



中華人民共和國香港特別行政區政府總部教育局  
Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

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24 May 2018

Clerk to Panel  
(Attn: Ms Angel WONG)  
Legislative Council Panel on Education  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong

Dear Ms WONG,

**Panel on Education**  
**Follow-up to the Meeting on 13 April 2018**

At the meeting of the Panel on Education held on the above date, Members sought additional information from the Education Bureau (EDB) under the agenda item III "Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School". I am authorised to reply on behalf as follows:

- (a) a list of works projects for boarding sections in existing special schools/special schools with boarding facilities for students with intellectual disabilities that are under construction and under planning (including their respective expected completion dates, the number of new boarding places to be provided by each project, etc)**

EDB has been closely monitoring the supply and demand of school and boarding places of special schools. In this regard, we have reserved school sites for constructing/reprovisioning special schools, together with the school conversion works, with a view to meeting the long-term demand for school and boarding places. Up to now, large scale works projects, under construction or planning related to the provision of boarding facilities for schools for children with intellectual disability are as follows:

**(i) Projects under construction**

<b>Project Title</b>	<b>Number of boarding places to be provided</b>	<b>Expected completion date</b>
3111ET A special school for children with mild, moderate and severe intellectual disabilities in Area 108, Tung Chung	60	Q3 of 2019

**(ii) Projects under planning**

<b>Project Title</b>	<b>Number of boarding places to be provided</b>	<b>Expected completion date</b>
8032ED Conversion to Heung Hoi Ching Kok Lin Association Buddhist Po Kwong School	60	Q2 of 2021
8033ED Provision of Boarding Section of Hong Chi Pinehill School and reprovisioning of Boarding Section of Hong Chi Pinehill No. 2 School in Tai Po	120 <sup>1</sup>	Q4 of 2020

<sup>1</sup> Cover 60 new and 60 reprovisioned boarding places under the project

- (b) statistics on the demand and supply of special school boarding places for non-Chinese speaking students with moderate intellectual disability (including the number of these students on the waiting list for a boarding place, average waiting time, and percentage of these waitlistees over the total number of waitlistees (i.e. 127 waitlistees) in the territory); and**

For the 2017/18 school year (as at 15 September 2017), there are a total of 127 students with moderate intellectual disability (MoID) wait listing for boarding services among which 4 students are non-Chinese speaking (NCS) students, which accounts for 3% of the total number of MoID students on the waiting list. Among those 4 NCS students, 2 of them had been allocated a boarding place in schools for children with MoID in December 2017 and February 2018 respectively. For the remaining 2 NCS students, the waiting time of a student is around 1.5 years whereas the other one is around 3 years owing to the fact that the parents only accept allocation of the specific school.

As our reply in part (a), EDB has been closely monitoring the supply and demand of boarding places in special schools and exploring feasible ways to increase the supply with reference to the actual demand. In this connection, EDB has made optimal use of the space available in the boarding sections of schools for children with MoID, where relevant ordinances and regulations permit, for provision of additional boarding places in recent years. In addition, we have explored new measures with a view to increasing the provision. For instance, in the 2017/18 school year, we have piloted the operation of two MoID classes with 20 boarding places in a school for children with SID. Also, as listed in part (a), some projects are under construction/planning. Subject to the funding approval and the timely completion of the construction works, the total number of boarding places for students with MoID will be increased to around 400 in the 2020/21 school year.

- (c) **short-, medium- and long-term support provided by the Administration for students with intellectual disabilities upon graduation (including vocational training and residential services)**

*Vocational Rehabilitation and Training Services for Persons with Disabilities*

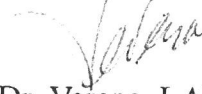
For persons with disabilities (including persons with intellectual disabilities) who are not yet able to take up open employment, the Social Welfare Department (SWD) provides various services through service organisations such as sheltered workshops, supported employment service, integrated vocational rehabilitation services centres and integrated vocational training centres for persons with different severity of disabilities who have different needs. In parallel, SWD launched the “On the Job Training Programme for People with Disabilities” and the “Sunnyway - On the Job Training Programme for Young People with Disabilities” to provide relevant training and counselling services for participants according to their employment needs, and help them find suitable jobs upon completion of job attachment.

Apart from SWD, the Labour and Welfare Bureau provides subsidies for the Shine Skills Centres run by the Vocational Training Council to offer a wide range of vocational training programmes and career support services for persons with disabilities (including persons with intellectual disabilities) aged 15 or above. Besides, the Employees Retraining Board endeavours to assist persons with disabilities (including persons with intellectual disabilities) to enter the employment market.

Residential Care Services

SWD provides a wide range of subsidised residential care services for persons with different types and levels of disabilities (including persons with intellectual disabilities) who are unable to live independently in the community or adequately cared for by their families. Residential care services relevant to persons with intellectual disabilities include hostels for severely mentally handicapped persons, hostels for moderately mentally handicapped persons, supported hostels, care and attention homes for severely disabled persons and integrated vocational training centres (residential service).

Yours sincerely,



(Dr Verena LAU)  
for Secretary for Education