

For information

**Legislative Council Panel on Education
Subcommittee on Integrated Education**

**Supplementary information in Response to Concerns Raised at
Meeting on 18 February 2014**

Purpose

At the request of the Subcommittee, this paper provides supplementary information in respect of the issues raised by Members at the meeting on 18 February 2014 (recorded at items 3(a) to 3(b) (i) - (iii) of the minutes of meeting).

Supplementary information for the views and items of concern

Numbers and findings of complaint cases arising from the implementation of Integrated Education handled by the Education Bureau (EDB) in the past three years

2. Under the existing complaint handling mechanism, schools are required to establish school-based mechanism and procedures for handling complaints related to schools. Through school-based mechanism and procedures, schools and parents can discuss and resolve problem directly. The EDB does not collect information about complaint cases handled at the school-based level.

3. When the EDB receives complaints lodged by members of the public about schools (including complaints arising from the implementation of Integrated Education), the Bureau will record and file the documents of the allegations, and handle the complaints according to the established procedures. According to the EDB's filing records, the numbers of complaint cases related to the implementation of Integrated Education from the 2010/11 to 2012/13 school years are listed in the table as follows:

School year	Number of cases filed in EDB's records
2010/11	6
2011/12	4
2012/13	4

4. In handling complaints involving disability discrimination, if the school and the complainant cannot arrive at a mutual agreement, the school or the complainant may submit the case which involves the Disability Discrimination Ordinance to the respective Regional Education Office of the EDB for arranging a mediation meeting for both parties to work out a solution and reach a settlement. If the dispute cannot be resolved through the aforementioned procedures, the EDB will set up a Case Study Group¹ to solicit views from outsiders. The Case Study Group will review the case and put forward settlement proposals to the EDB. In the past three years, the EDB does not have cases that require handling in the form of a Case Study Group.

Numbers of ordinary schools not applying for the Learning Support Grant or not sending teachers to attend the Basic Course on supporting students with SEN in the past three years

5. The numbers of eligible public sector primary and secondary schools (i.e. schools having admitted students with SEN required tier-2 or tier-3 support under the ‘3-Tier Intervention Model’) not applying for the Learning Support Grant (LSG) from the 2010/11 to 2012/13 school years are listed in the table as follows:

School Year	No. of eligible public sector primary and secondary schools not applying for the LSG*	
	Primary	Secondary
2010/11	7	60
2011/12	5	43
2012/13	0	0

* Excluding schools receiving additional resources under the Intensive Remedial Teaching Programme and Integrated Education Programme.

6. According to the records of the EDB, as at the end of May 2014, all government and aided schools have teachers having attended 30 hours (equivalent to the number of hours for Basic Course for supporting students with SEN) or more structured special education training courses.

Admission of students with SEN to ordinary primary and secondary schools

7. In the 2013/14 school year (position up to September 2013), the numbers of ordinary primary and secondary schools classified by the numbers of students with SEN, are tabulated as follows:

¹ Members of the Case Study Group are appointed by the EDB. Except for the Chairperson, all members are non-EDB members, including parents, representatives from the education sector and other professionals such as representatives from the medical or legal sector, educational psychologist, and the field of social work.

Number of Students with SEN admitted by the Schools	Number of Schools (Primary)	Number of Schools (Secondary)
0	0	2
1 - 5	5	35
6 - 15	30	104
≥ 16	418	252

Availability of the information about the rate of transfer of schools of students with SEN

8. The Subcommittee on Integrated Education requested EDB to provide the same supplementary information at the meeting on 13 December 2013 (detailed at item 4(e) of the minutes of the meeting). The following supplementary information was provided by the EDB in the Administration's response in July 2014 (LC Paper No. CB(4)954/13-14(01)):

School year	(i) Number of students in public sector ordinary schools who transferred schools	(ii) Total number of students in public sector ordinary schools	(iii) Percentage of transfer [(i)/(ii)]
2010/11	1553	652 071	0.23 %
2011/12	1438	658 011	0.21 %
2012/13	1261	606 378	0.20 %

Under the existing arrangement, schools are required to report to the EDB on cases of student withdrawal (regardless of the students' age, class attended and whether they have SEN). The EDB does not collect information on reasons for transfer of school of students. It is worthy of noting that students may change schools due to various reasons (such as removal, family reasons or adaptation problem, etc.). We consider that providing a breakdown of the information on secondary and primary students having transferred to other schools solely by whether the students are with SEN or not is inappropriate and can be misleading.

Advice Sought

9. Members are invited to note the content of this paper.

Education Bureau
August 2014