	12.0		-	-	88.4
	11 BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	8	19	138	13.8%	11.4		-	-	94.6
	12 BENG (HONS) ELECTRICAL ENGINEERING	25	7	5	37	13.5%	9.6		-	-	104.2
	13 BBA/BSc (HONS) SCHEME IN LOGISTICS	89	21	17	127	13.4%	11.3		-	*	87.2
	14 BSc(HONS) APP BIOLOGY WITH BIOTECHNOLOGY	27	6	5	38	13.2%	9.8		-	-	89.4
	15 BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	31	2	5	38	13.2%	9.4		-	-	87.8
	16 BBA (HONS) ACCOUNTANCY	117	26	21	164	12.8%	13.7		*	-	105.4

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	17	BBA (HONS) MARKETING	52	12	9	73	12.3%	13.1		-	-	100
	18	BENG (HONS) BUILDING SERVICES ENGG	38	6	6	50	12.0%	9.5		-	-	100.5
	19	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	38	8	6	52	11.5%	10.1		-	*	*
	20	BSc (HONS) CHEMICAL TECHNOLOGY	32	1	4	37	10.8%	10.7		-	-	107
2012/13 (HKAL)	1	BBA (Hons) Accounting & Finance	41	5	50	96	52.1%	14.4		*	33.3	119.6
	2	BENG (Hons) Electronic & Information Engineering	24	16	20	60	33.3%	8.6		-	-	127.4
	3	BBA (Hons) Financial Services	20	18	19	57	33.3%	12.6		-	-	108.4
	4	BBA (Hons) Management	20	20	14	54	25.9%	12.2		-	*	120.2
	5	BSc (Hons) Hotel Management	54	8	21	83	25.3%	13.1		*	*	122.7
	6	BENG (Hons) Mechanical Engineering	24	8	10	42	23.8%	9.5		*	-	130.2
	7	BSc (Hons) Computing & BBA (Hons) Management (Double Degree Programme)	20	4	7	31	22.6%	10.0		-	-	136.8
	8	BSc (Hons) Biomedical Engineering	20	5	6	31	19.4%	10.8		-	-	120.3
	9	BENG (Hons) Industrial & Systems Engineering	14	7	5	26	19.2%	9.2		-	-	125.8
	10	BSc (HONS) Applied Biology with Biotechnology	29	2	7	38	18.4%	10.0		-	*	130.3
	11	BSc (HONS) INTERNET & MULTIMEDIA TECH	22	8	6	36	16.7%	8.1		-	-	122.3
	12	BSc (HONS) INVESTMENT SCIENCE	22	-	4	26	15.4%	10.3		-	-	129.5
	13	BSc (HONS) ENGINEERING PHYSICS	22	7	5	34	14.7%	8.8		-	-	148.3
	14	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	20	9	5	34	14.7%	10.1		-	-	117
	15	BSc (HONS) FOOD SAFETY & TECHNOLOGY	29	1	5	35	14.3%	12.3		-	-	130.8
	16	BENG (HONS) TRANSPORTATION SYSTEMS ENGINEERING	21	9	5	35	14.3%	8.4		-	-	97

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	17	Bachelor of Engineering	23	9	5	37	13.5%	9.1		-	-	135.6
	18	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	47	14	9	70	12.9%	8.9		-	*	103.2
	19	BSc (HONS) CHEMICAL TECHNOLOGY	32	2	5	39	12.8%	10.6		-	-	130.5
	20	BA (HONS) CHINESE & BILINGUAL STUDIES	40	9	7	56	12.5%	10.6		-	*	110.6
2012/13 (HKDSE)	1	BBA (Hons) Accounting and Finance	39	-	51	90	56.7%		16.3	-	-	135.9
	2	BBA (Hons) Financial Services	27	-	23	50	46.0%		15.8	-	-	122.3
	3	BSc (Hons) Investment Science	18	-	10	28	35.7%		16.0	-	-	121.2
	4	BENG (Hons) Electronic & Information Engineering	31	-	13	44	29.5%		15.2	-	-	128.1
	5	BSc (HONS) Applied Biology with Biotechnology	23	1	9	33	27.3%		16.8	-	*	145.9
	6	BSc (Hons) Biomedical Engineering	22	-	8	30	26.7%		16.2	-	-	116.1
	7	BBA (Hons) Accountancy	99	-	35	134	26.1%		17.4	-	-	123.6
	8	BSc (Hons) Environment & Sustainable Development	22	-	6	28	21.4%		16.2	-	-	104.9
	9	BBA (Hons) Management	27	-	7	34	20.6%		15.6	-	-	116.4
	10	BBA (Hons) International Shipping and Transport Logistics	28	-	7	35	20.0%		15.9	-	-	117.7
	11	BSc (HONS) ENGINEERING PHYSICS	21	-	5	26	19.2%		15.0	-	-	120.8
	12	BSc (HONS) LOGISTICS ENGINEERING WITH MANAGEMENT	21	1	5	27	18.5%		16.0	-	-	119.6
	13	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	22	-	5	27	18.5%		15.2	-	-	131.1
	14	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	22	-	5	27	18.5%		15.7	-	-	146.6
	15	BENG (HONS) MECHANICAL ENGINEERING	31	-	7	38	18.4%		15.6	-	-	125.3
	16	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	24	-	5	29	17.2%		16.2	-	-	101.5
	17	BBA (HONS) MARKETING	44	-	8	52	15.4%		16.5	-	-	127.4



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	18	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	85	-	15	100	15.0%		16.8	-	-	119.0
	19	BSc (HONS) FOOD SAFETY & TECHNOLOGY	23	-	4	27	14.8%		17.7	-	-	98.0
	20	BENG (HONS) BUILDING SERVICES ENGG	30	-	5	35	14.3%		15.4	-	-	124.0
2013/14	1	BBA (HONS) ACCOUNTING AND FINANCE	33	5	44	82	53.7%		17.8	*	*	135.7
	2	BBA (HONS) FINANCIAL SERVICES	26	3	25	54	46.3%		16.5	-	*	121.1
	3	BENG (HONS) ELECTRONIC & INFORMATION ENG	28	6	16	50	32.0%		15.3	-	-	122.3
	4	BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	27	6	15	48	31.3%		16.3	*	*	107.4
	5	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	22	1	10	33	30.3%		16.7	-	-	108.3
	6	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	19	4	10	33	30.3%		16.3	-	-	130.0
	7	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	8	36	122	29.5%		17.2	-	*	113.4
	8	BSc (HONS) ENGINEERING PHYSICS	22	1	9	32	28.1%		15.8	-	-	114.4
	9	BENG (HONS) MECHANICAL ENGINEERING	27	10	14	51	27.5%		15.1	*	*	113.3
	10	BBA (HONS) MANAGEMENT	33	14	17	64	26.6%		17.5	-	*	99.8
	11	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	2	9	34	26.5%		17.4	-	-	124.6
	12	BSc (HONS) BIOMEDICAL ENGINEERING	21	1	7	29	24.1%		16.2	-	-	108.3
	13	BBA (HONS) ACCOUNTANCY	95	13	31	139	22.3%		17.5	*	-	117.9
	14	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	2	25	112	22.3%		17.4	-	-	118.0
	15	BENG (HONS) ELECTRICAL ENGINEERING	31	6	10	47	21.3%		15.7	-	-	110.5
	16	BSc (HONS) CHEMICAL TECHNOLOGY	21	2	6	29	20.7%		17.1	*	-	102.7

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	17	BSc (HONS) FOOD SAFETY & TECHNOLOGY	22	1	6	29	20.7%		18.9	*	-	131.8
	18	BBA (HONS) MARKETING	40	11	13	64	20.3%		17.7	-	*	110.4
	19	BEng (HONS) CIVIL ENGINEERING	49	10	14	73	19.2%		17.2	-	-	122.7
	20	BENG (HONS) BUILDING SERVICES ENGG	26	5	7	38	18.4%		15.7	-	-	132.0

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “\*\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	School of Engineering	479	142	123	744	16.5%	10.0		239.0	37.5	102.4
	2	School of Business and Management	518	111	91	720	12.6%	13.8		260.0	36.1	118.7
	3	School of Science	403	26	53	482	11.0%	11.9		-	*	97.5
	4	Interdisciplinary Programs	66	17	5	88	5.7%	16.0		-	*	*
2011/12	1	Interdisciplinary Programs	65	35	19	119	16.0%	16.3		*	39.3	92.0
	2	School of Engineering	476	132	111	719	15.4%	10.7		276.0	36.9	83.7
	3	School of Science	416	24	79	519	15.2%	11.9		260.0	38.8	96.9
	4	School of Business and Management	540	130	106	776	13.7%	14.3		270.0	36.4	117.4
	5	School of Humanities and Social Science	30	1	4	35	11.4%	11.7		-	*	-
2012/13 (HKAL)	1	School of Science	407	23	82	512	16.0%	11.3		*	38.7	111.9
	2	School of Business and Management	554	95	123	772	15.9%	13.7		272.0	37.0	108.8
	3	School of Engineering	455	99	102	656	15.5%	10.7		273.0	38.9	153.1
	4	Interdisciplinary Programs	94	6	18	118	15.3%	16.1		-	40.5	*
	5	School of Humanities and Social Science	38	3	6	47	12.8%	10.2		-	-	*
2012/13 (HKDSE)	1	School of Engineering	647	10	88	745	11.8%		16.5	N/A	N/A	136.8
	2	School of Business and Management	648	20	87	755	11.5%		18.6	N/A	N/A	135.9
	3	School of Science	455	8	57	520	11.0%		16.5	N/A	N/A	113.4
	4	School of Humanities and Social Science	46	2	4	52	7.7%		17.7	N/A	N/A	*
2013/14	1	School of Humanities and Social Science	46	3	13	62	21.0%		18.3	-	36.3	79.8
	2	School of Engineering	566	37	138	741	18.6%		17.2	280.0	37.7	124.0
	3	School of Science	418	21	93	532	17.5%		17.1	264.0	38.4	115.1
	4	School of Business and Management	607	86	134	827	16.2%		19.0	*	39.3	118.2

## Notes

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. HKUST introduced School-based admission and so the figures are presented at School level.
8. The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
9. In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
10. The 2012/13 Mainland JEE students were admitted directly to Year-1 of the 4-year (HKDSE) programs. The Mainland JEE students joining Year-1 of the 3-year (HKAL) programs were admitted to the Preparation Year in the 2011/12 Entry based on their 2011 Mainland JEE results.

UGC-funded first-year-first-degree programmes with highest ratio of non-local students to total no. of students admitted, 2010/11 to 2013/14

Institution : The University of Hong Kong

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1 Bachelor of Journalism	12	6	12	30	40.0%	15.5		^	^	81.6
	2 Bachelor of Business Administration / Bachelor of Economics and Finance	223	93	207	523	39.6%	16.9		^	^	97.75
	3 Bachelor of Science in Actuarial Science	37	2	16	55	29.1%	20.0		^	^	126.5
	4 Bachelor of Arts in Architectural Studies	36	15	17	68	25.0%	15.4		^	^	136
	5 Bachelor of Business Administration in International Business and Global Management	15	6	7	28	25.0%	20.0		^	^	*
	6 Bachelor of Engineering	275	90	67	432	15.5%	12.8		^	^	104.58
	7 Bachelor of Science in Exercise and Health	-	12	2	14	14.3%	-		^	^	-
	8 Bachelor of Dental Surgery	33	14	7	54	13.0%	18.5		^	^	-
	9 Bachelor of Science	319	34	49	402	12.2%	16.0		^	^	96.26
	10 Bachelor of Social Sciences	112	42	21	175	12.0%	16.8		^	^	76.73
	11 Bachelor of Engineering in Civil Engineering (Law)	7	1	1	9	11.1%	19.6		^	^	-
	12 Bachelor of Laws	64	26	10	100	10.0%	19.2		^	^	82.11
	13 Bachelor of Business Administration (Information Systems)	32	2	3	37	8.1%	14.0		^	^	*
	14 Bachelor of Arts and Bachelor of Education in Language Education	21	2	2	25	8.0%	13.8		^	^	*
	15 Bachelor of Social Sciences (Government and Laws)	39	4	3	46	6.5%	17.3		^	^	*
	16 Bachelor of Science in Surveying	43	-	3	46	6.5%	13.5		^	^	101
	17 Bachelor of Arts	266	92	22	380	5.8%	15.5		^	^	84.1
	18 Bachelor of Social Work	31	9	2	42	4.8%	13.5		^	^	*
	19 Bachelor of Chinese Medicine	17	5	1	23	4.3%	10.2		^	^	-
	20 Bachelor of Education (Liberal Studies)	16	14	1	31	3.2%	11.4		^	^	-

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2011/12	1 Bachelor of Business Administration / Bachelor of Economics and Finance	233	106	202	541	37.3%	16.8		^	^	99.8
	2 Bachelor of Journalism	8	10	8	26	30.8%	15.8		^	^	*
	3 Bachelor of Science in Actuarial Science	43	2	19	64	29.7%	20.0		^	^	109.12
	4 Bachelor of Engineering	232	81	118	431	27.4%	13.7		^	^	100.21
	5 Bachelor of Arts in Landscape Studies	6	5	4	15	26.7%	14.0		^	^	107.33
	6 Bachelor of Social Sciences	95	38	44	177	24.9%	17.0		^	^	84.59
	7 Bachelor of Arts in Architectural Studies	30	19	12	61	19.7%	15.7		^	^	111.6
	8 Bachelor of Science in Quantitative Finance	16	1	4	21	19.0%	19.5		^	^	*
	9 Bachelor of Arts and Bachelor of Education in Language Education	18	4	3	25	12.0%	12.7		^	^	72.33
	10 Bachelor of Science	311	59	42	412	10.2%	15.8		^	^	106.7
	11 Bachelor of Engineering in Civil Engineering (Law)	7	2	1	10	10.0%	17.5		^	^	-
	12 Bachelor of Education (Liberal Studies)	16	12	3	31	9.7%	13.1		^	^	-
	13 Bachelor of Business Administration (Information Systems)	34	4	4	42	9.5%	15.1		^	^	*
	14 Bachelor of Science in Surveying	38	3	4	45	8.9%	15.1		^	^	115.5
	15 Bachelor of Arts	251	84	29	364	8.0%	15.7		^	^	78.18
	16 Bachelor of Business Administration in International Business and Global Management	17	5	1	23	4.3%	19.8		^	^	*
	17 Bachelor of Laws	70	23	4	97	4.1%	19.1		^	^	84.4
	18 Bachelor of Dental Surgery	47	8	2	57	3.5%	18.9		^	^	-
	19 Bachelor of Education in Language Education (Primary English)	9	20	1	30	3.3%	10.9		^	^	-
	20 Bachelor of Social Sciences (Government and Laws)	34	4	1	39	2.6%	18.4		^	^	-
2012/13 (HKAL)	1 Bachelor of Business Administration / Bachelor of Economics and Finance	216	106	222	544	40.8%	15.7		260	39.5	103.59
	2 Bachelor of Journalism	7	7	9	23	39.1%	14.3		*	*	134.67
	3 Bachelor of Science in Actuarial Science	24	5	18	47	38.3%	20.0		-	*	130.19

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students						
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route				
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>		
	4	Bachelor of Arts in Architectural Studies	24	23	19	66	28.8%	15.8		240	34.5	119	
	5	Bachelor of Engineering	277	18	113	408	27.7%	13.5		280	37	120.73	
	6	Bachelor of Social Sciences	99	38	43	180	23.9%	16.6		240	38	99.96	
	7	Bachelor of Business Administration (Information Systems)	14	1	4	19	21.1%	14.8		*	-	*	
	8	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	11	5	25	20.0%	13.8		*	-	84.33	
	9	Bachelor of Arts in Literary Studies and Bachelor of Laws	7	1	2	10	20.0%	18.3		-	-	*	
	10	Bachelor of Science	292	62	62	416	14.9%	14.8		280	38.5	117.45	
	11	Bachelor of Business Administration in International Business and Global Management	15	10	4	29	13.8%	19.3		-	*	*	
	12	Bachelor of Science in Quantitative Finance	17	2	3	22	13.6%	18.5		-	*	-	
	13	Bachelor of Science in Exercise and Health	3	10	2	15	13.3%	14.7		-	*	-	
	14	Bachelor of Chinese Medicine	18	3	3	24	12.5%	12.2		-	*	-	
	15	Bachelor of Education (Liberal Studies)	8	19	3	30	10.0%	12.0		-	-	*	
	16	Bachelor of Education in Language Education (Primary English)	9	18	2	29	6.9%	10.8		-	*	-	
	17	Bachelor of Arts	279	79	26	384	6.8%	15.7		*	*	88.13	
	18	Bachelor of Laws	57	33	6	96	6.3%	18.5		-	-	81.5	
	19	Bachelor of Arts in Landscape Studies	14	3	1	18	5.6%	13.4		*	-	-	
	20	Bachelor of Social Sciences (Government and Laws)	44	5	2	51	3.9%	18.0		-	-	*	
	2012/13 (HKDSE)	1	Bachelor of Engineering (Engineering Science)	5	2	18	25	72.0%		20.0	260	*	126.14
		2	Bachelor of Journalism	13	3	12	28	42.9%		20.5	*	*	*
		3	Bachelor of Business Administration / Bachelor of Economics and Finance	292	65	204	561	36.4%		20.5	-	*	112.05
4		Bachelor of Science in Quantitative Finance	21	1	11	33	33.3%		22.1	*	-	163.33	
5		Bachelor of Science in Actuarial Science	45	-	22	67	32.8%		22.7	-	-	136.05	
6		Bachelor of Arts in Conservation Studies	12	-	4	16	25.0%		17.9	*	*	-	

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route			
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>	
	7	Bachelor of Arts in Architectural Studies	31	20	16	67	23.9%		21.8	-	-	114.18
	8	Bachelor of Social Sciences	98	54	41	193	21.2%		20.9	240	38	87.1
	9	Bachelor of Engineering	205	156	85	446	19.1%		18.2	250	38	120.85
	10	Bachelor of Science	330	32	79	441	17.9%		18.7	280	37	125.46
	11	Bachelor of Business Administration in International Business and Global Management	23	5	5	33	15.2%		23.9	-	*	*
	12	Bachelor of Laws	64	15	14	93	15.1%		24.2	-	40	92.22
	13	Bachelor of Social Sciences (Government and Laws)	44	2	8	54	14.8%		23.1	-	-	*
	14	Bachelor of Education & Bachelor of Science	10	8	3	21	14.3%		17.1	-	-	*
	15	Bachelor of Arts in Landscape Studies	13	-	2	15	13.3%		17.3	-	-	-
	16	Bachelor of Business Administration (Information Systems)	23	1	3	27	11.1%		18.5	-	-	121.33
	17	Bachelor of Arts in Literary Studies and Bachelor of Laws	16	-	2	18	11.1%		24.6	-	-	*
	18	Bachelor of Arts	272	82	41	395	10.4%		19.8	*	34	86.04
	19	Bachelor of Education & Bachelor of Social Sciences	15	4	2	21	9.5%		18.5	-	*	-
20	Bachelor of Dental Surgery	35	15	5	55	9.1%		22.3	280	-	*	
2013/14	1	Bachelor of Engineering (Engineering Science)	7	-	6	13	46.2%		18.7	*	-	130.67
	2	Bachelor of Journalism	15	4	12	31	38.7%		20.4	-	36	116.5
	3	Bachelor of Business Administration / Bachelor of Economics and Finance	275	83	222	580	38.3%		20.4	270	39.5	114.45
	4	Bachelor of Science in Actuarial Science	52	6	25	83	30.1%		22.3	-	44	136.5
	5	Bachelor of Education & Bachelor of Social Sciences	12	2	5	19	26.3%		19.0	-	*	*
	6	Bachelor of Social Sciences	116	42	47	205	22.9%		21.1	260	36	83.21
	7	Bachelor of Arts in Architectural Studies	31	13	13	57	22.8%		21.7	-	-	131.2
	8	Bachelor of Engineering	255	115	79	449	17.6%		18.8	280	*	117.58
	9	Bachelor of Science in Quantitative Finance	19	1	4	24	16.7%		22.0	*	*	*



Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted (A)/(B)	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local (A)	Total (B)		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	10 Bachelor of Arts in Landscape Studies	10	5	3	18	16.7%		20.2	-	-	109
	11 Bachelor of Arts in Urban Studies	14	2	3	19	15.8%		21.2	-	*	*
	12 Bachelor of Science	329	43	60	432	13.9%		18.7	280	40	135.68
	13 Bachelor of Laws	70	18	11	99	11.1%		24.2	-	*	81.11
	14 Bachelor of Business Administration in International Business and Global Management	23	6	3	32	9.4%		23.9	*	-	-
	15 Bachelor of Science in Surveying	35	7	4	46	8.7%		20.4	-	-	*
	16 Bachelor of Arts in Literary Studies and Bachelor of Laws	20	2	2	24	8.3%		23.5	*	-	*
	17 Bachelor of Business Administration (Information Systems)	23	1	2	26	7.7%		18.7	-	*	*
	18 Bachelor of Arts in Conservation Studies	11	2	1	14	7.1%		19.2	-	-	-
	19 Bachelor of Arts	269	88	22	379	5.8%		20.1	*	*	81.77
	20 Bachelor of Science in Exercise and Health	3	14	1	18	5.6%		17.0	-	*	-

Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"- " denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.

## UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14

Institution : City University of Hong Kong

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1 BBA(Hons) Accountancy	83	27	21	131	16.0%	13.4		*	-	77.70
	2 BSc(Hons) Computing Mathematics	21	6	19	46	41.3%	10.7		-	-	99.00
	3 BEng(Hons) Information Engineering	64	11	18	93	19.4%	8.5		*	-	97.00
	4 BBA(Hons) Finance	64	6	17	87	19.5%	13.5		-	-	80.30
	5 BBA(Hons) Marketing	29	33	13	75	17.3%	16.2		*	-	90.20
	6 BBA(Hons) Business Economics	34	9	12	55	21.8%	13.4		*	*	*
	7 Beng(Hons) Electronic and Communication Engineering	87	3	12	102	11.8%	8.5		-	-	96.40
	8 BSc(Hons) Computer Science	78	20	12	110	10.9%	10.3		-	-	89.50
	9 BA(Hons) Media and Communication	11	8	11	30	36.7%	11.8		-	*	64.40
	10 BA(Hons) Creative Media	34	13	10	57	17.5%	11.6		-	-	78.50
	11 BA(Hons) Translation and Interpretation	19	4	8	31	25.8%	12.0		-	-	66.60
	12 BBA(Hons) Quantitative Finance and Risk Management	29	3	8	40	20.0%	13.0		*	-	105.10
	13 BBA(Hons) Accountancy and Management Information Systems	17	4	6	27	22.2%	12.4		-	-	96.90
	14 BBA(Hons) Global Business Systems Management	9	16	5	30	16.7%	14.0		-	-	79.70
	15 BSc(Hons) Surveying	32	2	5	39	12.8%	12.1		-	-	99.10
	16 BsocSc(Hons) East and Southeast Asian Studies	17	2	4	23	17.4%	11.4		-	-	*
	17 BBA(Hons) Electronic Commerce	14	6	4	24	16.7%	12.1		-	-	*
	18 BsocSc(Hons) Environmental Policy Studies	17	8	4	29	13.8%	13.2		-	-	74.90
	19 BA(Hons) English for Professional	14	12	4	30	13.3%	11.3		-	-	64.60

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	Communication										
	20 BsocSc(Hons) Policy Studies and Administration	52	33	4	89	4.5%	14.4		-	-	*
2011/12	1 BBA(Hons) Accountancy	84	23	28	135	20.7%	14.3		*	-	81.80
	2 Beng(Hons) Electronic and Communication Engineering	83	9	26	118	22.0%	8.8		-	*	98.70
	3 BSc(Hons) Computing Mathematics	17	6	19	42	45.2%	10.5		-	-	97.00
	4 BBA(Hons) Finance	55	16	19	90	21.1%	14.2		-	-	85.92
	5 Beng(Hons) Information Engineering	77	9	17	103	16.5%	8.6		-	-	108.40
	6 BA(Hons) Media and Communication	16	2	16	34	47.1%	12.3		-	*	60.80
	7 BBA(Hons) Quantitative Finance and Risk Management	25	5	13	43	30.2%	14.0		233.33	*	117.60
	8 BA(Hons) Creative Media	42	9	10	61	16.4%	12.0		-	-	58.60
	9 BA(Hons) Translation and Interpretation	17	6	9	32	28.1%	11.3		-	-	70.80
	10 BBA(Hons) Business Economics	37	5	9	51	17.6%	13.4		*	*	93.40
	11 BBA(Hons) Global Business Systems Management	24	4	6	34	17.6%	14.2		-	-	70.00
	12 BSc(Hons) Surveying	29	-	6	35	17.1%	12.3		-	-	97.20
	13 BSc(Hons) Computer Science	78	22	6	106	5.7%	10.7		-	-	102.50
	14 BBA(Hons) Accountancy and Law	14	5	5	24	20.8%	15.4		-	-	*
	15 BBA(Hons) Marketing	29	29	5	63	7.9%	16.8		-	-	96.20
	16 BBA(Hons) Accountancy and Management Information Systems	17	4	4	25	16.0%	12.8		-	-	109.60
	17 Beng(Hons) Mechatronic Engineering	23	7	4	34	11.8%	9.5		-	-	*
	18 Bachelor of Laws with Honours	20	18	4	42	9.5%	14.7		-	*	*
	19 Beng(Hons) Industrial Engineering and Engineering Management	32	7	4	43	9.3%	9.9		-	*	*
	20 BsocSc(Hons) Asian Studies	17	2	3	22	13.6%	12.1		-	-	*
2012/13	1 BBA(Hons) Accountancy	81	23	28	132	21.2%	13.2		*	*	82.20

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
(HKAL)	2 BBA(Hons) Finance	54	14	21	89	23.6%	13.9		*	31.67	95.90
	3 BSc(Hons) Computing Mathematics	16	7	19	42	45.2%	10.3		-	-	119.90
	4 BSc(Hons) Computer Science	73	18	19	110	17.3%	10.5		-	-	105.80
	5 BA(Hons) Media and Communication	14	5	14	33	42.4%	12.4		-	-	71.20
	6 BA(Hons) Creative Media	36	10	13	59	22.0%	12.9		-	-	80.50
	7 Beng(Hons) Electronic and Communication Engineering	77	9	13	99	13.1%	8.4		-	-	119.30
	8 Beng(Hons) Information Engineering	79	11	12	102	11.8%	8.8		-	-	107.00
	9 BBA(Hons) Quantitative Finance and Risk Management	25	4	9	38	23.7%	12.9		*	-	101.10
	10 BBA(Hons) Marketing	27	30	9	66	13.6%	15.6		-	-	123.20
	11 BBA(Hons) Business Economics	34	7	7	48	14.6%	13.4		-	-	92.80
	12 BA(Hons) Translation and Interpretation	18	5	6	29	20.7%	10.4		-	-	68.70
	13 BBA(Hons) Global Business Systems Management	18	5	6	29	20.7%	15.1		-	-	93.70
	14 BsocSc(Hons) Psychology	20	6	6	32	18.8%	14.8		-	-	65.00
	15 BBA(Hons) Accountancy and Management Information Systems	18	5	5	28	17.9%	12.0		-	-	100.90
	16 Beng(Hons) Mechatronic Engineering	27	6	5	38	13.2%	10.0		*	-	-
	17 BSc(Hons) Surveying	33	4	5	42	11.9%	14.0		-	-	110.90
	18 BsocSc(Hons) Applied Sociology	16	6	4	26	15.4%	14.1		*	-	*
	19 Beng(Hons) Materials Engineering	34	8	4	46	8.7%	10.1		-	-	152.00
	20 Beng(Hons) Civil and Structural Engineering	15	1	3	19	15.8%	10.6		*	*	-
	2012/13	1 College of Business (Bachelor of Business Administration)	612	62	96	770	12.5%		16.9	-	-
(HKDSE)	2 College of Science and Engineering (Engineering)	614	5	71	690	10.3%		15.5	-	-	120.50

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3 College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	339	55	43	437	9.8%		17.3	-	-	80.80
	4 College of Science and Engineering (Science)	161	1	33	195	16.9%		16.2	-	-	115.90
	5 School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	112	5	15	132	11.4%		14.7	-	-	68.80
	6 School of Energy and Environment (Bachelor of Engineering / Bachelor of Science)	67	-	8	75	10.7%		16.0	-	-	118.10
	7 School of Law (Bachelor of Laws)	31	13	6	50	12.0%		20.1	-	-	66.60
2013/14	1 College of Business (Bachelor of Business Administration)	531	164	137	832	16.5%		17.4	257.78	33.00	104.40
	2 College of Science and Engineering (Engineering)	491	121	87	699	12.4%		16.1	244.00	*	124.50
	3 College of Liberal Arts and Social Sciences (Bachelor of Arts / Bachelor of Social Sciences)	315	90	56	461	12.1%		17.7	*	34.00	83.10
	4 College of Science and Engineering (Science)	149	41	42	232	18.1%		16.8	-	34.33	118.30
	5 School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	94	26	15	135	11.1%		15.8	-	*	48.30
	6 School of Energy and Environment (Bachelor of Engineering in Energy Science and Engineering)	46	-	9	55	16.4%		16.4	-	-	120.30
	7 School of Law (Bachelor of Laws)	32	18	8	58	13.8%		20.4	-	*	69.40

Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:

AL : A=10, B=8, C=6, D=4, E=2, other grades=0

AS : A=5, B=4, C=3, D=2, E=1, other grades=0

3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
"- " denotes the students concerned are not GCE qualification holders. "\*" denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
"- " denotes the students concerned are not IB qualification holders. "\*" denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. "- " denotes the students concerned are not JEE qualification holders. "\*" denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14

Institution : Hong Kong Baptist University

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA	192	-	24	216	11.1%	11.2		-	-	64
	2	BSc - Statistics and Operations Research	7	3	10	20	50.0%	11.1		-	-	102
	3	BSocSc Communication - Journalism	40	3	9	52	17.3%	14.5		-	-	79
	4	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	16	3	8	27	29.6%	10.6		-	-	102
	5	BSocSc Communication - Cinema & TV	15	5	8	28	28.6%	11.3		-	-	73
	6	BSc - Physics	33	-	7	40	17.5%	8.5		-	-	75
	7	BSc - Applied Biology	37	7	7	51	13.7%	9.6		-	-	74
	8	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	10.0		-	-	63
	9	BSc Computing Studies (Information Systems)	26	6	6	38	15.8%	9.5		-	-	78
	10	BBA - Accounting	52	3	6	61	9.8%	11.5		-	-	113
	11	Bachelor of Chinese Medicine & BSc Biomedical Science	25	1	5	31	16.1%	11.2		-	-	55
	12	BSocSc Communication - PR & Advertising	27	-	5	32	15.6%	12.0		-	-	73
	13	BSc - Applied Chemistry/BSc - Chemistry	37	8	5	50	10.0%	10.3		-	-	67
	14	Bachelor of Pharmacy in Chinese Medicine	9	1	4	14	28.6%	9.8		-	-	36
	15	BSocSc Communication - Organizational Communication	21	-	4	25	16.0%	12.2		-	-	69
	16	BSocSc - European Studies	22	4	4	30	13.3%	13.0		-	-	54
	17	BA Translation	26	2	4	32	12.5%	11.8		-	-	106
	18	BSc - Computer Sc	27	12	3	42	7.1%	9.1		-	-	*
	19	BSocSc China Studies	98	2	3	103	2.9%	12.5		-	-	41
	20	BSocSc Communication - Digital Graphic Comm	18	-	2	20	10.0%	8.2		-	-	*



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2011/12	1	BBA	173	39	28	240	11.7%	12.1		-	-	109
	2	BSc - Applied Biology	31	7	12	50	24.0%	10.2		-	-	84
	3	BSocSc Communication - Journalism	35	5	11	51	21.6%	15.2		-	*	94
	4	BBA - Accounting	42	8	9	59	15.3%	12.0		-	-	96
	5	BSc - Statistics and Operations Research	8	4	8	20	40.0%	10.3		-	-	103
	6	BSocSc Communication - Cinema & TV	16	5	7	28	25.0%	12.2		-	-	77
	7	BSocSc - Gov't & Int'l Studies	23	1	6	30	20.0%	11.0		-	-	60
	8	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	18	6	5	29	17.2%	9.9		-	-	90
	9	Bachelor of Chinese Medicine & BSc Biomedical Science	20	5	5	30	16.7%	13.0		-	-	92
	10	BA Translation	21	6	5	32	15.6%	11.7		-	-	65
	11	BSc - Physics	30	5	5	40	12.5%	8.6		-	-	56
	12	BSc - Applied Chemistry/BSc - Chemistry	40	5	5	50	10.0%	10.5		-	-	83
	13	BSocSc Communication - Organizational Communication	21	-	4	25	16.0%	12.7		-	-	79
	14	BSocSc - European Studies	19	7	4	30	13.3%	12.9		-	-	75
	15	BSocSc Communication - PR & Advertising	29	-	4	33	12.1%	14.6		-	-	82
	16	BSc Computing Studies (Information Systems)	22	11	4	37	10.8%	9.9		-	-	60
	17	BSc - Computer Sc	21	15	4	40	10.0%	10.7		-	-	73
	18	BSocSc China Studies	100	3	4	107	3.7%	13.2		-	-	37
	19	Bachelor of Pharmacy in Chinese Medicine	12	-	3	15	20.0%	9.3		-	-	94
	20	BA - Chinese Language & Literature	43	1	3	47	6.4%	14.3		-	-	40
2012/13 (HKAL)	1	BBA	147	66	24	237	10.1%	12.4		-	-	100
	2	BSc - Applied & Computational Mathematics/BSc - Mathematical Sc	13	2	13	28	46.4%	10.8		-	-	99
	3	BBA - Accounting	30	18	12	60	20.0%	12.0		-	-	107
	4	BSocSc Communication - Journalism	38	5	10	53	18.9%	14.9		-	-	95

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students					
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route			
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>	
	5	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	8	34	23.5%	12.8		-	-	116	
	6	BSc - Physics	30	1	8	39	20.5%	8.8		-	-	71	
	7	BSc - Applied Biology	35	6	8	49	16.3%	9.1		-	-	111	
	8	BSc - Chemistry	33	8	8	49	16.3%	10.5		-	-	96	
	9	BSc - Statistics and Operations Research	13	-	7	20	35.0%	9.8		-	-	108	
	10	BSocSc Communication - Cinema & TV	21	-	7	28	25.0%	10.8		-	-	49	
	11	BSocSc Communication - Organizational Communication	21	-	5	26	19.2%	13.0		-	-	78	
	12	BSocSc - European Studies	22	3	5	30	16.7%	12.9		-	-	78	
	13	BA Translation	22	5	5	32	15.6%	9.9		-	-	122	
	14	BSocSc Communication - PR & Advertising	28	-	5	33	15.2%	15.1		-	-	103	
	15	BSocSc - Gov't & Int'l Studies	23	2	4	29	13.8%	9.3		-	-	98	
	16	BSc - Computer Sc	22	16	4	42	9.5%	9.3		-	-	114	
	17	BA - History	24	-	3	27	11.1%	16.3		-	-	56	
	18	BSc Computing Studies (Information Systems)	27	8	3	38	7.9%	9.7		-	-	128	
	19	BSocSc China Studies	94	5	3	102	2.9%	13.3		-	-	81	
	20	BSocSc Communication - Digital Graphic Comm	19	-	2	21	9.5%	11.7		-	-	*	
	2012/13 (HKDSE)	1	Bachelor of Science	194	-	51	245	20.8%		15.7	-	-	100
		2	BSocSc Communication	136	-	31	167	18.6%		18.0	-	-	116
		3	Bachelor of Business Administration	201	-	31	232	13.4%		16.0	-	-	111
		4	Bachelor of Arts	182	-	16	198	8.1%		17.6	-	-	85
5		Bachelor of Arts/Bachelor of Social Sciences	122	-	13	135	9.6%		17.1	-	-	82	
6		BBA - Accounting	42	-	13	55	23.6%		15.9	-	-	136	
7		Bachelor of Chinese Medicine & BSc Biomedical Science	24	-	10	34	29.4%		17.0	-	-	103	
8		BSocSc - European Studies	27	-	7	34	20.6%		15.8	-	-	65	

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	9	BSocSc China Studies	86	-	5	91	5.5%		16.0	-	-	77
	10	BA - Visual Arts	50	-	4	54	7.4%		15.2	-	-	53
	11	Bachelor of Pharmacy in Chinese Medicine	13	-	3	16	18.8%		15.1	-	-	51
	12	BA PE & Recreation Management	31	-	3	34	8.8%		16.1	-	-	88
	13	BA- English Language & Literature and BEd - English Language Teaching	32	-	3	35	8.6%		15.6	-	-	53
	14	Bachelor of Social Work	42	-	1	43	2.3%		17.2	-	-	*
2013/14	1	Bachelor of Science	183	5	51	239	21.3%		16.4	-	-	102
	2	Bachelor of Business Administration	158	37	34	229	14.8%		16.6	-	*	107
	3	BSocSc Communication	135	2	32	169	18.9%		19.3	-	-	105
	4	Bachelor of Arts	154	22	18	194	9.3%		17.9	-	-	74
	5	BBA - Accounting	29	15	13	57	22.8%		16.8	-	-	124
	6	Bachelor of Arts/Bachelor of Social Sciences	113	4	13	130	10.0%		17.2	-	-	80
	7	Bachelor of Chinese Medicine & BSc Biomedical Science	20	6	9	35	25.7%		18.5	-	-	113
	8	BSocSc - European Studies	23	4	8	35	22.9%		17.6	-	-	67
	9	BSocSc China Studies	72	-	5	77	6.5%		17.2	-	-	69
	10	Bachelor of Pharmacy in Chinese Medicine	14	-	3	17	17.6%		17.0	-	-	88
	11	BA - Visual Arts	47	6	3	56	5.4%		15.1	-	-	76
	12	BA PE & Recreation Management	17	17	1	35	2.9%		16.3	-	-	*
	13	Bachelor of Social Work	33	9	1	43	2.3%		17.3	-	-	*

Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0

3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “\*\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. Mainland students admitted to degree programmes in AY2010/11, 2011/12 and 2012/13 have completed one-year Foundation Programme at the University.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : Lingnan University**

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1 Bachelor of Business Administration (Hons)	167	13	25	205	12.2%	10.5		*	-	40.7
	2 Bachelor of Social Sciences (Hons)	119	9	15	143	10.5%	10.6		*	-	17.1
	3 Bachelor of Arts (Hons) Translation	49	1	6	56	10.7%	9.9		-	-	*
	4 Bachelor of Arts (Hons) Cultural Studies	22	8	1	31	3.2%	9.1		-	-	-
	5 Bachelor of Arts (Hons) Visual Studies	23	7	1	31	3.2%	9.6		-	-	*
	6 Bachelor of Arts (Hons) Contemporary English Studies	28	2	1	31	3.2%	8.6		*	-	-
2011/12	1 Bachelor of Business Administration (Hons)	158	18	23	199	11.6%	10.9		267	*	21.3
	2 Bachelor of Social Sciences (Hons)	115	11	8	134	6.0%	11.1		*	-	37
	3 Bachelor of Arts (Hons) Translation	50	1	3	54	5.6%	10.2		-	-	37
	4 Bachelor of Arts (Hons) Contemporary English Studies	26	4	1	31	3.2%	8.9		-	-	*
	5 Bachelor of Arts (Hons) History	23	7	1	31	3.2%	9.9		-	-	-
	6 Bachelor of Arts (Hons) Visual Studies	24	6	1	31	3.2%	9.9		-	-	-
	7 Bachelor of Arts (Hons) Chinese	51	2	1	54	1.9%	11.5		-	-	-
2012/13 (HKAL)	1 Bachelor of Business Administration (Hons)	150	22	7	179	3.9%	10.4		244	-	-
2012/13 (HKDSE)	1 Bachelor of Business Administration (Hons)	163	3	23	189	12.2%		15.8	-	-	40
	2 Bachelor of Arts (Hons)	240	-	15	255	5.9%		16.3	-	-	17.5
	3 Bachelor of Social Sciences (Hons)	122	-	11	133	8.3%		16.3	-	-	46.3
2013/14	1 Bachelor of Business Administration (Hons)	156	10	19	185	10.3%		16.6	260	-	41.9
	2 Bachelor of Arts (Hons)	236	5	14	255	5.5%		16.7	-	-	12.5
	3 Bachelor of Social Sciences (Hons)	117	7	10	134	7.5%		16.7	*	*	26.4

## Notes

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1 AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : The Chinese University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	B.B.A. Integrated BBA	221	22	86	329	26.1%	14.6		-	36.3	104
	2	B.B.A. Professional Accountancy	102	5	32	139	23.0%	17.9		*	-	99
	3	B.Eng. Systems Engineering & Eng. Management	62	1	23	86	26.7%	9.7		246.7	-	107
	4	B.S.Sc. Economics	76	-	22	98	22.4%	14.9		266.7	-	78
	5	B.Sc. Risk Management Science	25	-	21	46	45.7%	18.7		-	-	104
	6	B.Eng. Information Engineering	72	13	20	105	19.0%	9.4		-	-	111
	7	B.Sc. Mathematics	47	1	12	60	20.0%	17.6		-	-	114
	8	B.S.Sc. Architectural Studies	24	18	11	53	20.8%	14.5		-	-	88
	9	B.Sc. Life Sciences	158	33	11	202	5.4%	13.5		233.3	*	120
	10	B.S.Sc. Psychology	51	14	9	74	12.2%	17.1		*	*	95
	11	B.S.Sc. Journalism & Communication	59	6	9	74	12.2%	17.3		*	*	58
	12	B.Sc. Statistics	43	1	8	52	15.4%	15.8		-	-	122
	13	B.Sc. Quantitative Finance	36	4	7	47	14.9%	19.1		*	-	133
	14	B.Sc. Computer Science	54	36	6	96	6.3%	11.5		-	-	88
	15	B.A. Translation	33	-	5	38	13.2%	14.2		-	-	96
	16	B.Eng. Biomedical Engineering	40	7	5	52	9.6%	12.6		*	-	*
	17	B.Sc. Chemistry	44	9	5	58	8.6%	14.2		253.3	-	*
	18	B.B.A. Hotel and Tourism Management	61	1	5	67	7.5%	13.4		-	*	96
	19	B.Sc. Mathematics and Information Engineering	13	-	4	17	23.5%	19.3		-	-	91
	20	B.Sc. Quantitative Finance & Risk Management Science	18	5	4	27	14.8%	19.3		-	*	97
2011/12	1	B.B.A. Integrated BBA	224	28	115	367	31.3%	14.8		255.6	35.5	94
	2	B.Sc. Risk Management Science	20	-	27	47	57.4%	19.1		-	-	113

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	3	B.S.Sc. Economics	80	1	25	106	23.6%	15.2		-	*	84
	4	B.Eng. Systems Engineering & Eng. Management	59	9	21	89	23.6%	10.3		*	-	106
	5	B.B.A. Professional Accountancy	117	3	21	141	14.9%	17.1		*	-	112
	6	B.Sc.Life Sciences	157	42	20	219	9.1%	13.7		230	*	186
	7	B.Eng. Electronic Engineering	50	14	15	79	19.0%	10.2		*	-	117
	8	B.Eng. Information Engineering	62	10	12	84	14.3%	9.1		*	-	112
	9	B.Sc. Mathematics	49	1	11	61	18.0%	18.3		-	-	116
	10	B.Sc. Computer Science	44	39	11	94	11.7%	12.3		*	31.3	119
	11	B.S.Sc. Architectural Studies	23	17	9	49	18.4%	16.6		-	*	*
	12	B.Sc. Statistics	43	-	9	52	17.3%	15.9		-	-	98
	13	B.S.Sc. Psychology	50	18	9	77	11.7%	16.5		-	-	84
	14	B.Sc. Mathematics and Information Engineering	11	-	8	19	42.1%	18.5		-	-	106
	15	B.Sc. Quantitative Finance	31	8	8	47	17.0%	19.3		*	-	157
	16	B.S.Sc. Sociology	42	7	7	56	12.5%	15.8		*	34.3	*
	17	B.Sc. Chemistry	51	12	6	69	8.7%	15.8		*	-	*
	18	B.B.A. Hotel and Tourism Management	62	1	6	69	8.7%	13.1		-	-	105
	19	B.Eng. Biomedical Engineering	41	6	4	51	7.8%	12.8		*	-	*
	20	B.Eng. Mechanical & Automation Engineering	40	16	4	60	6.7%	10.5		*	-	*
2012/13 (HKAL)	1	B.B.A. Integrated BBA	187	33	93	313	29.7%	14.6		262.5	36.7	106
	2	B.S.Sc. Economics	73	2	26	101	25.7%	15.4		246.7	-	84
	3	B.Sc.Life Sciences	146	50	25	221	11.3%	13.5		235.4	*	142
	4	B.B.A. Professional Accountancy	119	10	23	152	15.1%	17.5		*	-	116
	5	B.Sc. Mathematics	51	-	20	71	28.2%	16.4		-	-	117
	6	B.Eng. Systems Engineering & Eng. Management	39	27	20	86	23.3%	10.9		*	*	110
	7	B.Sc. Risk Management Science	19	1	17	37	45.9%	18.7		-	-	125



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	8	B.Sc.Quantitative Finance & Risk Management Science	8	4	10	22	45.5%	20.0		*	-	129
	9	B.Sc. Quantitative Finance	17	12	10	39	25.6%	18.7		*	*	113
	10	B.Eng. Information Engineering	68	11	10	89	11.2%	9.3		-	-	119
	11	B.A. Chinese Studies	1	3	9	13	69.2%	18.0		*	-	-
	12	B.Sc. Mathematics and Information Engineering	9	-	8	17	47.1%	18.7		*	-	120
	13	B.Sc. Statistics	47	-	8	55	14.5%	14.7		-	-	130
	14	B.Eng. Biomedical Engineering	46	3	8	57	14.0%	11.6		256	-	100
	15	B.B.A. Hotel and Tourism Management	67	-	8	75	10.7%	12.3		-	-	90
	16	B.Sc. Computer Science	35	34	8	77	10.4%	11.7		-	*	124
	17	B.Sc. Physics	64	3	6	73	8.2%	16.9		*	-	129
	18	B.S.Sc. Architectural Studies	25	17	5	47	10.6%	17.0		*	-	88
	19	B.A. English	56	2	5	63	7.9%	10.8		*	*	*
20	B.Eng. Electronic Engineering	49	21	5	75	6.7%	9.5		*	-	134	
2012/13 (HKDSE)	1	Engineering (broad-based)	484	5	67	556	12.1%		16.3	273.3	-	127
	2	Science (broad-based)	407	5	61	473	12.9%		18.4	*	*	131
	3	B.B.A. Integrated BBA	233	19	33	285	11.6%		19.8	225	-	-
	4	B.Sc. Global Economics & Finance	10	2	10	22	45.5%		22.0	253.3	-	-
	5	LL.B. Law	44	18	9	71	12.7%		22.6	-	-	100
	6	Social Science (broad-based)	80	9	8	97	8.2%		20.4	200	*	-
	7	B.S.Sc. Journalism & Communication	53	-	6	59	10.2%		21.4	*	-	-
	8	B.A. Chinese Studies	3	-	5	8	62.5%		15.3	-	*	-
	9	B.S.Sc. Architectural Studies	24	5	3	32	9.4%		20.1	*	-	-
	10	B.B.A. Hotel and Tourism Management	66	-	3	69	4.3%		19.3	-	-	-
	11	M.B.,Ch.B. Medicine	143	57	3	203	1.5%		22.8	-	-	162
	12	B.Sc.Quantitative Finance & Risk Management Science	9	2	2	13	15.4%		23.8	*	*	-
	13	B.A. Philosophy	20	-	2	22	9.1%		18.4	-	-	-

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	14	B.S.Sc. Economics	63	-	2	65	3.1%		18.3	-	-	-
	15	B.B.A. Professional Accountancy	98	28	2	128	1.6%		20.8	-	-	-
	16	B.S.Sc. Urban Studies	16	3	1	20	5.0%		19.8	-	-	-
	17	B.A. Cultural Studies	19	-	1	20	5.0%		17.2	-	-	-
	18	B.Sc. Public Health	22	12	1	35	2.9%		19.4	-	-	-
	19	B.S.Sc. Government & Public Admin.	44	-	1	45	2.2%		20.4	-	-	-
2013/14	1	B.B.A. Integrated BBA	201	39	137	377	36.3%		20.0	260	36.9	115
	2	Engineering (broad-based)	358	107	85	550	15.5%		16.6	256	*	131
	3	Science (broad-based)	236	36	61	333	18.3%		18.9	252	*	127
	4	B.B.A. Professional Accountancy	97	16	46	159	28.9%		20.6	*	*	124
	5	B.A. / B.S.Sc. Contemporary China Studies	3	3	26	32	81.3%		16.7	*	30.8	-
	6	B.Sc. Global Economics & Finance	18	4	9	31	29.0%		22.6	250	-	-
	7	B.S.Sc. Architectural Studies	16	15	7	38	18.4%		22.3	*	*	-
	8	LL.B. Law	42	30	7	79	8.9%		22.6	*	-	87
	9	Social Science (broad-based)	69	11	7	87	8.0%		20.9	*	-	-
	10	B.S.Sc. Journalism & Communication	45	5	5	55	9.1%		22.7	-	*	-
	11	B.B.A. Hotel and Tourism Management	63	3	5	71	7.0%		19.6	-	*	112
	12	B.A. Chinese Language & Literature	84	-	5	89	5.6%		20.1	-	-	86
	13	Insurance, Financial and Actuarial Analysis / Quantitative Finance (broad-based)	76	5	4	85	4.7%		21.7	*	-	-
	14	B.Chi.Med. Chinese Medicine	19	8	3	30	10.0%		20.8	-	-	-
15	B.S.Sc. Urban Studies	17	1	2	20	10.0%		20.0	*	*	-	
16	B.A. Anthropology	18	-	2	20	10.0%		19.5	-	-	*	
17	B.A. Linguistics	19	1	2	22	9.1%		20.9	-	-	-	
18	B.A. (English Studies) and B.Ed. (English Language Education)	21	2	2	25	8.0%		19.8	-	-	-	
19	B.Sc. Quantitative Finance & Risk Management Science	22	6	2	30	6.7%		22.3	*	-	-	

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
20	B.Sc. Public Health		21	14	2	37	5.4%		20.7	-	-	-

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : The Hong Kong Institute of Education**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
2010/11	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	42	35	22	99	22.2%	8.6		-	-	28
	2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	223	46	10	279	3.6%	9.1		-	-	33
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	39	5	8	52	15.4%	8.9		-	-	10
	4	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	15	4	8	27	29.6%	10.5		-	-	12
	5	Bachelor of Education (Honours) (Early Childhood Education) (Four-year Full-time)	85	24	3	112	2.7%	9.4		-	-	17
	6	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	2	2	20	10.0%	11.0		-	-	*
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	9	36	2	47	4.3%	6.7		-	-	-
	8	Bachelor of Education (Honours) (Visual Arts) (Four-year Full-time)	17	22	1	40	2.5%	10.3		-	-	-
2011/12	1	Bachelor of Education (Honours) (English Language) (Four-year Full-time)	75	34	23	132	17.4%	8.0		-	*	27
	2	Bachelor of Education (Honours) (Chinese Language) – Secondary (Four-year Full-time)	148	19	14	181	7.7%	7.7		-	-	26
	3	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Three-year Full-time)	45	-	10	55	18.2%	11.1		-	-	19

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
	4	Bachelor of Education (Honours) (Liberal Studies) (Four-year Full-time)	16	-	4	20	20.0%	11.4		-	-	55
	5	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	117	10	3	130	2.3%	9.4		-	-	33
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Three-year Full-time)	48	14	1	63	1.6%	7.6		-	-	*
	7	Bachelor of Arts (Honours) in Language Studies (Three-year Full-time)	68	9	1	78	1.3%	7.2		-	-	-
2012/13 (HKAL)	1	Bachelor of Education (Honours) (Secondary) (Four-year Full-time)	8	8	1	17	5.9%	8.6		*	-	-
	2	Bachelor of Education (Honours) (Primary) (Four-year Full-time)	121	19	1	141	0.7%	9.7		-	-	-
2012/13 (HKDSE)	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	100	-	22	122	18.0%		14.8	-	-	37
	2	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	160	-	9	169	5.3%		15.3	-	-	65
	3	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) ##	26	2	8	36	22.2%		16.0	-	-	23
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	36	-	7	43	16.3%		14.8	-	-	49
	5	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	41	-	3	44	6.8%		14.2	-	-	43
	6	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	162	-	2	164	1.2%		15.1	-	-	*
	7	Bachelor of Education (Honours) (Music) (Five-year Full-time)	43	-	2	45	4.4%		14.0	-	-	*
	8	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	23	-	2	25	8.0%		14.0	-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
	9	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	17	-	1	18	5.6%		15.9	-	-	*
	10	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	45	-	1	46	2.2%		15.2	-	-	*
	11	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	47	-	1	48	2.1%		13.8	-	-	-
201314	1	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	90	13	21	124	16.9%		15.6	-	-	45
	2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time) ##	14	5	17	36	47.2%		16.9	-	-	20
	3	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	106	29	17	152	11.2%		16.3	-	-	39
	4	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	26	6	8	40	20.0%		16.0	*	-	38
	5	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	24	-	7	31	22.6%		16.4	*	-	30
	6	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	14	16	4	34	11.8%		16.0	-	-	31
	7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	15	2	2	19	10.5%		15.1	-	-	*
	8	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	28	8	2	38	5.3%		16.3	-	-	-
	9	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	121	13	2	136	1.5%		15.6	-	-	*
	10	Bachelor of Education (Honours) (Liberal Studies) (Five-year Full-time)	10	2	1	13	7.7%		16.3	-	-	*
	11	Bachelor of Education (Honours) (Music) (Five-year Full-time)	14	23	1	38	2.6%		16.1	-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup> #
12	Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)		25	17	1	43	2.3%		15.1	-	-	-

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
- # Different provinces / cities have different First Admission Line cut-off points and have different maximum points for Science Stream Students and Arts Stream Students. In this regard, the average of JEE scores doesn't reflect the quality of non-local student. The Institute accepted all JEE students who have passed the First Admission line in their provinces/cities.
- ## The maximum intake of the programme is 40 while in general, the maximum intake for local students is 20 according to UGC allocation while the remaining places can be used to accept non-local students. Due to the reporting date, some local students may withdraw from the programme. Nevertheless, the quota of local and non-local students are completely separated and hence the admission of non-local students won't affect the admission chance of local students.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : The Hong Kong Polytechnic University**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	BBA (HONS) ACCOUNTING & FINANCE	40	7	40	87	46.0%	15.6		*	-	115
	2	BBA/BSc (HONS) SCHEME IN LOGISTICS	90	23	23	136	16.9%	11.3		-	-	95.4
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	6	15	132	11.4%	11.0		*	-	95.4
	4	BBA (HONS) ACCOUNTANCY	115	28	14	157	8.9%	14.3		*	-	106.6
	5	BBA (HONS) MANAGEMENT	31	7	12	50	24.0%	14.0		-	*	71.8
	6	BSc (HONS) HOTEL MANAGEMENT	46	4	11	61	18.0%	12.1		-	33.7	118.7
	7	BBA (HONS) FINANCIAL SERVICES	29	8	11	48	22.9%	13.4		-	-	101.1
	8	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	46	17	9	72	12.5%	9.5		-	-	82.8
	9	BENG (HONS) ELECTRONIC & INFORMATION ENG	23	19	9	51	17.6%	8.1		-	-	101.8
	10	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	37	8	9	54	16.7%	10.5		-	*	80.2
	11	BA (HONS) SCHEME FASHION & TEXTILES	102	16	9	127	7.1%	11.1		-	-	107.3
	12	BENG (HONS) ELECTRICAL ENGINEERING	26	8	8	42	19.0%	10.1		-	-	108.9
	13	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	19	5	7	31	22.6%	10.6		-	-	74.6
	14	BSc (HONS) INVESTMENT SCIENCE	26	-	7	33	21.2%	11.3		-	-	100.4
	15	BSc (HONS) INTERNET & MULTIMEDIA TECH	23	9	7	39	17.9%	8.4		-	-	98.3
	16	BSc (HONS) TOURISM MANAGEMENT	36	2	7	45	15.6%	12.4		-	-	73.7



Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	17	BBA (HONS) MARKETING	52	10	7	69	10.1%	13.2		-	-	97.4
	18	BENG (HONS) CIVIL ENGINEERING	54	23	7	84	8.3%	9.2		-	-	95
	19	BSc (HONS) SCHEME IN COMPUTING	73	17	7	97	7.2%	8.6		-	-	121.4
	20	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	28	5	6	39	15.4%	9.1		-	-	101.8
2011/12	1	BBA (HONS) ACCOUNTING & FINANCE	38	9	62	109	56.9%	14.0		-	*	99.6
	2	BBA (HONS) ACCOUNTANCY	117	26	21	164	12.8%	13.7		*	-	105.4
	3	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	111	8	19	138	13.8%	11.4		-	-	94.6
	4	BBA/BSc (HONS) SCHEME IN LOGISTICS	89	21	17	127	13.4%	11.3		-	*	87.2
	5	BBA (HONS) FINANCIAL SERVICES	31	7	13	51	25.5%	13.7		-	-	103
	6	BSc (HONS) HOTEL MANAGEMENT	45	8	13	66	19.7%	12.8		-	35.8	88.7
	7	BBA (HONS) MANAGEMENT	30	10	10	50	20.0%	13.8		-	-	84.2
	8	BSc (HONS) SCHEME IN COMPUTING	66	24	9	99	9.1%	8.8		-	-	118.5
	9	BBA (HONS) MARKETING	52	12	9	73	12.3%	13.1		-	-	100
	10	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	20	5	8	33	24.2%	10.8		-	-	100.8
	11	BENG (HONS) CIVIL ENGINEERING	52	29	8	89	9.0%	10.4		*	-	117.2
	12	BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	22	6	7	35	20.0%	10.7		-	-	101.8
	13	BENG (HONS) MECHANICAL ENGINEERING	24	9	7	40	17.5%	10.3		-	-	112.5
	14	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	46	14	7	67	10.4%	9.5		-	-	96.6
	15	BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	15	6	6	27	22.2%	8.7		-	-	118.7
	16	BENG (HONS) BUILDING SERVICES ENGG	38	6	6	50	12.0%	9.5		-	-	100.5

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	17	BA (HONS) ENGLISH STUDIES FOR THE PROFESSIONS	38	8	6	52	11.5%	10.1		-	*	*
	18	BA (HONS) SCHEME FASHION & TEXTILES	99	18	6	123	4.9%	10.7		-	-	87.4
	19	BSc (HONS) INVESTMENT SCIENCE	25	-	5	30	16.7%	11.0		*	-	94.3
	20	BSc (HONS) FOOD SAFETY & TECHNOLOGY	30	1	5	36	13.9%	12.0		-	-	88.4
2012/13	1	BBA (HONS) ACCOUNTING & FINANCE	41	5	50	96	52.1%	14.4		*	33.3	119.6
(HKAL)	2	BSc (HONS) HOTEL MANAGEMENT	54	8	21	83	25.3%	13.1		*	*	122.7
	3	BENG (HONS) ELECTRONIC & INFORMATION ENG	24	16	20	60	33.3%	8.6		-	-	127.4
	4	BBA (HONS) ACCOUNTANCY	119	19	19	157	12.1%	13.2		-	-	121.9
	5	BBA (HONS) FINANCIAL SERVICES	20	18	19	57	33.3%	12.6		-	-	108.4
	6	BBA/BSc (HONS) SCHEME IN LOGISTICS	88	18	15	121	12.4%	11.1		-	*	108.6
	7	BBA (HONS) MANAGEMENT	20	20	14	54	25.9%	12.2		-	*	120.2
	8	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	107	14	12	133	9.0%	11.6		-	-	94
	9	BENG (HONS) MECHANICAL ENGINEERING	24	8	10	42	23.8%	9.5		*	-	130.2
	10	BENG (HONS) SCHEME IN INTEGRATED PRODUCT DEVELOPMENT	47	14	9	70	12.9%	8.9		-	*	103.3
	11	BA (HONS) DESIGN	45	59	8	112	7.1%	8.0		*	*	*
	12	BSc (HONS) COMPUTING & BBA (HONS) MGT (DOUBLE DEGREE PROGRAMME)	20	4	7	31	22.6%	10.0		-	-	136.8
	13	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	29	2	7	38	18.4%	10.0		-	*	130.3
	14	BA (HONS) CHINESE & BILINGUAL STUDIES	40	9	7	56	12.5%	10.6		-	*	110.6
	15	BBA (HONS) MARKETING	41	22	7	70	10.0%	11.9		-	*	154

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	16	BENG (HONS) CIVIL ENGINEERING	53	26	7	86	8.1%	11.3		*	-	134.8
	17	BA (HONS) SCHEME FASHION & TEXTILES	104	13	7	124	5.6%	10.4		-	*	117
	18	BSc (HONS) BIOMEDICAL ENGINEERING	20	5	6	31	19.4%	10.8		-	-	*
	19	BSc (HONS) INTERNET & MULTIMEDIA TECH	22	8	6	36	16.7%	8.1		-	-	122.3
	20	DOUBLE DEGREE PROGRAMME IN BUSINESS ADMINISTRATION & ENGINEERING	28	17	6	51	11.8%	10.6		-	-	133
2012/13	1	BBA (HONS) ACCOUNTING AND FINANCE	39	-	51	90	56.7%		16.3	-	-	135.9
(HKDSE)	2	BBA (HONS) ACCOUNTANCY	99	-	35	134	26.1%		17.4	-	-	123.6
	3	BBA (HONS) FINANCIAL SERVICES	27	-	23	50	46.0%		15.8	-	-	122.3
	4	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	85	-	15	100	15.0%		16.8	-	-	119
	5	BENG (HONS) ELECTRONIC & INFORMATION ENG	31	-	13	44	29.5%		15.2	-	-	128.1
	6	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	1	13	99	13.1%		16.8	-	-	112.9
	7	BSc (HONS) INVESTMENT SCIENCE	18	-	10	28	35.7%		16.0	-	-	121.2
	8	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	1	9	33	27.3%		16.8	-	*	145.9
	9	BSc (HONS) BIOMEDICAL ENGINEERING	22	-	8	30	26.7%		16.2	-	-	116.1
	10	BA (HONS) SCHEME FASHION & TEXTILES	106	-	8	114	7.0%		15.9	-	-	116.9
	11	BBA (HONS) MARKETING	44	-	8	52	15.4%		16.5	-	-	127.4
	12	BBA (HONS) MANAGEMENT	27	-	7	34	20.6%		15.6	-	-	116.4
	13	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT	28	-	7	35	20.0%		15.9	-	-	117.7

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	LOGISTICS										
	14 BENG (HONS) MECHANICAL ENGINEERING	31	-	7	38	18.4%		15.6	-	-	125.3
	15 BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	22	-	6	28	21.4%		16.2	-	-	104.9
	16 BEng (HONS) CIVIL ENGINEERING	60	-	6	66	9.1%		16.2	-	-	147.1
	17 BSc (HONS) ENGINEERING PHYSICS	21	-	5	26	19.2%		15.0	-	-	120.8
	18 BSc (HONS) LOGISTICS ENGINEERING WITH MANAGEMENT	21	1	5	27	18.5%		16.0	-	-	119.6
	19 BENG (HONS) INDUSTRIAL & SYSTEMS ENGG	22	-	5	27	18.5%		15.2	-	-	131.1
	20 BSc (HONS) ENTERPRISE ENGG WITH MANAGEMENT	22	-	5	27	18.5%		15.7	-	-	146.6
2013/14	1 BBA (HONS) ACCOUNTING AND FINANCE	33	5	44	82	53.7%		17.8	*	*	135.7
	2 BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	78	8	36	122	29.5%		17.2	-	*	113.4
	3 BBA (HONS) ACCOUNTANCY	95	13	31	139	22.3%		17.5	*	-	117.9
	4 BBA (HONS) FINANCIAL SERVICES	26	3	25	54	46.3%		16.5	-	*	121.1
	5 BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	85	2	25	112	22.3%		17.4	-	-	118
	6 BBA (HONS) MANAGEMENT	33	14	17	64	26.6%		17.5	-	*	99.8
	7 BENG (HONS) ELECTRONIC & INFORMATION ENG	28	6	16	50	32.0%		15.3	-	-	122.3
	8 BBA (HONS) GLOBAL SUPPLY CHAIN MANAGEMENT	27	6	15	48	31.3%		16.3	*	*	107.4
	9 BENG (HONS) MECHANICAL ENGINEERING	27	10	14	51	27.5%		15.1	*	*	113.3
	10 Beng (HONS) CIVIL ENGINEERING	49	10	14	73	19.2%		17.2	-	-	122.7
	11 BBA (HONS) MARKETING	40	11	13	64	20.3%		17.7	-	*	110.4
	12 BROAD DISCIPLINE OF COMPUTING	69	24	12	105	11.4%		15.9	-	*	125.2

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	13	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	22	1	10	33	30.3%		16.7	-	-	108.3
	14	BSc (HONS) ENVIRONMENT & SUSTAINABLE DEVELOPMENT	19	4	10	33	30.3%		16.3	-	-	130
	15	BENG (HONS) ELECTRICAL ENGINEERING	31	6	10	47	21.3%		15.7	-	-	110.5
	16	BSc (HONS) ENGINEERING PHYSICS	22	1	9	32	28.1%		15.8	-	-	114.4
	17	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	23	2	9	34	26.5%		17.4	-	-	124.6
	18	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	68	21	8	97	8.2%		17.6	-	-	116
	19	BSc (HONS) BIOMEDICAL ENGINEERING	21	1	7	29	24.1%		16.2	-	-	108.3
	20	BENG (HONS) BUILDING SERVICES ENGG	26	5	7	38	18.4%		15.7	-	-	132

#### Notes

- Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
- The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
- The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
- With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
- This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.

**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : The Hong Kong University of Science and Technology**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	School of Engineering	479	142	123	744	16.5%	10.0		239.0	37.5	102.4
	2	School of Business and Management	518	111	91	720	12.6%	13.8		260.0	36.1	118.7
	3	School of Science	403	26	53	482	11.0%	11.9		-	*	97.5
	4	Interdisciplinary Programs	66	17	5	88	5.7%	16.0		-	*	*
2011/12	1	School of Engineering	476	132	111	719	15.4%	10.7		276.0	36.9	83.7
	2	School of Business and Management	540	130	106	776	13.7%	14.3		270.0	36.4	117.4
	3	School of Science	416	24	79	519	15.2%	11.9		260.0	38.8	96.9
	4	Interdisciplinary Programs	65	35	19	119	16.0%	16.3		*	39.3	92.0
	5	School of Humanities and Social Science	30	1	4	35	11.4%	11.7		-	*	-
2012/13 (HKAL)	1	School of Business and Management	554	95	123	772	15.9%	13.7		272.0	37.0	108.8
	2	School of Engineering	455	99	102	656	15.5%	10.7		273.0	38.9	153.1
	3	School of Science	407	23	82	512	16.0%	11.3		*	38.7	111.9
	4	Interdisciplinary Programs	94	6	18	118	15.3%	16.1		-	40.5	*
	5	School of Humanities and Social Science	38	3	6	47	12.8%	10.2		-	-	*
2012/13 (HKDSE)	1	School of Engineering	647	10	88	745	11.8%		16.5	N/A	N/A	136.8
	2	School of Business and Management	648	20	87	755	11.5%		18.6	N/A	N/A	135.9
	3	School of Science	455	8	57	520	11.0%		16.5	N/A	N/A	113.4
	4	School of Humanities and Social Science	46	2	4	52	7.7%		17.7	N/A	N/A	*
2013/14	1	School of Engineering	566	37	138	741	18.6%		17.2	280.0	37.7	124.0
	2	School of Business and Management	607	86	134	827	16.2%		19.0	*	39.3	118.2
	3	School of Science	418	21	93	532	17.5%		17.1	264.0	38.4	115.1
	4	School of Humanities and Social Science	46	3	13	62	21.0%		18.3	-	36.3	79.8

## Notes

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:  
AL : A=10, B=8, C=6, D=4, E=2, other grades=0  
AS : A=5, B=4, C=3, D=2, E=1, other grades=0
3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. “-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.  
“-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. HKUST introduced School-based admission and so the figures are presented at School level.
8. The School of Humanities and Social Science started to offer undergraduate programs in 2011/12 Entry.
9. In 2012/13 Entry, IB and GCEAL students are admitted only to the 3-year (HKALE) programs, and so the respective fields are marked as “N/A”.
10. The 2012/13 Mainland JEE students were admitted directly to Year-1 of the 4-year (HKDSE) programs. The Mainland JEE students joining Year-1 of the 3-year (HKAL) programs were admitted to the Preparation Year in the 2011/12 Entry based on their 2011 Mainland JEE results.



**UGC-funded first-year-first-degree programmes with largest number of non-local students, 2010/11 to 2013/14**

**Institution : The University of Hong Kong**

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2010/11	1	Bachelor of Business Administration / Bachelor of Economics and Finance	223	93	207	523	39.6%	16.9		^	^	97.75
	2	Bachelor of Engineering	275	90	67	432	15.5%	12.8		^	^	104.58
	3	Bachelor of Science	319	34	49	402	12.2%	16.0		^	^	96.26
	4	Bachelor of Arts	266	92	22	380	5.8%	15.5		^	^	84.1
	5	Bachelor of Social Sciences	112	42	21	175	12.0%	16.8		^	^	76.73
	6	Bachelor of Arts in Architectural Studies	36	15	17	68	25.0%	15.4		^	^	136
	7	Bachelor of Science in Actuarial Science	37	2	16	55	29.1%	20.0		^	^	126.5
	8	Bachelor of Journalism	12	6	12	30	40.0%	15.5		^	^	81.6
	9	Bachelor of Laws	64	26	10	100	10.0%	19.2		^	^	82.11
	10	Bachelor of Business Administration in International Business and Global Management	15	6	7	28	25.0%	20.0		^	^	*
	11	Bachelor of Dental Surgery	33	14	7	54	13.0%	18.5		^	^	-
	12	Bachelor of Medicine and Bachelor of Surgery	117	41	4	162	2.5%	19.9		^	^	*
	13	Bachelor of Business Administration (Information Systems)	32	2	3	37	8.1%	14.0		^	^	*
	14	Bachelor of Social Sciences (Government and Laws)	39	4	3	46	6.5%	17.3		^	^	*
	15	Bachelor of Science in Surveying	43	-	3	46	6.5%	13.5		^	^	101
	16	Bachelor of Science in Exercise and Health	-	12	2	14	14.3%	-		^	^	-
	17	Bachelor of Arts and Bachelor of Education in Language Education	21	2	2	25	8.0%	13.8		^	^	*
	18	Bachelor of Social Work	31	9	2	42	4.8%	13.5		^	^	*
	19	Bachelor of Business Administration (Law)	67	8	2	77	2.6%	19.3		^	^	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	20	Bachelor of Engineering in Civil Engineering (Law)	7	1	1	9	11.1%	19.6		^	^	*
2011/12	1	Bachelor of Business Administration / Bachelor of Economics and Finance	233	106	202	541	37.3%	16.8		^	^	99.8
	2	Bachelor of Engineering	232	81	118	431	27.4%	13.7		^	^	100.21
	3	Bachelor of Social Sciences	95	38	44	177	24.9%	17.0		^	^	84.59
	4	Bachelor of Science	311	59	42	412	10.2%	15.8		^	^	106.7
	5	Bachelor of Arts	251	84	29	364	8.0%	15.7		^	^	78.18
	6	Bachelor of Science in Actuarial Science	43	2	19	64	29.7%	20.0		^	^	109.12
	7	Bachelor of Arts in Architectural Studies	30	19	12	61	19.7%	15.7		^	^	111.6
	8	Bachelor of Journalism	8	10	8	26	30.8%	15.8		^	^	*
	9	Bachelor of Arts in Landscape Studies	6	5	4	15	26.7%	14.0		^	^	107.33
	10	Bachelor of Science in Quantitative Finance	16	1	4	21	19.0%	19.5		^	^	*
	11	Bachelor of Business Administration (Information Systems)	34	4	4	42	9.5%	15.1		^	^	*
	12	Bachelor of Science in Surveying	38	3	4	45	8.9%	15.1		^	^	115.5
	13	Bachelor of Laws	70	23	4	97	4.1%	19.1		^	^	84.4
	14	Bachelor of Arts and Bachelor of Education in Language Education	18	4	3	25	12.0%	12.7		^	^	72.33
	15	Bachelor of Education (Liberal Studies)	16	12	3	31	9.7%	13.1		^	^	-
	16	Bachelor of Dental Surgery	47	8	2	57	3.5%	18.9		^	^	-
	17	Bachelor of Medicine and Bachelor of Surgery	117	46	2	165	1.2%	20.0		^	^	-
	18	Bachelor of Engineering in Civil Engineering (Law)	7	2	1	10	10.0%	17.5		^	^	*
	19	Bachelor of Business Administration in International Business and Global Management	17	5	1	23	4.3%	19.8		^	^	*
	20	Bachelor of Education in Language Education (Primary English)	9	20	1	30	3.3%	10.9		^	^	-

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13 (HKAL)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	216	106	222	544	40.8%	15.7		260	39.5	103.59
	2	Bachelor of Engineering	277	18	113	408	27.7%	13.5		280	37	120.73
	3	Bachelor of Science	292	62	62	416	14.9%	14.8		280	38.5	117.45
	4	Bachelor of Social Sciences	99	38	43	180	23.9%	16.6		240	38	99.96
	5	Bachelor of Arts	279	79	26	384	6.8%	15.7		*	*	88.13
	6	Bachelor of Arts in Architectural Studies	24	23	19	66	28.8%	15.8		240	34.5	119
	7	Bachelor of Science in Actuarial Science	24	5	18	47	38.3%	20.0		-	*	130.19
	8	Bachelor of Journalism	7	7	9	23	39.1%	14.3		*	*	134.67
	9	Bachelor of Laws	57	33	6	96	6.3%	18.5		-	-	81.5
	10	Bachelor of Arts and Bachelor of Education in Language Education (English)	9	11	5	25	20.0%	13.8		*	-	84.33
	11	Bachelor of Business Administration (Information Systems)	14	1	4	19	21.1%	14.8		*	-	*
	12	Bachelor of Business Administration in International Business and Global Management	15	10	4	29	13.8%	19.3		-	*	*
	13	Bachelor of Science in Quantitative Finance	17	2	3	22	13.6%	18.5		-	*	-
	14	Bachelor of Chinese Medicine	18	3	3	24	12.5%	12.2		-	*	-
	15	Bachelor of Education (Liberal Studies)	8	19	3	30	10.0%	12.0		-	-	*
	16	Bachelor of Arts in Literary Studies and Bachelor of Laws	7	1	2	10	20.0%	18.3		-	-	*
	17	Bachelor of Science in Exercise and Health	3	10	2	15	13.3%	14.7		-	*	-
	18	Bachelor of Education in Language Education (Primary English)	9	18	2	29	6.9%	10.8		-	*	-
	19	Bachelor of Social Sciences (Government and Laws)	44	5	2	51	3.9%	18.0		-	-	*
	20	Bachelor of Business Administration (Law)	53	3	2	58	3.4%	19.6		-	-	*

Academic year	Programme name		No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
			Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
			JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
2012/13 (HKDSE)	1	Bachelor of Business Administration / Bachelor of Economics and Finance	292	65	204	561	36.4%		20.5	-	*	112.05
	2	Bachelor of Engineering	205	156	85	446	19.1%		18.2	250	38	120.85
	3	Bachelor of Science	330	32	79	441	17.9%		18.7	280	37	125.46
	4	Bachelor of Arts	272	82	41	395	10.4%		19.8	*	34	86.04
	5	Bachelor of Social Sciences	98	54	41	193	21.2%		20.9	240	38	87.1
	6	Bachelor of Science in Actuarial Science	45	-	22	67	32.8%		22.7	-	-	136.05
	7	Bachelor of Engineering (Engineering Science)	5	2	18	25	72.0%		20.0	260	*	126.14
	8	Bachelor of Arts in Architectural Studies	31	20	16	67	23.9%		21.8	-	-	114.18
	9	Bachelor of Laws	64	15	14	93	15.1%		24.2	-	40	92.22
	10	Bachelor of Journalism	13	3	12	28	42.9%		20.5	*	*	*
	11	Bachelor of Science in Quantitative Finance	21	1	11	33	33.3%		22.1	*	-	163.33
	12	Bachelor of Social Sciences (Government and Laws)	44	2	8	54	14.8%		23.1	-	-	*
	13	Bachelor of Business Administration in International Business and Global Management	23	5	5	33	15.2%		23.9	-	*	*
	14	Bachelor of Dental Surgery	35	15	5	55	9.1%		22.3	280	-	*
	15	Bachelor of Arts in Conservation Studies	12	-	4	16	25.0%		17.9	*	*	-
	16	Bachelor of Education & Bachelor of Science	10	8	3	21	14.3%		17.1	-	-	*
	17	Bachelor of Business Administration (Information Systems)	23	1	3	27	11.1%		18.5	-	-	121.33
	18	Bachelor of Arts and Bachelor of Education in Language Education (English)	23	12	3	38	7.9%		19.9	-	*	-
	19	Bachelor of Arts in Landscape Studies	13	-	2	15	13.3%		17.3	-	-	-
	20	Bachelor of Arts in Literary Studies and Bachelor of Laws	16	-	2	18	11.1%		24.6	-	-	*
2013/14	1	Bachelor of Business Administration /	275	83	222	580	38.3%		20.4	270	39.5	114.45

Academic year	Programme name	No. of students admitted				Non-local students as percentage of total no. of students admitted	Average score in major admission qualifications <sup>(1)</sup> obtained by intake students				
		Local		Non-local	Total		Local students via JUPAS route		Non-local student via Non-JUPAS route		
		JUPAS	Non-JUPAS				HKAL <sup>(2)</sup>	HKDSE <sup>(3)</sup>	GCE <sup>(4)</sup>	IB <sup>(5)</sup>	JEE of Mainland China <sup>(6)</sup>
	Bachelor of Economics and Finance										
2	Bachelor of Engineering	255	115	79	449	17.6%		18.8	280	*	117.58
3	Bachelor of Science	329	43	60	432	13.9%		18.7	280	40	135.68
4	Bachelor of Social Sciences	116	42	47	205	22.9%		21.1	260	36	83.21
5	Bachelor of Science in Actuarial Science	52	6	25	83	30.1%		22.3	-	44	136.5
6	Bachelor of Arts	269	88	22	379	5.8%		20.1	*	*	81.77
7	Bachelor of Arts in Architectural Studies	31	13	13	57	22.8%		21.7	-	-	131.2
8	Bachelor of Journalism	15	4	12	31	38.7%		20.4	-	36	116.5
9	Bachelor of Laws	70	18	11	99	11.1%		24.2	-	*	81.11
10	Bachelor of Engineering (Engineering Science)	7	-	6	13	46.2%		18.7	*	-	130.67
11	Bachelor of Education & Bachelor of Social Sciences	12	2	5	19	26.3%		19.0	-	*	*
12	Bachelor of Science in Quantitative Finance	19	1	4	24	16.7%		22.0	*	*	*
13	Bachelor of Science in Surveying	35	7	4	46	8.7%		20.4	-	-	*
14	Bachelor of Arts in Landscape Studies	10	5	3	18	16.7%		20.2	-	-	109
15	Bachelor of Arts in Urban Studies	14	2	3	19	15.8%		21.2	-	*	*
16	Bachelor of Business Administration in International Business and Global Management	23	6	3	32	9.4%		23.9	*	-	-
17	Bachelor of Arts in Literary Studies and Bachelor of Laws	20	2	2	24	8.3%		23.5	*	-	*
18	Bachelor of Business Administration (Information Systems)	23	1	2	26	7.7%		18.7	-	*	*
19	Bachelor of Social Work	37	5	2	44	4.5%		18.6	*	-	-

Notes

1. Admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardized grading schemes are adopted.
2. The HKALE score is the sum of the scores for 1AL subject plus 1 AL subject or 2 AS subjects with best results, other than AS Use of English and AS Chinese Language & Culture. The score for each subject is allocated as follows:

AL : A=10, B=8, C=6, D=4, E=2, other grades=0

AS : A=5, B=4, C=3, D=2, E=1, other grades=0

“-“ denotes the students concerned are not HKALE qualification holders. “\*” denotes the number of students obtaining HKALE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.

3. The HKDSE score is the sum of scores for 4 core subjects (i.e. Chinese Language, English Language, Mathematics, and Liberal Studies) where the score for each subject is calculated as follows:  
5\*=7, 5\*=6, 5=5, 4=4, 3=3, 2=2, 1=1, 'unclassified'=0
4. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 Advanced Level (AL) subject plus 1 AL subject or 2 Advanced Supplementary Level (AS) subjects with best results. The subjects for calculation do not necessarily include those specified in the departmental entrance requirement, and the highest score should be taken. The score for each subject is allocated as follows:  
A-Level : A\* - 140; A - 120; B - 100; C - 80; D - 60; E - 40  
AS-Level : A - 60; B - 50; C - 40; D - 30; E - 20  
“-“ denotes the students concerned are not GCE qualification holders. “\*” denotes the number of students obtaining GCE qualification is so small (below 3) that we are unable to disclose the scores to protect the privacy of the students concerned.
5. This refers to the IB Diploma point score where the highest total available for a Diploma Programme student is 45 points.  
“-“ denotes the students concerned are not IB qualification holders. “\*” denotes the number of students obtaining IB qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
6. National Joint College Entrance Examination (JEE) of Mainland China. Marks are calculated based on the average scores above the Key University Cut-off Scores given that different provinces in the Mainland have different JEE total scores. ““-“ denotes the students concerned are not JEE qualification holders. “\*” denotes the number of students obtaining JEE qualification is so small (below 3) that we are unable to disclose the scores so as to protect the privacy of the students concerned.
7. “^” Admission of Mainland students are centrally coordinated in HKU and the data on the Mainland students admitted are provided. As for the other students admitted via non-JUPAS route, they are decentralized to and handled by individual faculty in HKU. The Central Admission Office has been keeping data on these students since 2012/13 only, and data for 2010/11 and 2011/12 are not available.

**CONTROLLING OFFICER'S REPLY**

**EDB583**

**(Question Serial No. 6276)**

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 (Member Question No. 73):

Regarding student hostel places in various tertiary institutions, please provide the number of hostel places in current supply and under construction as well as the shortfall number.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Under the prevailing hostel policy, the University Grants Committee (UGC)-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria<sup>1</sup>: all undergraduate students should be given the opportunity to stay in student hostel for at least one year of their courses; and all research postgraduates, non-local students as well as undergraduate students whose daily travelling time exceeds four hours, should be provided with student hostel places. Taking into account the hostel places under construction and the prevailing enrolment rate of non-local students, the supply and the additional requirements for publicly-funded hostel places are 29 160 and 6 936 respectively. Information broken down by institutions is set out at the **Annex**.

One publicly-funded hostel project, namely 8015EL "Tseung Kwan O Joint Student Hostel" is currently under construction for completion in late 2014. It will provide a total of 520 publicly-funded hostel places, including 370 places for The Hong Kong University of Science and Technology, and 150 places for Hong Kong Baptist University, with possible adjustments to the allocation in future taking into account the institutions' respective demand for hostel places.

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<sup>1</sup> The criteria are applicable to all UGC-funded institutions, except for Lingnan University (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspiration to develop itself into a relatively small, fully residential liberal arts institution) and the Hong Kong Institute of Education (which has been provided with publicly-funded hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

**Existing Supply and Additional Requirement for  
Publicly-funded Student Hostel places above the level of supply under prevailing hostel policy  
in UGC-funded institutions**

Institution	Supply of publicly-funded hostel places *	Additional requirement for publicly-funded hostel places #
City University of Hong Kong	3 485	1 426
Hong Kong Baptist University	1 860	723
Lingnan University	1 300	-
The Chinese University of Hong Kong	6 182	1 111
The Hong Kong Institute of Education	2 003	-
The Hong Kong Polytechnic University	4 654	774
The Hong Kong University of Science and Technology	3 951	1 054
The University of Hong Kong	5 725	1 848
<b>Total</b>	<b>29 160</b>	<b>6 936</b>

\* Including existing supply and 520 publicly-funded hostel places under construction

# Based on the prevailing approved student number and enrolment rate of non-local students by institutions as in the 2013/14 academic year. For the purpose of planning future hostel projects, the indicative additional requirements for publicly-funded hostel places is estimated to be about 13 200, calculated on the basis of the prevailing hostel policy, the approved student numbers of the 2014/15 academic year and the assumption that institutions can fully utilize the 20% non-local student quota. The actual requirements are subject to a number of factors such as the actual non-local student ratio, ratio of students with a daily travelling time in excess of four hours, etc.



**CONTROLLING OFFICER'S REPLY**

**EDB584**

**(Question Serial No. 6284)**

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 (Member Question No. 81):

Please provide information on the staff establishments, starting pay points and turnover rates of those research assistants engaged by the UGC-funded institutions in the past five years.

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

The staff establishment, minimum salary point and turnover rate of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 academic years are set out at Annex.

**Staff establishment, minimum salary point and turnover rate  
of Research Assistants and Senior Research Assistants in UGC-funded institutions  
in the 2009/10, 2010/11, 2011/12, 2012/13 and 2013/14 academic years**

2009/10

Institution	Research Assistant			Senior Research Assistant		
	Number of staff	Turnover rate*	Minimum pay (\$)	Number of staff	Turnover rate*	Minimum pay (\$)
CityU	532	17.7%	9,225	260	10.8%	16,860
HKBU	325	12%	8,000	146	8.9%	20,000
LU	1	0%	11,515	8	14%	19,835
CUHK	160	8%	14,025	0	N/A	N/A
HKIEd	214	22.4%	12,400	83	8.4%	14,875
PolyU	439	22.6%	10,000	246	17.1%	13,000
HKUST	215	15.7%	9,000	0	N/A	N/A
HKU	750	6.9%	11,955	121	5.0%	23,475

2010/11

Institution	Research Assistant			Senior Research Assistant		
	Number of staff	Turnover rate*	Minimum pay (\$)	Number of staff	Turnover rate*	Minimum pay (\$)
CityU	513	14.6%	9,225	239	14.2%	16,860
HKBU	335	13.1%	8,000	142	9.9%	20,000
LU	2	0%	14,065	4	50%	20,450
CUHK	306	11%	14,340	0	N/A	N/A
HKIEd	195	17.4%	12,400	64	25%	14,875
PolyU	379	21.4%	10,000	210	14.8%	14,000
HKUST	256	14.4%	9,235	0	N/A	N/A
HKU	810	11.7%	12,020	117	4.3%	12,760

2011/12

Institution	Research Assistant			Senior Research Assistant		
	Number of staff	Turnover rate*	Minimum pay (\$)	Number of staff	Turnover rate*	Minimum pay (\$)
CityU	541	14.6%	9,350	201	16.9%	17,050
HKBU	363	12.9%	8,700	160	8.1%	21,400
LU	1	0%	21,175	6	20%	22,520
CUHK	282	9.5%	14,420	0	N/A	N/A
HKIEd	226	14.6%	13,200	74	6.8%	15,825
PolyU	285	19.3%	10,000	169	15.4%	14,000
HKUST	235	15.8%	9,285	0	N/A	N/A
HKU	800	7.8%	12,760	124	3.2%	25,060

2012/13

Institution	Research Assistant			Senior Research Assistant		
	Number of staff	Turnover rate*	Minimum pay (\$)	Number of staff	Turnover rate*	Minimum pay (\$)
CityU	599	16.4%	10,030	191	13.1%	18,290
HKBU	263	12.2%	8,700	102	9.8%	21,400
LU	3	0%	12,365	6	50%	25,655
CUHK	300	9%	15,310	0	N/A	N/A
HKIEd	217	13.8%	14,000	57	15.8%	19,100
PolyU	328	14.9%	10,000	138	15.9%	14,000
HKUST	212	11.8%	9,900	0	N/A	N/A
HKU	798	8.8%	13,500	115	6.1%	26,515

**2013/14 (Provisional Figures)**

Institution	Research Assistant			Senior Research Assistant		
	Number of staff	Turnover rate*	Minimum pay (\$)	Number of staff	Turnover rate*	Minimum pay (\$)
CityU	612	12.1%	10,030	204	10.3%	18,290
HKBU	250	8%	8,700	103	7.8%	21,400
LU	3	33%	13,550	5	18%	26,985
CUHK	288	4.9%	16,200	0	N/A	N/A
HKIEd	199	12.6%	14,600	51	11.8%	19,900
PolyU	337	6.5%	10,000	140	2.1%	14,000
HKUST	264	6.6%	10,000	0	N/A	N/A
HKU	874	6.5%	14,030	127	3.1%	27,555

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

\* In calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

## CONTROLLING OFFICER'S REPLY

EDB585

## (Question Serial No. 4826)

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 (Member Question No. 221):

Regarding university hostel places:

- (a) What is the annual total number of non-local students (including undergraduate students and research postgraduates) who are eligible to apply for hostel places recorded by each institution in the latest 5 years (i.e. from 2009/10 to 2013/14)? What is the total number of Mainland students (including undergraduate students and research postgraduates) who are eligible to apply for hostel places?
- (b) Do the institutions have plans to construct new student hostels? If yes, what is the amount of UGC funding involved?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- (a) Under the Government's prevailing hostel policy, non-local students in UGC-funded undergraduate, taught postgraduate and research postgraduate programmes should be provided with publicly-funded hostel places. UGC-funded institutions allocate publicly-funded and privately-funded hostel places according to their own sets of criteria and procedures, taking into account the actual number of applications, merits of individual applicants (e.g. contributions in extra-curricular activities), etc.

The total number of non-local students in UGC-funded full-time undergraduate, taught postgraduate and research programmes in the latest five academic years from 2009/10 to 2013/14 is listed below for reference. Information broken down by institutions is tabulated at the [Annex](#). We do not have information on the number of non-local students that is considered as eligible to apply for hostel places under the institutions' own sets of eligibility criteria.

Academic Year	Number of Non-local Students by their Place of Origin		
	The Mainland of China	The Rest of the World	Total
2009/10	8 416	898	9 314
2010/11	8 711	1 346	10 057
2011/12	8 925	1 829	10 755
2012/13	10 956	2 695	13 651
2013/14 #	11 374	3 135	14 509

# Provisional figures

- (b) One publicly-funded hostel project, namely 8015EL “Tseung Kwan O Joint Student Hostel” with an approved project estimate of \$198.3 million (excluding 25% contribution by institution) is currently under construction for completion in late 2014. It will provide a total of 520 publicly-funded hostel places, including 370 places for The Hong Kong University of Science and Technology, and 150 places for Hong Kong Baptist University, with possible adjustments to the allocation in future taking into account the institutions’ respective demand for hostel places.

The UGC and the Administration are working closely with institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 6 400 publicly-funded hostel places will be provided by nine hostel projects under planning involving some \$2.5 billion in September 2013 prices. In addition, some institutions are planning three other new hostel projects which will provide some 3 300 publicly-funded hostel places. The UGC will continue to work with the Administration and the institutions to seek the necessary funding support for new hostel projects through the established mechanism.

**Non-local Students of Full-time UGC-funded Undergraduate and  
Postgraduate Programmes by Institution, 2009/10 to 2013/14**

(headcount)

Academic year	Institution	Place of Origin		
		The Mainland of China	The Rest of the World	Total
2009/10	City University of Hong Kong	1 055	76	1 131
	Hong Kong Baptist University	577	9	586
	Lingnan University	207	22	229
	The Chinese University of Hong Kong	1 848	171	2 019
	The Hong Kong Institute of Education	236	-	236
	The Hong Kong Polytechnic University	1 209	104	1 313
	The Hong Kong University of Science and Technology	1 271	182	1 453
	The University of Hong Kong	2 013	334	2 347
	<b>Total</b>	<b>8 416</b>	<b>898</b>	<b>9 314</b>
2010/11	City University of Hong Kong	1 122	125	1 247
	Hong Kong Baptist University	590	24	614
	Lingnan University	215	24	239
	The Chinese University of Hong Kong	1 912	204	2 116
	The Hong Kong Institute of Education	256	4	260
	The Hong Kong Polytechnic University	1 231	143	1 374
	The Hong Kong University of Science and Technology	1 293	306	1 599
	The University of Hong Kong	2 092	516	2 608
	<b>Total</b>	<b>8 711</b>	<b>1 346</b>	<b>10 057</b>
2011/12	City University of Hong Kong	1 118	160	1 278
	Hong Kong Baptist University	598	27	625
	Lingnan University	195	31	226
	The Chinese University of Hong Kong	2 029	271	2 300
	The Hong Kong Institute of Education	239	10	249
	The Hong Kong Polytechnic University	1 191	205	1 396
	The Hong Kong University of Science and Technology	1 375	439	1 814
	The University of Hong Kong	2 180	686	2 867
	<b>Total</b>	<b>8 925</b>	<b>1 829</b>	<b>10 755</b>
2012/13	City University of Hong Kong	1 318	283	1 601
	Hong Kong Baptist University	798	41	839
	Lingnan University	187	43	230
	The Chinese University of Hong Kong	2 538	392	2 930
	The Hong Kong Institute of Education	246	13	259
	The Hong Kong Polytechnic University	1 466	289	1 755
	The Hong Kong University of Science and Technology	1 627	629	2 256
	The University of Hong Kong	2 776	1 005	3 781
	<b>Total</b>	<b>10 956</b>	<b>2 695</b>	<b>13 651</b>
2013/14 <sup>#</sup>	City University of Hong Kong	1 294	421	1 715
	Hong Kong Baptist University	852	43	895
	Lingnan University	180	41	221
	The Chinese University of Hong Kong	2 636	482	3 118
	The Hong Kong Institute of Education	259	17	276
	The Hong Kong Polytechnic University	1 552	339	1 891
	The Hong Kong University of Science and Technology	1 738	720	2 458
	The University of Hong Kong	2 863	1 072	3 935
	<b>Total</b>	<b>11 374</b>	<b>3 135</b>	<b>14 509</b>

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. # Provisional figures.
3. Research postgraduate figures include only students funded by UGC within normal study periods.
4. Figures may not add up to the corresponding totals owing to rounding.
5. '-' denotes 'nil'.



**CONTROLLING OFFICER'S REPLY**

**EDB586**

**(Question Serial No. 5722)**

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 (Member Question No. 275):

Please advise on the numbers of non-Chinese speaking students admitted to publicly-funded degree programmes via the Joint University Programmes Admissions System in the 2011/12, 2012/13 and 2013/14 academic years. (Please give the respective figures for new arrivals and ethnic minorities.)

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2011/12, 2012/13 and 2013/14 academic years, the University Grants Committee (UGC)-funded undergraduate programmes admitted 60, 120 and 113 non-Chinese speaking (NCS) students, whose ethnicity and/or spoken language at home are not Chinese, via the Joint University Programmes Admissions System (JUPAS) respectively. Information on the first year intakes of NCS students admitted via JUPAS by their known ethnicity is set out at Annex. The UGC has been capturing data of the students by place of origin which is determined having regard to their nationality, rather than their length of stay in Hong Kong. We therefore do not have any data on new arrivals admitted to the UGC-funded programmes.

**First Year Intakes of Non-Chinese Speaking Students Admitted to Full-time UGC-funded Undergraduate Programmes via JUPAS, 2011/12 to 2013/14**

headcount

Ethnicity	Academic Year/ Admission Qualification				2013/14 <sup>#</sup>
	2011/12	2012/13*		Total	
	HKAL	HKAL	HKDSE		
Chinese	36	29	34	63	41
Other parts of Asia	14	12	32	44	60
The rest of the world	9	3	6	9	11
Information on ethnicity is not provided	1	2	2	4	1
<b>Total</b>	<b>60</b>	<b>46</b>	<b>74</b>	<b>120</b>	<b>113</b>

Notes:

- (1) Non-Chinese speaking students refer to local students whose ethnicity and/or spoken language at home are not Chinese. Hence, students of Chinese ethnicity who do not speak Chinese at home are included.
- (2) The information is provided by the students upon admission to the institutions. There are students who choose not to provide information on their ethnicity.
- (3) \* To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.
- (4) # Provisional figures.
- (5) '-' denotes 'nil'.

**CONTROLLING OFFICER'S REPLY**

**EDB587**

**(Question Serial No. 5723)**

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 (Member Question No. 276):

Please inform this Committee of the numbers of new arrivals admitted to publicly-funded degree programmes via the Joint University Programmes Admissions System in the 2011/12, 2012/13 and 2013/14 academic years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The University Grants Committee (UGC) has been capturing data of the students by place of origin which is determined having regard to their nationality, rather than their length of stay in Hong Kong. As such, we do not have any data on new arrivals admitted to the UGC-funded programmes.

**CONTROLLING OFFICER'S REPLY**

**EDB588**

**(Question Serial No. 5735)**

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 (Member Question No. 599):

It was mentioned in the Budget that “to enhance the articulation opportunities for sub-degree graduates, the number of publicly-funded senior year undergraduate places are being progressively gradually increased from 3 974 (or 1 987 intake places) in the 2011/12 academic year to 8 000 (or 4 000 intake places) in the 2015/16 academic year”. In this connection, would the Administration please inform this Committee of the following:

1. The number of additional places for each university and the distribution of places among departments;
2. Besides publicly-funded undergraduate programmes, self-financed undergraduate programmes also provide articulation opportunities for sub-degree graduates. Please inform this Committee whether publicly-funded institutions will be asked to discontinue self-financed undergraduate programmes in the next three years. If so, what are the details and the reasons? Which self-financed undergraduate programmes will be asked to discontinue?

Asked by: Hon. CHEUNG Kwok-che

Reply:

1. The number of approved senior year places of the University Grants Committee (UGC)-funded undergraduate programmes by institution and programme from the 2011/12 to 2014/15 academic years is at Annex.
2. Post-secondary institutions in Hong Kong have a lot of latitude in determining whether to operate a particular locally-accredited self-financing post-secondary programme. Generally speaking, whether a post-secondary institution operates a self-financing post-secondary programme, including undergraduate programme, mainly depends on its consideration of a number of factors, including the objective of the operator; development plan; and the market demand for the programme, etc.

## Approved Senior Year Undergraduate Places (in full-time equivalent term) of UGC-funded Programmes, 2011/12 to 2014/15

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	149	149	124	149	185	124	269	185
	Bachelor of Arts/Bachelor of Sciences	-	-	72	-	72	72	90	72
	Bachelor of Business Administration	286	286	286	286	286	286	347	286
	Bachelor of Engineering	31	31	51	31	64	51	167	64
	Bachelor of Sciences	62	62	78	62	87	78	115	87
	Bachelor of Social Sciences	156	156	184	156	233	184	321	233
	<b>Sub-total</b>	<b>684</b>	<b>684</b>	<b>795</b>	<b>684</b>	<b>927</b>	<b>795</b>	<b>1 309</b>	<b>927</b>
HKBU	Bachelor of Arts	59	59	76	59	92	76	126	92
	Bachelor of Business Administration	42	42	58	42	74	58	106	74
	Bachelor of Sciences	31	31	38	31	45	38	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46	61	46	77	61	107	77
	<b>Sub-total</b>	<b>178</b>	<b>178</b>	<b>233</b>	<b>178</b>	<b>288</b>	<b>233</b>	<b>398</b>	<b>288</b>
LU	Bachelor of Arts	52	52	52	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28	28	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CUHK	Bachelor of Arts	34	34	34	34	65	34	73	65
	Bachelor of Business Administration	10	10	10	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	30	30	32	30
	Bachelor of Nursing	60	60	60	60	60	60	60	60
	Bachelor of Sciences (including Bachelor of Health Science)	15	15	65	15	105	65	151	105
	Bachelor of Social Sciences	6	6	36	6	45	36	59	45
	<b>Sub-total</b>	<b>155</b>	<b>155</b>	<b>235</b>	<b>155</b>	<b>315</b>	<b>235</b>	<b>385</b>	<b>315</b>
HKIEd	Bachelor of Arts	-	-	13	-	27	13	34	27
	Bachelor of Social Sciences	-	-	7	-	14	7	46	14
	<b>Sub-total</b>	<b>-</b>	<b>-</b>	<b>20</b>	<b>-</b>	<b>41</b>	<b>20</b>	<b>80</b>	<b>41</b>
PolyU	Bachelor of Arts	226	226	299	226	336	299	216	336
	Bachelor of Arts/Bachelor of Sciences	-	-	-	-	-	-	365	-
	Bachelor of Business Administration	48	48	54	48	62	54	-	62
	Bachelor of Business Administration/Bachelor of Sciences	85	85	93	85	103	93	241	103
	Bachelor of Engineering	93	93	100	93	151	100	40	151
	Bachelor of Engineering/Bachelor of Sciences	-	-	-	-	-	-	235	-
	Bachelor of Sciences	242	242	259	242	285	259	222	285
	<b>Sub-total</b>	<b>694</b>	<b>694</b>	<b>805</b>	<b>694</b>	<b>937</b>	<b>805</b>	<b>1 319</b>	<b>937</b>

Institution	Programme/Discipline	2011/12		2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
HKUST	Bachelor of Business Administration	-	-	15	-	15	15	15	15
	Bachelor of Engineering	57	57	65	57	65	65	65	65
	Bachelor of Sciences	-	-	20	-	20	20	20	20
	<b>Sub-total</b>	<b>57</b>	<b>57</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	27	27	35	27	50	35	50	50
	Bachelor of Business Administration	-	-	-	-	-	-	30	-
	Bachelor of Engineering	-	-	20	-	30	20	30	30
	Bachelor of Nursing	-	-	25	-	25	25	25	25
	Bachelor of Sciences	48	48	65	48	110	65	110	110
	Bachelor of Social Sciences	20	20	30	20	40	30	40	40
	<b>Sub-total</b>	<b>95</b>	<b>95</b>	<b>175</b>	<b>95</b>	<b>255</b>	<b>175</b>	<b>285</b>	<b>255</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>	<b>2 487</b>	<b>1 987</b>	<b>2 987</b>	<b>2 487</b>	<b>4 000</b>	<b>2 987</b>

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

2. HKIED did not have approved senior year places before 2012/13.

**CONTROLLING OFFICER'S REPLY**

**EDB589**

**(Question Serial No. 5738)**

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 (Member Question No. 213):

Regarding senior-year articulation opportunities, it is stated in page 920 of the Estimates that “from the 2015/16 academic year and in the triennium that follows, the intake of senior-year undergraduate places in UGC-funded institutions will progressively increase by a total of 1 000 places so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year”. Would the Administration advise this Committee of:

- (a) the distribution of the additional 1 000 senior-year undergraduate intake places by University Grants Committee-funded institution;
- (b) the distribution of the additional 1 000 senior-year undergraduate intake places by faculty of institution; and
- (c) the total expenditure involved in the additional 1 000 senior-year undergraduate intake places?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Government proposes progressively increasing the annual intake of the University Grants Committee (UGC)-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million.

The UGC is now working with the funded institutions on the allocation of the additional 1 000 senior year intake places. As such, the distribution of the senior year places for the 2015/16 to 2018/19 academic years by institution and discipline/faculty is not available yet.



**CONTROLLING OFFICER'S REPLY**

**EDB590**

**(Question Serial No. 5739)**

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 (Member Question No. 616):

With regard to the senior year articulation places for undergraduate programmes offered by the University Grants Committee (UGC)-funded institutions, please advise this Committee of:

- a. the approved senior year intake places for UGC-funded undergraduate programmes in the 2014/15 and the past 2 academic years by institution and by programme;
- b. the actual number of intakes in this respect in the past 2 academic years;
- c. given the fact that there will be two cohorts of sub-degree graduates this year, whether the Government has considered increasing the senior year intake places when setting the approved senior year intake places for the 2014/15 academic year. If yes, what are the details? If not, the reasons for that; and
- d. given the fact that the social welfare sector is facing the problem of shortage of nursing and allied health professionals, whether the Administration will offer more senior year places related to nursing. If yes, what are the details? If not, the reasons for that.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) & (b) The number of approved University Grants Committee (UGC)-funded senior year undergraduate places by institution and programme from the 2012/13 to 2014/15 academic years is at Annex A. The actual student enrolment of the UGC-funded senior year undergraduate programmes for the same period is at Annex B.

(c) To enhance the articulation opportunities for meritorious sub-degree graduates, the Administration has been progressively doubling the number of UGC-funded senior year undergraduate intake places during the current 2011/12 to 2014/15 triennium. The approved number of UGC-funded senior year undergraduate intake places will increase by 33.9% from 2 987 in the 2013/14 academic year to 4 000 in the 2014/15 academic year. In comparison, the number of actual intakes to full-time publicly-funded and self-financing sub-degree programmes increased by 22.0% from 34 033 in the 2011/12 academic year to 41 520 in the 2012/13 academic year.

(d) Nursing is a discipline which is subject to the Government's specific manpower requirements. At the beginning of each triennium, the UGC will inform the institutions offering the manpower-planned programmes of the respective student number targets advised by the Administration. Taking into account the feedback of the institutions, the UGC will finalise its recommendations on the student numbers for the Government's endorsement. For the 2012/13 to 2014/15 triennium, the Government and the UGC have agreed to increase the approved numbers of the first-year-first-degree and senior year intake places for

nursing programme, from 590 and 100 respectively in the 2011/12 academic year to 630 and 125 respectively in the 2014/15 academic year. As regards the next triennium, planning is under way and the student number targets of the manpower-planned programmes will be determined in due course.

**Approved Senior Year Undergraduate Places (in full-time equivalent term) of UGC-funded Programmes, 2012/13 to 2014/15**

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149	185	124	269	185
	Bachelor of Arts/Bachelor of Sciences	72	-	72	72	90	72
	Bachelor of Business Administration	286	286	286	286	347	286
	Bachelor of Engineering	51	31	64	51	167	64
	Bachelor of Sciences	78	62	87	78	115	87
	Bachelor of Social Sciences	184	156	233	184	321	233
	<b>Sub-total</b>	<b>795</b>	<b>684</b>	<b>927</b>	<b>795</b>	<b>1 309</b>	<b>927</b>
HKBU	Bachelor of Arts	76	59	92	76	126	92
	Bachelor of Business Administration	58	42	74	58	106	74
	Bachelor of Sciences	38	31	45	38	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46	77	61	107	77
	<b>Sub-total</b>	<b>233</b>	<b>178</b>	<b>288</b>	<b>233</b>	<b>398</b>	<b>288</b>
LU	Bachelor of Arts	52	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	34	34	65	34	73	65
	Bachelor of Business Administration	10	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	32	30
	Bachelor of Nursing	60	60	60	60	60	60
	Bachelor of Sciences (including Bachelor of Health Science)	65	15	105	65	151	105
	Bachelor of Social Sciences	36	6	45	36	59	45
	<b>Sub-total</b>	<b>235</b>	<b>155</b>	<b>315</b>	<b>235</b>	<b>385</b>	<b>315</b>
HKIEd	Bachelor of Arts	13	-	27	13	34	27
	Bachelor of Social Sciences	7	-	14	7	46	14
	<b>Sub-total</b>	<b>20</b>	<b>-</b>	<b>41</b>	<b>20</b>	<b>80</b>	<b>41</b>
PolyU	Bachelor of Arts	299	226	336	299	216	336
	Bachelor of Arts/Bachelor of Sciences	-	-	-	-	365	-
	Bachelor of Business Administration	54	48	62	54	-	62

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
	Bachelor of Business Administration/Bachelor of Sciences	93	85	103	93	241	103
	Bachelor of Engineering	100	93	151	100	40	151
	Bachelor of Engineering/Bachelor of Sciences	-	-	-	-	235	-
	Bachelor of Nursing	40	40	40	40	40	40
	Bachelor of Sciences	219	202	245	219	182	245
	<b>Sub-total</b>	<b>805</b>	<b>694</b>	<b>937</b>	<b>805</b>	<b>1 319</b>	<b>937</b>
HKUST	Bachelor of Business Administration	15	-	15	15	15	15
	Bachelor of Engineering	65	57	65	65	65	65
	Bachelor of Sciences	20	-	20	20	20	20
	<b>Sub-total</b>	<b>100</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	35	27	50	35	50	50
	Bachelor of Business Administration	-	-	-	-	30	-
	Bachelor of Engineering	20	-	30	20	30	30
	Bachelor of Nursing	25	-	25	25	25	25
	Bachelor of Sciences	65	48	110	65	110	110
	Bachelor of Social Sciences	30	20	40	30	40	40
	<b>Sub-total</b>	<b>175</b>	<b>95</b>	<b>255</b>	<b>175</b>	<b>285</b>	<b>255</b>
<b>Total</b>		<b>2 487</b>	<b>1 987</b>	<b>2 987</b>	<b>2 487</b>	<b>4 000</b>	<b>2 987</b>

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Number of Student Admitted to Senior Year Undergraduate Places of UGC-funded Programmes,  
2012/13 to 2013/14**

(headcount)

Institution	Programme/Discipline	2012/13	2013/14#
CityU	Bachelor of Arts	117	186
	Bachelor of Arts/Bachelor of Sciences	63	72
	Bachelor of Business Administration	287	300
	Bachelor of Engineering	25	58
	Bachelor of Sciences	75	87
	Bachelor of Social Sciences	183	231
	<b>Sub-total</b>	<b>750</b>	<b>934</b>
HKBU	Bachelor of Arts	82	89
	Bachelor of Business Administration	61	78
	Bachelor of Sciences	35	41
	Bachelor of Social Sciences	53	80
	<b>Sub-total</b>	<b>231</b>	<b>288</b>
LU	Bachelor of Arts	44	53
	Bachelor of Business Administration	47	43
	Bachelor of Social Sciences	32	28
	<b>Sub-total</b>	<b>123</b>	<b>124</b>
CUHK	Bachelor of Arts	43	78
	Bachelor of Business Administration	14	18
	Bachelor of Engineering	13	11
	Bachelor of Nursing	60	60
	Bachelor of Sciences	65	89
	Bachelor of Social Sciences	38	55
	<b>Sub-total</b>	<b>233</b>	<b>311</b>
HKIED	Bachelor of Arts	13	22
	Bachelor of Social Sciences	7	14
	<b>Sub-total</b>	<b>20</b>	<b>36</b>
PolyU	Bachelor of Arts	304	357
	Bachelor of Business Administration	60	69
	Bachelor of Business Administration/Bachelor of Sciences	95	111
	Bachelor of Engineering	137	158
	Bachelor of Nursing	40	40
	Bachelor of Sciences	249	293
	<b>Sub-total</b>	<b>885</b>	<b>1 028</b>
HKUST	Bachelor of Engineering	96	93
	Bachelor of Sciences	4	7
	<b>Sub-total</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	35	50
	Bachelor of Engineering	17	26
	Bachelor of Nursing	25	25
	Bachelor of Sciences	67	112
	Bachelor of Social Sciences	32	40
	<b>Sub-total</b>	<b>176</b>	<b>253</b>
<b>Total</b>		<b>2 518</b>	<b>3 074</b>

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

2. # Provisional figures.

**CONTROLLING OFFICER'S REPLY**

**EDB591**

**(Question Serial No. 5740)**

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 (Member Question No. 620):

Re In the 2014-15 academic year, there will be a total of 4,000 publicly-funded university places for Non-JUPAS intake. Please inform this Committee of the respective numbers of additional places provided by the various departments of the 8 tertiary institutions this year.

Asked by: Hon. CHEUNG Kwok-che

Reply:

As far as first-year first-degree (FYFD) places funded by the University Grants Committee are concerned, the Joint University Programmes Admission System (JUPAS) is the main platform for students sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination (and previously the Hong Kong Advanced Level (HKAL) Examination) to apply for admission. As regards local students holding other academic qualifications, including sub-degree students of local post-secondary institutions and Hong Kong permanent residents who study in or outside Hong Kong and sit for international public examinations, they have to apply to the institutions directly for admission to the UGC-funded FYFD places (this route is commonly known as "non-JUPAS").

Student admission is within the autonomy of the institutions. Each institution has its own merit-based admission policy in assessing the applications of students. Neither the UGC nor the Administration would require institutions to specify a particular ratio of local students admitted through JUPAS and non-JUPAS. Admission for study in the 2014/15 academic year is under way, and hence the number of students admitted to the UGC-funded FYFD places via non-JUPAS is not yet available.

As regards UGC-funded senior year undergraduate places, admission is open to sub-degree graduates, for which they have to apply to institutions directly. The number of approved senior year intake places of the UGC-funded undergraduate programmes will increase to 4 000 in the 2014/15 academic year. The distribution of these places by institution and programme is at Annex.

**Approved Senior Year Undergraduate Places (in full-time equivalent term) of UGC-funded Programmes, 2014/15**

Institution	Programme/Discipline	2014/15	
		Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	269	185
	Bachelor of Arts/Bachelor of Sciences	90	72
	Bachelor of Business Administration	347	286
	Bachelor of Engineering	167	64
	Bachelor of Sciences	115	87
	Bachelor of Social Sciences	321	233
	<b>Sub-total</b>	<b>1 309</b>	<b>927</b>
HKBU	Bachelor of Arts	126	92
	Bachelor of Business Administration	106	74
	Bachelor of Sciences	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	107	77
	<b>Sub-total</b>	<b>398</b>	<b>288</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
CUHK	Bachelor of Arts	73	65
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	32	30
	Bachelor of Nursing	60	60
	Bachelor of Sciences (including Bachelor of Health Science)	151	105
	Bachelor of Social Sciences	59	45
	<b>Sub-total</b>	<b>385</b>	<b>315</b>
HKIEd	Bachelor of Arts	34	27
	Bachelor of Social Sciences	46	14
	<b>Sub-total</b>	<b>80</b>	<b>41</b>
PolyU	Bachelor of Arts	216	336
	Bachelor of Arts/Bachelor of Sciences	365	-
	Bachelor of Business Administration	-	62
	Bachelor of Business Administration/Bachelor of Sciences	241	103
	Bachelor of Engineering	40	151
	Bachelor of Engineering/Bachelor of Sciences	235	-
	Bachelor of Sciences	222	285
	<b>Sub-total</b>	<b>1 319</b>	<b>937</b>
HKUST	Bachelor of Business Administration	15	15
	Bachelor of Engineering	65	65
	Bachelor of Sciences	20	20



Institution	Programme/Discipline	2014/15	
		Penultimate Year (Intake)	Final Year
	<b>Sub-total</b>	<b>100</b>	<b>100</b>
HKU	Bachelor of Arts	50	50
	Bachelor of Business Administration	30	-
	Bachelor of Engineering	30	30
	Bachelor of Nursing	25	25
	Bachelor of Sciences	110	110
	Bachelor of Social Sciences	40	40
	<b>Sub-total</b>	<b>285</b>	<b>255</b>
<b>Total</b>		<b>4 000</b>	<b>2 987</b>

Notes:

1. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIEd	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

2. HKIEd did not have approved senior year places before 2012/13.

**CONTROLLING OFFICER'S REPLY****EDB592****(Question Serial No. 4570)**

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 (Member Question No. 178):

What is the staff establishment of the University Grants Committee? Regarding staff establishment, please provide in the table below a breakdown of the estimated per capita expenditure on emolument this year (2014-15):

Post/Rank	Number of staff	Estimated per capita emolument	Remarks
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Asked by: Hon. LEUNG Kwok-hung

Reply:

The University Grants Committee (UGC) is an independent advisory committee whose members are appointed in their personal capacity and include eminent local and non-local academics, professionals from other fields as well as community leaders. The UGC is serviced by a secretariat. The establishment of the UGC Secretariat as at 31 March 2014 is 62 permanent posts. It is expected that there will be an increase of three permanent posts in 2014-15. The estimated staff establishment of the UGC Secretariat for 2014-15 is provided in the table below:

Posts	Number of staff	Estimated expenditure on staff cost in 2014-15 (based on Notional Annual Mid-point Salary (NAMS))	Remarks
Directorate posts	3	\$5,707,200	Secretary General and two Deputy Secretary Generals
Non-directorate posts	62	\$30,476,340	Administrative staff in various civil service grades and ranks
Total	65	-	-

**CONTROLLING OFFICER'S REPLY**

**EDB593**

**(Question Serial No. 6165)**

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 (Member Question No. 85):

The University Grants Committee plans to take measures to enhance teaching and learning such as subsidising the development of Massive Open Online Course. What are the details, manpower, estimated provisions and timetable for its implementation by the relevant departments?

Asked by: Hon. MOK Charles Peter

Reply:

The UGC attaches great importance to teaching and learning in the UGC-funded institutions. With a view to motivating and better enabling institutions to accelerate the adoption of necessary pedagogical changes and innovations with a view to meeting the learning needs of the new generation of students and enhancing students' learning experience, a new funding scheme has been introduced.

The new scheme, with tripartite funding of up to \$82 million from the UGC, the Education Bureau and UGC-funded institutions, will provide one-off funding to support worthwhile initiatives proposed by the UGC-funded institutions that will help meet the learning needs of the new generation of students of this information age and better prepare them to compete well in the globalised economy.

The proposals for funding under this scheme submitted by the UGC-funded institutions are being assessed. Any proposal concerning the development of Massive Open Online Courses (MOOC) will be considered along with all the other proposals submitted. It is expected that funding for proposals supported under this scheme will be allocated in the first half of 2014.

**CONTROLLING OFFICER'S REPLY**

**EDB594**

**(Question Serial No. 5509)**

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 (Member Question No. 67):

The University Grant Committee (UGC) will work with the UGC-funded institutions to start planning for the progressive increase in senior year intake places by 1 000 to 5 000 by the 2018/19 academic year while the Government did not announce to increase the places of First-Year-First-Degree (FYFD) in the 2014/15 Budget. In this regard, will the Administration advise :

- (a) respective average student unit cost for each undergraduate place and senior year place;
- (b) details of distribution of these additional senior year intake places, broken down by UGC-funded institutions and programmes; whether the distribution is solely based on the manpower needs of Hong Kong; and
- (c) given that the senior year intake places will be progressively increased, of the reasons of not strengthening the mainstream study pathway through increasing the places of FYFD; whether it has plans to increase the places of FYFD in the coming 5 years; if not, of the reasons?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

(a) Subvention for the University Grants Committee (UGC)-funded institutions is estimated at \$15.3 billion in the 2014/15 academic year. The bulk of the funding is allocated to institutions in the form of block grant based on the approved student numbers allocated to institutions. As funding for publicly-funded undergraduate places (including senior year places) is subsumed under the block grant, the UGC is unable to identify and attribute the actual expenditure on specific programmes. It is noteworthy that according to the institutions, the average student unit cost per annum of a UGC-funded undergraduate (including senior year) place for the 2012/13 academic year is \$201,000, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$42,100). Information for the 2013/14 academic year and beyond is not yet available.

(b) The Government proposes progressively increasing the annual intake of the UGC-funded institutions by 1 000 from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the triennium that immediately follows. The estimated additional annual expenditure upon full implementation of the proposal is \$436 million. The UGC is now working with the funded institutions on the allocation of the additional 1 000 senior year intake places. As such, the distribution of the senior year places for the 2015/16 to 2018/19 academic years by institution and programme is not available yet.

(c) All along, the Government has been striving to provide secondary school leavers with flexible and diversified articulation pathways with multiple entry and exit points through promoting the quality and sustainable development of the publicly-funded and self-financing post-secondary education sectors. We are aware that there have been calls from certain quarters of the community that the Government should increase publicly-funded degree places. Given the expected continuing decline in the number of secondary school leavers over the coming decade, from over 71 000 in the 2012/13 academic year to around 45 000 in the 2021/22 academic year, we need to plan cautiously with due emphasis on both quality and quantity. The 2014 Policy Address has announced that the government will increase subsidised study places through a series of measures, in a bid to provide school leavers with broader and diversified articulation pathways. These proposed measures include:

- progressively increasing the annual intake of senior year undergraduate places in the UGC-funded institutions by 1 000, i.e. from 4 000 to 5 000 per annum, with effect from the 2015/16 academic year and during the planning triennium that immediately follows;
- exploring how to practically introduce a new subsidy scheme to support up to 1 000 students per cohort to pursue self-financing undergraduate programmes in selected disciplines to meet Hong Kong's manpower needs, which will benefit three cohorts of students, and will then be subject to a review on its effectiveness;
- introducing a new scholarship scheme to support up to 100 outstanding students per cohort starting from 2015/16 academic year to study in renowned universities outside Hong Kong, which will benefit three cohorts of students, and will then be subject to a review on its effectiveness;
- introducing the Mainland University Study Subsidy Scheme (MUSSS) starting from 2014/15 academic year so that needy students pursuing studies under the Scheme for the Admission of Hong Kong Students to Mainland Higher Education Institutions may receive a means-tested grant. The MUSSS will benefit three cohorts of students, and will then be subject to a review on its effectiveness; and
- setting up a scholarship fund whereby universities and post-secondary institutions will be encouraged to admit, on a full cost-recovery basis, about 20 local students who excel in sports, art as well as community service annually starting from the 2015/16 academic year.

Full implementation of the above measures will offer more opportunities and wider choices for senior secondary graduates to pursue higher education. It is expected that an additional 2 120 subsidised places will be provided to local students to pursue degree education in and outside Hong Kong. Students who choose to further their studies in the Mainland will also receive financial assistance.

**CONTROLLING OFFICER'S REPLY**

**EDB595**

**(Question Serial No. 5519)**

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 (Member Question No. 78):

According to 2014-15 estimates, Administration costs of UGC Secretariat cost of administration as percentage of recurrent and capital grants administered (%) for 2014-15 will rise to 1.1% from the revised estimate of 0.6% for 2013-14, an increase by 83%. In this connection, will the Administration inform this Committee about the reasons for the substantial increase in administration costs of UGC Secretariat cost of administration? Please provide the specifics on how the additional administration costs will be spent.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

University Grants Committee (UGC)'s cost of administration as percentage of recurrent and capital grants administered is projected to increase from 0.6% for 2013-14 to 1.1% for 2014-15. The increase is mainly due to projected increase in administration cost of the UGC Secretariat in 2014-15. Major items accounted for such increase are as follows:

1. Preparation for the Research Assessment Exercise (RAE) 2014 in 2013-14 and planned activities to be engaged in 2014-15 – the RAE aims at assessing the research quality of institutions and encouraging world-class research. It is a complex and large scale exercise conducted once every few years. The last RAE was conducted in 2006. The upcoming 2014 exercise will produce quality profiles of individual cost centres (i.e. academic units) of the eight UGC-funded institutions in Hong Kong, using international benchmarks and sharpened measures, to delineate their areas of relative strengths and weaknesses. To ensure robustness of the exercise, engagement of external panel members for assessment and additional resources for providing secretariat and logistical support for the 13 assessment panels are required.
2. Continuing increase in the workload under the existing research funding schemes of the Research Grants Council (RGC) – there is an increase in the projected number of research proposals to be dealt with in 2014-15. It is necessary to engage more panel members and reviewers to assess the proposals and incur additional resources to provide administrative and technical support.
3. Competitive research funding schemes for the local self-financing degree sector launched in December 2013 – to ensure the smooth implementation of the new funding schemes, engagement of panel members and reviewers for assessment and additional resources for providing secretariat and logistical support are required.
4. Provision reserved for the engagement of external consultancy services and specialist support in

2014-15 for various purposes, such as 2016-19 triennium funding assessment exercise, preparation and conduct of the second audit cycle of the Quality Assurance Council, implementation of recommendations put forward by the Financial Affairs Working Group Report, and future external quality audits on sub-degree operations of UGC-funded institutions.

**CONTROLLING OFFICER'S REPLY**

**EDB596**

**(Question Serial No. 5174)**

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 (Member Question No. 58):

The departmental expenses of the University Grants Committee were \$27 million for 2012-13, \$42 million in the revised estimate for 2013-14 and rise to \$79 million in the estimate for 2014-15. In this connection, please advise of the following:

- a. reasons for the increase in the revised estimate of the departmental expenses for 2013-14, as compared with the actual expenditure for 2012-13;
- b. reasons for an increase of nearly 90% in the estimate of the departmental expenses for 2014-15 over the revised estimate for 2013-14; and
- c. further to the above 2 questions, specific items covered/to be covered by the increases and the respective expenditures involved.

Asked by: Hon TIEN Puk-sun, Michael

Reply:

Departmental expenses for the 2013-14 revised estimate are \$15 million (56%) higher than the actual for 2012-13; and those for 2014-15 estimate are \$37 million (88%) higher than the 2013-14 revised estimate. Major items accounted for such increases are as follows:

1. Preparation for the Research Assessment Exercise (RAE) 2014 in 2013-14 and planned activities to be engaged in 2014-15 – the RAE aims at assessing the research quality of institutions and encouraging world-class research. It is a complex and large scale exercise conducted once every few years. The last RAE was conducted in 2006. The upcoming 2014 exercise will produce quality profiles of individual cost centres (i.e. academic units) of the eight UGC-funded institutions in Hong Kong, using international benchmarks and sharpened measures, to delineate their areas of relative strengths and weaknesses. To ensure robustness of the exercise, engagement of external panel members for assessment and additional resources for providing secretariat and logistical support for the 13 assessment panels are required. This has led to an increase in departmental expenses of \$6 million in 2013-14 and a projected increase of \$23 million in 2014-15.
2. Competitive research funding schemes for the local self-financing degree sector launched in December 2013 – to ensure the smooth implementation of the new funding schemes, engagement of panel members and reviewers for assessment and additional resources for providing secretariat and logistical support are required. Thus, there is an increase in departmental expenses of \$2 million and \$4 million in 2013-14 and 2014-15 respectively.



3. Continuing increase in the workload under the existing research funding schemes of the Research Grants Council (RGC) – there is an increase in the projected number of research proposals to be dealt with in 2013-14 and 2014-15. It is necessary to engage more reviewers to assess the proposals and incur additional resources to provide administrative and technical support which accounts for an increase in departmental expenses of \$3 million and \$2 million in 2013-14 and 2014-15 respectively.
4. Provision reserved for the engagement of external consultancy services and specialist support in 2014-15 for various purposes, such as 2016-19 triennium funding assessment exercise, preparation and conduct of the second audit cycle of the Quality Assurance Council, implementation of recommendations put forward by the Financial Affairs Working Group Report, and future external quality audits on sub-degree operations of UGC-funded institutions – this results in an increase in consultancy expenses of \$5 million in 2014-15.

The remaining increase in departmental expenses is to cope with the increase in workload of the Secretariat and to strengthen the policy and administrative support to the UGC / RGC and its sub-committees.

**CONTROLLING OFFICER'S REPLY**

**EDB597**

**(Question Serial No. 4782)**

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 (Member Question No. 183):

Regarding internationalisation and non-local students, would the Administration advise this Committee of the following:

- a. the number of non-local students pursuing publicly-funded taught programmes and the percentage of these students in the total number of students by sub-degree, undergraduate, taught postgraduate and research postgraduate programmes in the past 3 academic years (i.e. 2011/12, 2012/13 and 2013/14) and the expenditure involved? and
- b. the estimated number of non-local students pursuing publicly-funded taught programmes and the percentage of these students in the total number of students by sub-degree, undergraduate, taught postgraduate and research postgraduate programmes in the 2014/15 academic year and the estimated expenditure involved?

Asked by: Hon. WONG Kwok-hing

Reply:

Under the existing policy, institutions may enroll non-local students up to 20% of the approved University Grants Committee (UGC)-funded student number for sub-degree, undergraduate and taught postgraduate programmes (whereby non-local students are primarily admitted by over-enrolment on top of the approved student number). The number and percentage of local and non-local student enrolment of UGC-funded programmes by level of study in the past three academic years are set out in the Annex. The estimated number of non-local students for the 2014/15 academic year is not available.

The bulk of the cost of UGC-funded sub-degree, undergraduate and postgraduate programmes is subsidised by recurrent grant from the UGC. The funding provided by the UGC is subsumed under the block grant to institutions on the basis of approved student places. It is not possible to attribute specific amount of funding to non-local students. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places. At present, institutions normally charge non-local students at a level higher than that of local students.

**Local and Non-local Student Enrolment of UGC-funded Programmes  
by Level of Study, 2011/12 to 2013/14**

(headcount)

Level of Study	2011/12			2012/13			2013/14 <sup>#</sup>		
	Local	Non-local	Total	Local	Non-local	Total	Local	Non-local	Total
Sub-degree	6 925 (100.0%)	2 (*)	6 927 (100.0%)	6 502 (100.0%)	1 (*)	6 503 (100.0%)	7 280 (100.0%)	- (100.0%)	7 280 (100.0%)
Undergraduate	52 498 (89.9%)	5 914 (10.1%)	58 412 (100.0%)	67 952 (89.0%)	8 399 (11.0%)	76 351 (100.0%)	69 277 (88.6%)	8 942 (11.4%)	78 219 (100.0%)
Taught Postgraduate	3 599 (97.6%)	87 (2.4%)	3 686 (100.0%)	3 627 (97.5%)	94 (2.5%)	3 721 (100.0%)	3 313 (96.7%)	113 (3.3%)	3 426 (100.0%)
Research Postgraduate	1 805 (27.5%)	4 767 (72.5%)	6 572 (100.0%)	1 652 (24.2%)	5 166 (75.8%)	6 819 (100.0%)	1 551 (22.1%)	5 455 (77.9%)	7 006 (100.0%)
Total	64 827 (85.8%)	10 770 (14.2%)	75 597 (100.0%)	79 733 (85.4%)	13 661 (14.6%)	93 394 (100.0%)	81 421 (84.9%)	14 510 (15.1%)	95 931 (100.0%)

## Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. Research postgraduate figures include only students funded by UGC within normal study periods.
3. Figures in brackets denote percentage share to total student enrolment.
4. <sup>#</sup> Provisional figures.
5. '-' denotes 'nil'.
6. '\*' denotes less than 0.05%.
7. Figures may not add up to the corresponding totals owing to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.
8. To tie in with the implementation of the new academic structure, UGC-funded institutions have admitted two cohorts of undergraduate students in the 2012/13 academic year.

**CONTROLLING OFFICER'S REPLY**

**EDB598**

**(Question Serial No. 3677)**

Head: (160) Radio Television Hong Kong  
Subhead (No. & title): (-) Not Specified  
Programme: (3) School Education Television Programme  
Controlling Officer: Director of Broadcasting (Roy TANG)  
Director of Bureau: Secretary for Education

Question (Member Question No. 564):

Under Matters Requiring Special Attention in 2014-15, it is stated that Radio Television Hong Kong will migrate progressively towards High Definition (HD) production of school educational television (ETV) programmes. Regarding progressively increase of HD productions, would the Administration provide a concrete work plan, the items and expenditures involved?

Asked by: Hon. CHAN Ka-lok, Kenneth

Reply:

Radio Television Hong Kong (RTHK) started the development and migration of High Definition (HD) production in 2007. In 2014-15, RTHK will migrate progressively towards HD production of school educational television programmes, which includes procurement of HD filming, editing, animation and graphic design equipment. A sum of \$10 million has been earmarked for the completion of HD migration in 2014-15. All expenditures involved will be covered by RTHK's capital expenditure and other operating expenses. Another \$2 million will be required to cover extra man-hours in shooting, editing, graphic and animation design for HD production.

**CONTROLLING OFFICER'S REPLY**

**EDB599**

**(Question Serial No. 6395)**

Head: (47) Government Secretariat:  
Office of the Government Chief Information Officer

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

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer (Mr. Daniel LAI)

Director of Bureau: Secretary for Education

Question (Member Question No. 57):

Regarding the estimated additional provision of \$4.5 million for the Internet Learning Support Programme (Programme), what is the expected number of beneficiaries?

The Office of the Government Chief Information Officer had expressed that the number of beneficiaries of the Programme was declining as it was more convenient to use smartphones rather than computers to go online. Were there any beneficiaries who had stopped joining the Programme over the past year? Will there be no more provision for implementing Internet access plan for current students upon the allocation of provision for the fifth-year expenditure of the Programme?

Asked by: Hon. TONG Ka-wah, Ronny

Reply:

On 28 May 2010, the Finance Committee of the Legislative Council approved a funding of \$220 million for the implementation of the Internet Learning Support Programme (the Programme). The estimated additional provision of \$4.5 million for 2014-15 is to meet the cash flow requirement for the normal operation of the Programme. In the past 3 school years from 2011/2012 to 2013/2014, there were about 300 000 families eligible for the Programme.

Since the launch of the Programme, no enrolled family has withdrawn. As at the end of 2013, the total expenditures incurred on cash basis were about \$69.37 million. According to the current costing of the Programme, it is estimated that the funding allocation can support more than 5 years of operation. We will conduct another review on the effectiveness of the Programme and service demand in the 2015/2016 school year, with a view to mapping out the way forward.

**CONTROLLING OFFICER'S REPLY**

**EDB600**

**(Question Serial No. 5867)**

Head: (708) Capital Subventions and Major Systems and Equipment  
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 (Member Question No. 68):

Regarding the provision of \$600 million estimated for Subhead 8100EX—*Alterations, additions, repairs and improvements to the campuses of the UGC-funded institutions* for 2014-15, please advise on the details and expenditure of each of the 70 plus on-going and new items with expected expenditure in 2014-15 as mentioned in Part III under Subhead 8100EX, Annex 8B of an earlier submission to the Public Works Subcommittee of the Legislative Council (PWSC(2013-14)27).

Asked by: Hon. FAN Kwok-wai, Gary

Reply:

The allocation under Head 708 Subhead 8100EX is used for alterations, additions, repairs and improvements to the campuses of the University Grants Committee-funded institutions. The estimated provision of \$600 million for 2014-15 will be used for funding a total of 91 on-going and proposed new projects, including the 20 major on-going and proposed new items already listed in the submission to the Public Works Subcommittee of Finance Committee of the Legislative Council (Annex 8B of PWSC(2013-14)27). A full list of these 91 items and their respective estimated expenditure in 2014-15 is provided at the Annex.

## On-going and Proposed New Projects to be funded under Subhead 8100EX in 2014-15

Project description	Estimated Expenditure in 2014-15 \$'000
<b>On-going Projects</b>	
1. Improvement works on eight lecture theatres in Main Campus, The University of Hong Kong (HKU)	20,000
2. Enhancement of barrier-free facilities on campus, City University of Hong Kong (CityU)	19,300
3. Spatial reorganisation for Institute of Textiles and Clothing workshops at MN Wing, The Hong Kong Polytechnic University (PolyU)	17,850
4. Detailed design for student residences at Wong Chuk Hang site, HKU	15,840
5. Construction of mezzanine floor and reorganisation of space at Haking Wong Building, HKU	14,700
6. Detailed design for student hostel at Whitehead Ma On Shan, CityU	12,000
7. Detailed design for centralised general research laboratory complex (block 2), The Chinese University of Hong Kong (CUHK)	11,409
8. Space reorganisation of 2/F of Main Library Building (New Wing), HKU	10,500
9. Spatial reorganisation at Shaw Tower and Au Shue Hung Memorial Library, Hong Kong Baptist University (HKBU)	10,035
10. Spatial reorganisation of Mong Man Wai Building, CUHK	10,000
11. Spatial reorganisation on 3/F Jockey Club School of Chinese Medicine Building, HKBU	9,724
12. Replacement of air-cooled chillers by water-cooled chillers in Block C, The Hong Kong Institute of Education (HKIED)	8,608
13. Reorganisation of space at Run Run Shaw Building and Library Building (Old Wing), HKU	8,448
14. Spatial reorganisation for canteen and student activities area at David C Lam Building, HKBU	8,300
15. Spatial reorganisation for student cafeteria and office of student affairs in Wing Lung Bank Building, HKBU	8,200
16. Spatial reorganisation of Chen Kou Bun Building and Wong Foo Yuan Building, CUHK	8,000
17. Spatial reorganisation of Esther Lee Building and Hui Yeung Shing Building, CUHK	8,000
18. Spatial reorganisation of Li Wai Chun Building and Chung Chi Tang, CUHK	7,978
19. Spatial reorganisation of Eliot Hall and May Hall, HKU	7,884
20. Reconfiguration and reorganisation works for the Faculty of Humanities, PolyU	7,877
21. Improvement works to the existing disabled lift at Auditorium, Lingnan University (LU)	7,741
22. Reorganisation of space for Li Ka Shing Faculty of Medicine, HKU	7,500
23. Spatial reorganisation for community and learning hub at Fong Shu Chuen Library Building, HKBU	7,100
24. Spatial reorganisation of Science Centre North Block, CUHK	6,957
25. Energy saving measures for air-conditioning system in Ho Sin Hang Campus and Shaw Campus, HKBU	6,950
26. Consequential works for "3+3+4" academic reform and improvement works at LG/F to 3/F of David C Lam Building, HKBU	6,300
27. Construction of footbridge linking the Patrick Lee Wan Keung Academic Building and Indoor Sports Complex to the existing public footbridge, LU	6,019

Project description	Estimated Expenditure in 2014-15 \$'000
<b>On-going Projects (continued)</b>	
28. Spatial reorganisation works for setting up of learning commons and supporting facilities on Shaw Campus, HKBU	6,000
29. Construction of covered staircase and walkways on campus, CityU	5,857
30. Spatial reorganisation for Faculty of Health and Social Science, PolyU	5,057
31. Campus infrastructure enhancement : widening pavement and road at Residence Road and Residence Lane 1 and addition/enhancement/modernisation of lifts in seven buildings, CUHK	5,000
32. Reorganisation of space at Hung Hing Ying Building, HKU	5,000
33. Detailed design for 300-place student hostel at New Asia Campus, CUHK	4,475
34. Upgrading of automatic fire alarm central system, The Hong Kong University of Science and Technology (HKUST)	4,200
35. Office remodeling for Zone C, HKUST	4,000
36. Office remodeling for Zone D, HKUST	4,000
37. Replacement of existing chiller plant in Phase 5 Building, PolyU	3,975
38. Spatial reorganisation at David C Lam Building and Wing Lung Bank Building, HKBU	3,975
39. Detailed design for 376-place student hostel in Area 39, CUHK	3,670
40. Detailed design for 1 200-place student residences, HKUST	3,400
41. Spatial reorganisation works to FJ and HJ Wing, PolyU	3,150
42. Spatial reorganisation in GH Wing, PolyU	3,123
43. Detailed design for 300-place student hostel, CUHK	3,000
44. Detailed design for student residence at High West site, HKU	2,960
45. Student Life Centre, HKUST	2,893
46. Upgrading of IT infrastructure of student hostels, LU	2,872
47. Improvement Works for Stanley Ho Sports Centre, Sandy Bay, HKU	2,738
48. Reorganisation of space at Knowles Building and Pao Siu Loong Building, HKU	2,656
49. Conversion of vacated student restaurant kitchen at Block E to teaching venues, HKIEd	2,625
50. Spatial reorganisation of Science Centre East Block and Basic Medical Science Building Teaching Annex, CUHK	2,428
51. Detailed design for Joint Universities Research Archive, HKU	2,000
52. Teaching and research space reorganisation works to GH Wing, PolyU	1,907
53. Revamp of information center, HKUST	1,863
54. Detailed design for student residence at Hospital Road, HKU	1,800
55. Detailed design for student residence at Mui Fong Street, Sai Ying Pun, HKU	1,600
56. Reconfiguration and reorganisation works for the Faculty of Applied Science and Textile, PolyU	1,019
57. Reconfiguration and reorganisation works for the Faculty of Business, PolyU	1,016
58. Enlargement of computer mainframe room 2 at Block B, HKIEd	1,000
59. Conversion of space into wet laboratories in Academic 1, CityU	941
60. Spatial reorganisation on 4/F, 6/F and 8/F of Meng Wah Complex, HKU	659
61. Re-arrangement of library study area at 2/F and 3/F of Patrick Lee Wan Keung Academic Building and Wong Administration Building, LU	561
62. Alteration and addition works for CF Wing, PolyU	271
Sub-total of 62 on-going projects :	374,911
<b>Proposed New Projects</b>	
1. Upgrading of performance facilities at Chong Yuet Ming Amenities Centre, HKU	27,000



Project description	Estimated Expenditure in 2014-15 \$'000
<b>Proposed New Projects (continued)</b>	
2. Reorganisation of space on 3-5/F (partial) and 7-8/F of Knowles Building, HKU	17,000
3. Remodeling works on 3/F and 4/F at Zones L and J of the Academic Building, HKUST	15,000
4. Spatial reorganisation on 4/F (North Wing), 5/F (North and South Wings) and 6/F (South Wing) of Meng Wah Complex, HKU	15,000
5. Office remodeling and classroom upgrading on 4/F and 5/F of Zone D of the Academic Building, HKUST	15,000
6. Enhancement of campus southern entrance, HKUST	15,000
7. Spatial reorganisation for the Mong Man Wai Library, HKIEd	15,000
8. Eco-garden : a sustainable landscape and learning and teaching facilities, HKIEd	10,860
9. Weather protection covers on G/F at areas adjacent to the Central Plaza, HKIEd	10,453
10. Campus infrastructure enhancement and sustainability program : upgrading of central air conditioning plants and sewerage pipe at Pond Crescent, CUHK	10,000
11. Stabilisation of slopes, phase 14, CUHK	10,000
12. Office remodeling and classroom upgrading on 4/F and 5/F at Zone E of the Academic Building, HKUST	10,000
13. Campus sustainability improvement and carbon reduction program, CUHK	9,768
14. Renovation to the Northern Vehicular Entrance of the University, LU	9,708
15. Provision of passenger lifts in Cores C and D, PolyU	8,520
16. Upgrade of the campus wide wifi infrastructure, LU	7,530
17. Spatial reorganisation and improvement works for the Department of Ophthalmology and Visual Science at the Hong Kong Eye Hospital, CUHK	5,000
18. Consequential and spatial replanning works for “3+3+4” academic reform at 3/F and 7/F to 9/F of Sir Run Run Shaw Building, HKBU	3,300
19. Enhancement of communal facilities through revitalisation of jogging track and emergency vehicular access areas, PolyU	1,500
20. Expansion of research and residential facilities for the Swire Institute of Marine Science at Cape d’ Aguilar, Shek O, HKU	1,500
21. Replacement of air-cooled chillers by water-cooled chillers, CityU	1,200
22. Replacement of existing chiller plant for Phase 2A & 2B Building, PolyU	1,000
23. Energy saving devices at P and PQ Wings, PolyU	1,000
24. Addition and Alternation works to GH G/F for Faculty of Health and Social Sciences, PolyU	1,000
25. Conversion of the existing swimming pool to an all-weather swimming pool at Wai Hang Sports Centre, HKBU	900
26. Renovation and improvement works to laboratories for Science Faculty, HKBU	800
27. Spatial replanning and improvement works to Yeung Shui Sang Building, HKBU	800
28. Replacement of Aged Gensets for Academic 1, CityU	750
29. Roof greening on campus buildings, CityU	500
Sub-total of 29 proposed new projects :	225,089
Total of 91 on-going and proposed new projects :	600,000

